

LOURDES ORTEGA

CURRICULUM VITAE

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Department of Linguistics
1437 37th Street NW
Box 571051
Poulton Hall 250
Georgetown University
Washington, DC 20057-1051
fax: (202) 687-6174
e-mail: lo3@georgetown.edu
[Georgetown Website](#)
[Google Scholar](#)

HIGHLIGHTS

- World's 2% most-cited researchers in 2024 and ranked #24 among top 400 world linguists in 2023, Stanford University's ranking ([Elsevier Data Repository](#))
- 26,049 citations and an h-index of 59 on [Google Scholar](#) as of December 2025
- General Editor of *Language Learning* (since 2020) (journal published by Wiley, ISI Journal Citation Reports © Clarivate 2024: 16th of 304 journals in the Linguistics category)
- President of the [American Association for Applied Linguistics](#), March 2023-March 2024
- Chair of 25 doctoral dissertations to date (22 at Georgetown University)
- External referee for more than 75 tenure & promotion reviews
- External program evaluator of 6 university departments and doctoral programs in the USA

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

- Since 2012: **Professor**, Georgetown University, Department of Linguistics.
- 2004-2012: **Assistant Professor** (2004-2006), **Associate Professor** (2006-2010), **Professor** (2010-2012) University of Hawai'i at Mānoa, Department of Second Language Studies.
- 2002-2004: **Assistant Professor** (tenure-track), Northern Arizona University, Department of English.
- 2000-2002: **Assistant Professor** (tenure-track), Georgia State University, Department of Applied Linguistics and ESL.
- 1999-2000: **Visiting Instructor** of Applied Linguistics, Georgetown University, Department of Linguistics.
- 1994-1998: **Research and Teaching Graduate Assistant**, University of Hawai'i at Mānoa, College of Languages, Linguistics, and Literature.
- 1987-1993: **Instructor** of Spanish, Instituto Cervantes of Athens, Greece.

FELLOWSHIPS

- 2026: **Distinguished HaBilNet Fellow**, Harmonious Bilingualism Network. Nonresidential fellowship. January through December 2026. While on sabbatical leave.
- 2018: **Distinguished Visiting Fellow at the Graduate Center, City University of New York**, Advanced Research Collaborative (ARC). August through December, 2018. While on sabbatical leave.
- 2010: **External Senior Research Fellow at the Freiburg Institute of Advanced Studies (FRIAS)**, University of Freiburg. One-semester residential fellowship at FRIAS to carry out project titled *Pathways to multicompetence: Applying usage-based and constructionist theories to the study of interlanguage development*. August through December, 2010. While on sabbatical leave.
- 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*.
- 1999: **Pre-Doctoral Mellon Fellow at the National Foreign Language Center**, The Johns Hopkins University School of Advanced International Studies. Seven-month residential fellowship to write up dissertation research, titled *Understanding syntactic complexity: The measurement of change in the syntax of instructed L2 Spanish learners*; Washington D.C., January through August.
- 1987-1990: **Spanish Ministry of Education International Grantee**. International exchange postgraduate grant 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.

HONORS & AWARDS

- 2026: **Distinguished Scholarship and Service Award** by the American Association for Applied Linguistics.
- 2024: **Honorary Doctorate**, Doctor of Humane Letters, Hellenic American University, Athens (Greece)
- 2020: Georgetown University's **Gerald M. Mara Faculty Mentoring Award** for extraordinary service and dedication in mentoring graduate students. (university-wide competition, 16 nominees).
- 2016: Georgetown University's **Gerald M. Mara Faculty Mentoring Award** for extraordinary service and dedication in mentoring graduate students. (university-wide competition, 23 nominees).
- 2004: **TESOL World Teachers' Day Honoree**.
- 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 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.

VISITING AND COURTESY APPOINTMENTS

- summers 2015 **Hellenic American University**, Greece: Taught summer doctoral courses at Ph.D. in Applied Linguistics Program, SLE2: *New Trends and Developments in SLA*, SLE1: *Current Issues in Second Language Education*, DAL 05: *Communication Across Cultures*.
- 2016, 2024:
- Summers 2017 **Kansai University**, Japan: Visiting Professor, taught intensive master's course on Task-Based Language Teaching to graduate students (four summers)
- 2018, 2019, 2023:
- 2012-2018: **University of Hawai'i at Mānoa**, Affiliate Faculty at the Department of Second Language Studies.
- 2006-2012: **University of Hawai'i at Mānoa**, Affiliate Faculty Member of the Center for Teaching Excellence.
- spring 2011: **University of Alicante**, Spain: Visiting Faculty in the Department of Spanish Philology, *acqUA* Research Group led by Prof. Susana Pastor. January 15-May 15, 2011.

- 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, Canada: 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.

PUBLICATIONS

I. Single-authored Books

- Ortega, L. (2009). *Understanding second language acquisition*. London: Routledge. [Understanding Language Series, Bernard Comrie & Greville Corbett, Series Editors; ISBN-13: 978-0340905593]. [Published by Routledge in Chinese in 2016, translation by Feng Lei & Shao Qinyu, Beijing University of Foreign Languages]

II. Guest Edited Special Journal Issues

- Ortega L.**, Trofimovich, P., Satterfield, T., Crossley, S., & Morgan-Short, K. (Guest Eds.). (2023). *75th Jubilee Special Issue of Language Learning*. *Language Learning*, 73(Supplement 2). <https://doi.org/10.1111/lang.12625>
- De Fina, A., Oostendorp, M., & **Ortega, L.** (Guest Eds.). (2023). *Toward a decolonial applied linguistics*. Special Issue of *Applied Linguistics*, 44(5). [ISSN: 0142-6001, EISSN: 1477-450X]
- Tyler, A. E., & **Ortega, L.** (Guest Eds.). (2016). *Usage-based approaches to language and language learning*. Special Issue of *Language and Cognition*, 8(4). [ISSN: 1866-9808 EISSN: 1866-9859]
- Ortega, L. (Guest 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]

III. Edited Volumes

- De Houwer, A., & **Ortega, L.** (Eds.). (2019). *The Cambridge handbook of bilingualism*. Cambridge, UK: Cambridge University Press. [ISBN: 9781316831922]
- Tyler, A. E., **Ortega, L.**, Uno, M., & Park, H. I. (Eds.). (2018). *Usage-inspired L2 instruction: Researched pedagogy*. Amsterdam: John Benjamins. [ISBN: 9789027200259]
- Ortega, L.**, & Han, Z. (Eds.). (2017). *Complexity Theory and language development: In celebration of Diane Larsen-Freeman*. Amsterdam: John Benjamins. [ISBN: 9789027213396]
- Ortega, L.**, Tyler, A. E., Park, H. I., & Uno, M. (Eds.). (2016). *The usage-based study of language learning and multilingualism*. Washington, DC: Georgetown University Press. [ISBN: 9781626163249]
- González-Lloret, M. & **Ortega, L.** (Eds.). (2014). *Technology-mediated TBLT: Researching technology and tasks*. Amsterdam: John Benjamins. [Task-based Language Teaching Series, M. Bygate, John M. Norris, & Kris van den Branden, Series Editors; ISBN-13: 9789027207289]
- Ortega, L.**, Cumming, A., & Ellis, N. C. (Eds.). (2013). *Agendas for language learning research*. Malden, MA: Wiley-Blackwell. [ISBN-13: 9781118590706]
- Ortega, L. (Ed.). (2011). *Second language acquisition*. 6-volume set. London: Routledge. [Critical Concepts in Linguistics Series; ISBN-13: 978-0415450201]
- 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: 978-0415882194]
- 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].

IV. Journal Articles

- Ortega, L.** & Wu, S.-L. (2025). Rethinking language proficiency: Commentary on Hulstijn (2024). *Languages*, 20(4), art. 58. <https://doi.org/10.3390/languages10040058>
- Zheng, Y., **Ortega, L.**, Pekarek Doehler, S., Sasaki, M., Eskildsen, S. W., & Gao, X. (2025). Praxeology, humanism, equity, and mixed methods: Four pillars for advancing second language acquisition and teaching. *Modern Language Journal*, 109(Supplement), 64–89. <https://doi.org/10.1111/modl.12977>
- Michel, M., Atkinson, D., Ribeiro, A. C., Alexopoulou, T., Cappellini, M., Eskildsen, S., Gao, X., Hellermann, J., Kayi-Aydar, H., Lowie, W., Mejía-Laguna, J. A., **Ortega, L.**, Pekarek Doehler, S., Sasaki, M., Sato, M., Thorne, S., & Zheng, Y. (2025). Forging common ground in second language acquisition and teaching: A combined synergy statement. *Modern Language Journal*, 109(Supplement), 90–103. <https://doi.org/10.1111/modl.12983>
- Akiyama, Y., & **Ortega, L.** (2024). Coming out, heteronormativity, and possibilities of intercultural learning in a Google Hangouts telecollaboration. *International Journal of Bilingual Education and Bilingualism*, 27(5), 656–674. <https://doi.org/10.1080/13670050.2024.2306388>
- Hwang, H-B, Coss, M., Sato, M., Cárcamo, B., Nguyen, M., Dao, P., Iwashita, N., Loewen, S., Scheffler, P., Baranowska, K., Marsden, E., Hawkes, H., McKinley, J., & **Ortega, L.** (2024). (Re) Examining the research-practice interface: International perspectives, multiple methods, persistent challenges, and novel directions. *Language Teaching*. <https://doi.org/10.1017/S0261444824000181>
- Ortega, L. (2023). Editorial introduction to the Jubilee Special Issue of *Language Learning*. *Language Learning*, 73(Supplement 2), 11-16. <https://doi.org/10.1111/lang.12619>
- De Fina, A., Oostendorp, M., & **Ortega L.** (2023). Sketches toward a decolonial applied linguistics. *Applied Linguistics*, 44(5), 819-832. <https://doi.org/10.1093/applin/amad059>
- Li, S., Prior, M., Nero, S., Hiver, P., Al-Hoorie, A., Murakami, A., Li Wei, & **Ortega, L.** (2023). Methodological innovation in applied linguistics research: Perspectives, strategies, and trends. *Language Teaching*, 56(4), 551-556. <https://doi.org/10.1017/S026144482300023X>
- Wu, S.-L., Tio, Y. P., & **Ortega, L.** (2022). Elicited imitation as a measure of L2 proficiency: New insights from a comparison of two L2 English parallel forms. *Studies in Second Language Acquisition*, 44(1), 271 - 300. doi: 10.1017/S0272263121000103
- Ortega, L. (2020). The study of heritage language development from a bilingualism and social justice perspective. *Language Learning*, 70(S1), 15–53. doi:10.1111/lang.12347
- Ortega, L. (2019). SLA and the study of equitable multilingualism. *Modern Language Journal*, 103(S1), 23-38. doi: 10.1111/modl.12525
- Ortega, L. (2018). Ontologies of language, second language acquisition, and world Englishes. *World Englishes*, 37, 64-79. doi: 10.1111/weng.12303
- Ortega, L. (2018). SLA in uncertain times: Disciplinary constraints, transdisciplinary hopes. *Working Papers in Educational Linguistics*, 32(1), 1-30. Available from: <https://repository.upenn.edu/wpel/vol33/iss1/1/>
- Ortega, L. (2017). New CALL-SLA research interfaces for the 21st century: Towards equitable multilingualism. *CALICO Journal*, 34(3), 285–316. doi: 10.1558/cj.33855
- Tullock, B. & **Ortega, L.** (2017). Fluency and multilingualism in study abroad: Lessons from a scoping review. *System*, 71, 7-21. doi: 10.1016/j.system.2017.09.019
- Tyler, A. E., & Ortega, L. (2016). Usage-based approaches to language and language learning: An introduction to the Special Issue. *Language and Cognition*, 8, 335-345. doi: 10.1017/langcog.2016.15
- Douglas Fir Group (2016). A transdisciplinary framework for SLA in a multilingual world. *Modern Language Journal*, 100 (Supplement 1, Centenary Anniversary), 19-47. [15 authors: Atkinson, D., Byrnes, H., Doran, M., Duff, P., Ellis, N., Hall, J. K., Johnson, K., Lantolf, J., Larsen–Freeman, D., Negueruela, E., Norton, B., **Ortega, L.**, Schumann, J., Swain, M., and Tarone, E.]
- Ortega, L. (2015). Researching CLIL and TBLT interfaces. *System*, 54, 103-109. doi: 10.1016/j.system.2015.09.002
- Ortega, L. (2015). Syntactic complexity in L2 writing: Progress and expansion. *Journal of Second Language Writing*, 29, 82–94. doi: 10.1016/j.jslw.2015.06.008
- Ortega, L. (2014). The cognitive-social gap: Multiple understandings, hopeful commensurabilities. *Studies in Second Language Acquisition*, 36, 407-414. doi: 10.1017/S0272263114000035
- Hulstijn, J. H., Young, R. F., Ortega, L., et al. (2014). Bridging the gap: Cognitive and social approaches to research in second language learning and teaching. *Studies in Second Language Acquisition*, 36, 361– 421. doi: 10.1017/S0272263114000035
- Ortega, L. (2013). SLA for the 21st century: Disciplinary progress, transdisciplinary relevance, and the bi/multilingual turn. *Language Learning*, 63(Supplement 1), 1-24. doi: 10.1111/j.1467-9922.2012.00735.x [accessed 4,034 times online in 2013]

- Wu, S.-L. & **Ortega, L.** (2013). Measuring global oral proficiency in SLA research: A new elicited imitation test of L2 Chinese. *Foreign Language Annals*, 46, 680-704. doi: 10.1111/flan.12063
- Ortega, L. (2012). Epilogue: Exploring L2 writing–SLA interfaces. *Journal of Second Language Writing*, 21, 404-415. doi: 10.1016/j.jslw.2012.09.002
- Ortega, L. (2012). Epistemological diversity and moral ends of research in instructed SLA. *Language Teaching Research*, 16, 206-226. doi: 10.1177/0267658311431373 [Special Issue: *Are cognitive-interactional and socio-cultural perspectives on L2 learning and teaching compatible, complementary, or incommensurable?* co-edited by A. Fortune & N. Andon]
- Norris, J. M., & **Ortega, L.** (2010). Timeline: Research synthesis. *Language Teaching*, 43, 461-479.
- 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: *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. [Special issue: *Methodology, epistemology, and ethics in instructed SLA research*, edited by L. Ortega]
- 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.
- 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. *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.

V. Chapters in Handbooks and Encyclopedias

- Ortega, L. (2024). Second and additional language acquisition across the lifespan. In Li Wei, Zhu Hua, & J. Simpson (Eds.), *Handbook of applied linguistics* (2nd ed., Volume 1) (pp. 27-40). New York: Routledge.
- Ortega, L. (2019). Second language acquisition as a road to bilingualism. In A. De Houwer & L. Ortega (Eds.), *The Cambridge handbook of bilingualism* (pp. 408–434). Cambridge, UK: Cambridge University Press.
- De Houwer, A., & **Ortega, L.** (2019). Introduction: Learning, using, and unlearning more than one language. In A. De Houwer & L. Ortega (Eds.), *The Cambridge handbook of bilingualism* (pp. 1–12). Cambridge, UK: Cambridge University Press.
- Ortega, L. (2016). Multi-competence in second language acquisition: Inroads into the mainstream? In V. Cook & Li Wei (Eds.), *The Cambridge handbook of linguistic multicompetence* (pp. 50-76). Cambridge, UK: Cambridge University Press.
- Ortega, L. (2013). Second language acquisition. In J. Simpson (Ed.), *Handbook of applied linguistics* (reprint ed., pp. 171-184). New York: Routledge.

- Ortega, L. (2013). Language learning and teaching: Overview. In C. Chapelle & L. Ortega (Eds.), *Encyclopedia of applied linguistics* (pp. 3041–3048). Malden, MA: Wiley-Blackwell.
- Ortega, L. (2013). Heidi Byrnes. In C. Chapelle & L. Ortega (Eds.), *Encyclopedia of applied linguistics* (pp. 558–562). Malden, MA: Wiley-Blackwell.
- Ortega, L. (2013). Michael H. Long. In C. Chapelle & L. Ortega (Eds.), *Encyclopedia of applied linguistics* (pp. 3569–3572). Malden, MA: Wiley-Blackwell.
- Norris, J. M., & **Ortega, L.** (2012). Assessing learner knowledge. In S. M. Gass & A. Mackey (Eds.), *Handbook of second language acquisition* (pp. 573-589). New York: Routledge.
- Ortega, L. (2011). Second language acquisition. In J. Simpson (Ed.), *Handbook of applied linguistics* (pp. 173-186). New York: Routledge.
- 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.
- 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: Wiley-Blackwell. [Runner-up for the 2003 Best Paper Award of the International Language Testing Association]

VI. Book Chapters in Refereed Volumes

- De Jong, E., **Ortega, L.**, & Reynolds, D. (forthcoming). Contextualizing multilingualism in schooling: Why it matters for policy, practice, and society. In Passoni, T. P., de Oliveira, L., & El-Kadri, M. (Eds.), *Multilingual education in global contexts: An essential guide for teachers*. Information Age Publishing.
- Ortega, L. (2026, forthcoming). A decolonial approach to second language acquisition. In D. Atkinson & E. Taylor (Eds.), *Alternative approaches to second language acquisition* (2nd ed.). Routledge.
- De Houwer, A. & **Ortega, L.** (2026). Simultaneous and sequential acquisition of multiple languages. In J. W. Schwieter & J.-M. Dewaele (Eds.), *Multilingualism: Foundations and the state of the interdisciplinary art* (pp. 9-29). Bloomsbury.
- Elabdali, R., Wein, S., & **Ortega, L.** (2023). Can adult lexical diversity be measured bilingually? A proof-of-concept study. In D. M. Palfreyman & N. Habash (Eds.), *Bilingual writers and corpus analysis* (pp. 121-156). London: Routledge.
- Ortega, L. (2022). Epílogo. El contexto sociopolítico en la investigación de la adquisición y la enseñanza del español en hablantes de lengua de herencia. In D. Pascual y Cabo & J. Torres (Eds.), *El español como lengua de herencia (ELH)* (pp. 275-290). New York: Routledge.
- Ortega, L. (2022). Carving new spaces in the study of individual multilingualism across the lifespan. In R. Blackwood & U. Rønyneland (Eds.), *Multilingualism across the lifespan* (pp. 235-248). New York: Routledge.
- Dewaele, J.-M., Bak, T., & **Ortega, L.** (2022). Why the mythical 'native speaker' has mud on its face. In N. Slavkov, S. Melo Pfeifer, & N. Kerschhofer (Eds.), *Changing face of the "native speaker": Perspectives from multilingualism and globalization* (pp. 23-43). Berlin: Mouton De Gruyter.
- Ortega, L. (2021). Research on language learning during study abroad: What next? In W. Diao & E. G. Trentman (Eds.), *Language learning in study abroad: The multilingual turn* (pp. 213-224). Bristol, UK: Multilingual Matters.
- Ortega, L. (2019). SLA for the 21st century: Disciplinary progress, transdisciplinary relevance, and the bi/multilingual turn. In D. Macedo (Ed.), *Decolonizing foreign language education: The Misteaching of English and other colonial languages* (pp. 11-130). New York: Routledge. [Reprinted from Ortega, L. (2013). *Language Learning*, 63(Supplement 1), doi: 10.1111/j.1467-9922.2012.00735.x]
- Ortega, L. (2018). Direcciones de investigación de la CMT para la del aprendizaje y enseñanza de lenguas extranjeras y segundas. In M. González-Lloret & M. Vinagre (Eds.), *Comunicación mediada por tecnologías: Aprendizaje y enseñanza de la lengua extranjera* (pp. 187-201). London: Equinox.
- Ortega, L.**, Lee, S.-K., Miyata, M. (2018). ‘What is happened? Your amazon.com order has shipped’: Overpassivization and unaccusativity as L2 construction learning. In L. Pickering & V. Evans (Eds.), *Language learning, discourse, and cognition: Studies in the tradition of Andrea Tyler* (pp. 213-247). Amsterdam: John Benjamins.
- González-Lloret, M., & **Ortega, L.** (2018). Pragmatics, tasks, and technology: A synergy. In N. Taguchi & Y. Kim (Eds.), *Task-based approaches to teaching and assessing pragmatics* (pp. 199-222). Amsterdam: John Benjamins.

- Tyler, A. E., & **Ortega, L.** (2018). Usage-inspired L2 instruction: An emergent, researched pedagogy. In A. E. Tyler, L. Ortega, M. Uno, & H. I. Park, (Eds.), *Usage-inspired L2 instruction: Researched pedagogy* (pp. 3-26). Amsterdam: John Benjamins.
- Tyler, A. E., & **Ortega, L.** (2018). Usage-inspired L2 instruction: Some reflections and a heuristic. In A. E. Tyler, L. Ortega, M. Uno, & H. I. Park, (Eds.), *Usage-inspired L2 instruction: Researched pedagogy* (pp. 317-313). Amsterdam: John Benjamins.
- Ortega, L.,** & Han, Z. (2017). Introduction. In L. Ortega & Z. Han (Eds.), *Complexity Theory and language development: In celebration of Diane Larsen-Freeman* (pp. 1-10). Amsterdam: John Benjamins.
- Ortega, L.,** & Tyler, A. (2016). The vibrant and expanded study of usage-based language learning and multilingualism. In L. Ortega, A. Tyler, H. I. Park & M. Uno (Eds.), *The usage-based study of language learning and multilingualism*. (pp. 1-12). Washington, DC: Georgetown University Press.
- Ortega, L.,** Tyler, A. E., Park, H. I., & Uno, M. (2016) Preface. In L. Ortega, A. E. Tyler, H. I. Park, & M. Uno (Eds.). (2016). *The usage-based study of language learning and multilingualism* (pp. xv-xvi). Washington, DC: Georgetown University Press.
- Ortega, L.,** & González-Lloret, M. (2015). Staking out the territory of technology-mediated TBLT. In M. Bygate (Ed.), *Domains and directions in the development of TBLT: A decade of plenaries from the international conference* (pp. 59-86). Amsterdam: John Benjamins.
- Ortega, L. (2015). Usage-based SLA: A research habitus whose time has come. In T. Cadierno & S. W. Eskildsen (Eds.), *Usage-based perspectives on second language learning* (pp. 353-374). Berlin: Walter de Gruyter.
- Ortega, L. (2015). Research synthesis. In B. Paltridge & A. Phakiti (Eds.), *Research methods in applied linguistics: A practical resource* (pp. 225-244). London: Bloomsbury Academic.
- Ortega, L. (2015). Second language learning explained? SLA across ten contemporary theories. In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition: An introduction* (2nd ed., pp. 245-272). New York: Routledge.
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VII. Book Forewords and Afterwords

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- Ortega, L. (2019). Foreword. In S. Bagga-Gupta, A. Golden, L. Holm, H. P. Laursen, A. Pitkänen-Huhta (Eds.), *Reconceptualizing connections between language, literacy and learning* (pp. 1-14). Berlin: de Gruyter.
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- Ortega, L. (2016). Foreword. In P. De Costa (Ed.), *Ethics in applied linguistics* (pp. x-xvi). New York: Routledge.
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- Ortega, L. (2010) Series Editor Foreword. In M. H. Bigelow, *Mogadishu on the Mississippi: Language, racialized identity, and education in a new land* (pp. vii-ix). Malden, MA: Wiley-Blackwell. [*Language Learning Monograph Series*, vol. 60, Supplement 1]
- 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]
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VIII. Other Publications

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- Ortega L. (2023). Editorial Introduction to the Jubilee Special Issue of *Language Learning*. *75th Jubilee Special Issue of Language Learning*. Special Issue. 73 (S3), doi: 10.1111/lang.12619

- Elabdali, R., Ashraf, H., & **Ortega, L.** (June 29, 2022). *The evolving needs of Arabic language teachers in US K-12 education*. 15-page White Paper, Qatar Foundation International. Available online from <https://www.qfi.org/publications/>
- Ortega, L. (2021). In celebration of Michael H. Long (1945–2021). *System*. doi: 10.1016/j.system.2021.102550
- Ortega, L. (2019). What is SLA research good for, anyway? In T. Pattison (Ed.), *IATEFL 2018 Brighton Conference Selections* (pp. 12 - 21). Faversham, UK: IATEFL.
- Ortega, L. (2019). SLA, multilingualism, and social justice: New horizons for research. In A. Ech-Charfi & A. Amzil (Eds.), *Proceedings of the First Colloquium on Language Contact, in Education*. Rabat: Publications de la Faculté des Sciences de l'Education.
- 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 for 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]
- 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.

IX. Book Reviews

- Ortega, L. (2012). Review of Jeff Siegel's *Second Dialect Acquisition*. *Language*, 88, 215-218.
- Ortega, L. (2001). Current options in graduate-level introductory SLA textbooks. *Second Language Research*, 17, 71-89.

X. Editorship of Encyclopedias and Book Series

Series Editor, *Currents in Language Learning*, Wiley (2017-2021).

Associate Editor for *The Wiley-Blackwell Encyclopedia of Applied Linguistics*, General Editor, Carol Chapelle (2012-2014).

Area Editor for “Language Learning and Teaching” in *The Wiley-Blackwell Encyclopedia of Applied Linguistics*, General Editor, Carol Chapelle. (2013; conceptualized and produced area comprising 83 entries and 10 biographies).

Series Editor of *Language Learning Monograph Series* (2006-2010):

Bigelow, M. (2010). *Mogadishu on the Mississippi: Language, racialized identity, and education in a new land*. *Language Learning*, 60, Supplement 1. Also published as: Bigelow, M. (2010). *Mogadishu on the Mississippi: Language, racialized identity, and education in a new land*. Malden, MA: Wiley-Blackwell. [ISBN-13: 9781444338744]

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]

XI. Interviews and Cited Consultant

2024, “Why It’s Never Too Late to Learn a Language as an Adult,” *National Geographic*, by Tatyana Woodall. June 21, 2024. Cited expert. Article archived [here](#).

2018, Interview with Matthew Turner, ‘The TEFLology Podcast’: <https://teflology-podcast.com/2019/05/15/tefl-interviews-53-lourdes-ortega-on-research/>

2013, August 27: “In Conversation with Prof. Heidi Byrnes and Prof. Lourdes Ortega,” Youtube Interview: <http://www.youtube.com/watch?v=aEk-gXvSvoQ>

2012, November 15: Interview with Dr. Lourdes Ortega, Pimsleur Approach Blog, Language Expert Interviews Series: <http://www.pimsleurapproach.com/blog/language-expert-interviews/on-second-language-learning-an-interview-with-dr-lourdes-ortega>

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>

2008, January: Entrevista con... Dra. Lourdes Ortega University of Hawaii at Manoa (EEUU) (interviewer: Rosa M. Manchón, University of Murcia, Spain). *AESLA Boletín Electrónico (Asociación Española de Lingüística Aplicada)*, No. 1, 58-64.

2008, January: “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). Cited expert.

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.

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.

2001, “A University Plans to Promote Languages by Killing its Language Department” by Alison Schneider, *Chronicle of Higher Education*, March 9. Cited expert.

PRESENTATIONS

I. Plenaries and Keynotes

2025

Belgium: *Teachers Embracing the Future: How To Thrive Professionally with AI in the Language Classroom*. Plenary at the Joint CU.mil and MOBILLE conference for language teachers. Hosted by UCLouvain. Louvain-la-Neuve, January 29-31, 2025.

2024

China: *L2 Motivation and English-in-Multilingualism: Research Lessons from China*. Keynote at the 8th High-level Forum on SLA, hosted by the University of Electronic Science and Technology of China (UESTC), Chengdu, October 11-13, 2024.

2023

Saudi Arabia: *Towards a Multilingual Ethos for Error Correction*. Plenary delivered at the 4th International Symposium on Applied Linguistics Research (ALR2023), hosted by the Applied Linguistics Research Lab (ALLAB), Prince Sultan University, November 4-5, 2023. (virtual)

USA: *Using Multilingualism in Education for Social Justice*. Plenary delivered at the 7th Annual International Symposium of Applied Research (SOAR), Westcliff University, June 1, 2023. (virtual)

2022

China: *New Directions for Instructed Second Language Acquisition*. Plenary at the 2022 International Conference on Second Language Acquisition Research, China Association of Second Language Acquisition. Hosted by College of Foreign Languages in Ocean University of China. November 12, 2022. (virtual)

2021

Mexico: *Supporting Agentive Language Learning and Teaching in the 21st Century*. ILA 2021: Independent Learning Association 2021 Conference, organized by the Universidad Nacional Autónoma de México, June 28-30. (virtual)

United States: *Teaching World Languages in the 21st Century: Reciprocal Insights from SLA and Korean Language Education*. Plenary at the 26th Annual American Association of Teachers of Korean Conference, June 24-26. (virtual)

United States: *Reimagining the Future of SLA: Are We Ready for a Social Justice Turn?* Plenary at the 20th Annual Interdisciplinary SLAT Roundtable, Conference of the Second Language Acquisition and Teaching Student Association at the University of Arizona, February 6. (virtual)

Hong Kong: *Exploring Teaching-Research Interfaces: A Down-to-earth SLA Perspective*. Plenary at the International Conference on Innovative Teaching and Research in English Language Education, organized by The University of Hong Kong, January 6-9. (virtual)

2020

United States: *Going Digital with Language Learning in Times of Pandemic Unrest*. Plenary at the 40th MDTESOL Conference. Nov 6-7, 2020. (virtual)

2019

Sweden: *Orchestrating Second Language Learning in Classrooms: Nudging for a Sea-change*. Plenary at the 29th European Second Language Association Conference (EuroSLA29), Lund University, Aug. 29-31.

Malta: *Principles for Language Teaching in the 21st Century? Between Pragmatism and Inspiration*. Keynote at the Language Learning, Teaching, and Research Conference, University of Malta, June 15.

United States: *Harnessing the Power of Digital Technologies for Language Learning: Practitioners and Scholars Working Together*. Keynote at MOBILLE, The Mobile Language Learning Experience Conference, Lycée Français de New York, February 21-22.

2018

United States: *Multilingual Understandings of English Competence and Success*. Keynote delivered at the 4th Meeting Challenges, Exploring Solutions Conference, The New School, New York, October 13.

United Kingdom: *Multilingualism and ELF: A (Mostly SLA-informed) Outsider Perspective*. Plenary delivered at the 11th Conference of English as a Lingua Franca (ELF11). King's College London, July 4-7.

Japan: *Understanding Vulnerability and Privilege in Multilingualism: What Can the Psychology of Language Learning Offer?* Plenary delivered at the 3rd International Psychology of Language Learning Conference (PLL3). Waseda University, Tokyo, June 7-10.

United Kingdom: *What is SLA Research Good for, Anyway?* Plenary delivered at the 52nd Annual International IATEFL Conference and Exhibition. Brighton, UK, April 10-13.

Morocco: *SLA and Multilingualism*. Keynote delivered at the 1st Colloquium on Language Contact in Education: Theory and Pedagogy. Faculté des Science de l'Éducation, Mohammed V University, Rabat, February 27-28.

2017

United States: *The Study of Heritage Language Speakers from a Bilingualism and Social Justice Perspective*. Plenary address at the Hispanic Linguistics Symposium, Texas Tech University, October 26-28.

United States: *The Bi/multilingual Turn in SLA: How Far Have We (Not) Come, and Why?* Plenary address delivered at the 36th Second Language Research Forum (SLRF), Ohio State University, Columbus, OH, October 12-15.

- United States: *Reimagining English Competence for the 21st Century: A Multilingual SLA Perspective*. Plenary address delivered at the Annual Conference of WATESOL, Trinity Washington University, Washington, DC, October 7.
- Belgium: *A Transdisciplinary Agenda for Language Testing? Nudges from a Multilingual SLA Perspective*. Plenary address delivered at the Association of Language Testers in Europe (ALTE) conference, Katholieke Universiteit Leuven, September 21-22.
- United States: *New CALL-SLA Research Interfaces for the 21st Century: Towards Equitable Multilingualism*. Plenary address delivered at the CALICO 2017 Conference, Flagstaff, AZ, May 18, 2017, Flagstaff, AZ, May 16-20.
- 2016
- Switzerland: *Usage-inspired Language Pedagogy*. Keynote at the *Constructional Approaches to Language Pedagogy* conference (CALP 2), Basel University, June 9-11.
- United States: *Success in Multilingual Learning: Continued, Probabilistic, and Beyond Language*. Plenary address delivered at the TEFL/TESL Student Association Advocacy Week. Colorado State University, Fort Collins, CO, 18-22 April.
- 2015
- Australia: *Contesting Language Learning Success in a Multilingual World*. Plenary address delivered at the ALAA/ALANZ Conference (Applied Linguistics Association of Australia and the Applied Linguistics Association of New Zealand), Adelaide, 30 November -2 December.
- Bosnia and Herzegovina: *SLA as Late Bi/multilingualism*. Keynote address delivered at the 5th International Conference on Foreign Language Teaching and Applied Linguistics (FLTAL) conference, Sarajevo, 7-9 May.
- Canada: *Redefining Competence and Redesigning Teaching in the 21st Century*. James A. Alatis Plenary, Interactive Plenary session with Mike Byram, moderated by Jun Liu. TESOL Convention, Toronto, March 25-28.
- 2014
- Finland: *Critical Flows in SLA for the 21st Century*. Plenary address delivered at the Autumn Symposium of the Finnish Association for Applied Linguistics (AFinLA), 14-15 November, Jyväskylä, Finland.
- Australia: *Experience and Success in Late Bilingualism*. Plenary address delivered at the AILA (Association Internationale de Linguistique Appliquée/ International Applied Linguistics Association) World Congress hosted by The University of Queensland, Brisbane, 10-15 August.
- United States: *Transdisciplinarity in SLA for the 21st century*. Plenary address delivered at the Annual SLA Graduate Student Symposium of the University of Wisconsin-Madison and the University of Iowa. Theme” is “Crossing Borders: Engaging and Connecting” University of Wisconsin-Madison, 11-12 April.
- 2013
- Hong Kong: *Language Education and SLA: The Search for Reciprocal Relevance*. Keynote address delivered at the 4th PolySystemic: Language Education Symposium, The Hong Kong Polytechnic University, HKSAR, China, May 30.
- Denmark: *Usage-based Thinking, Doing, and Learning in SLA: A Research Habitus Whose Time Has Come*. Keynote address delivered at the Conference on Thinking, Doing, Learning: Usage Based Perspectives on Second Language Learning at the Second Language Research Center of the University of Southern Denmark, Odense, April 24-26.
- United States: *SLA for the 21st Century: Disciplinary Progress, Transdisciplinary Relevance, and the Bi/multilingual Turn*. Keynote address delivered at the 14th Annual Texas Foreign Language Education Conference (TexFLEC). Theme: “Blending the Boundaries in the Age of Globalization: Trends, Challenges, and Innovations in Language Education.” University of Texas at Austin, February 22-23.
- 2012
- Japan: *Task-Based Language Teaching in Foreign Language Contexts: One Pragmatist's View*. Plenary address delivered at the 38th JASELE Conference (Japan Society of English Language Education), Aichi Gakuin University, Nagoya, Japan, August 4-5.
- 2011
- Spain: *Motivación y Aptitud en el Aprendizaje de Lenguas Extranjeras (Motivation and Aptitude in Foreign Language Learning)*. Plenary address delivered at the XIII Jornadas de Estudios de Lingüística, University of Alicante, Spain, March 9-11.
- 2010
- Austria: *Language Acquisition Research For Language Teaching: Apply, Even If With Caution!* Keynote address delivered at the ÖGSD (Österreichische Gesellschaft für Sprachendidaktik) Conference, Innsbruck, September 23-25.

- United Kingdom: *Epistemological Diversity and the Moral Ends of Research: What's in it for Instructed SLA Researchers?* Plenary address 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 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 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. Invited Talks

- 2025
- Across divides: On the cost and courage of working for hopeful commensurabilities*. Presentation at "Meeting of the Minds – A Cross-Disciplinary Gathering on Education," invitational conference convened by the Culture, Language, Identity and Community (CLIC) Research Group, Université du Québec à Montréal, Montreal, November 14-15, 2025.
- 2024
- Can adult lexical diversity be measured bilingually? A proof-of-concept study*. Presentation at the Book Launch of "Bilingual Writers And Corpus Analysis" edited by David M. Palfreyman & Nizar Habash, ELINET (<https://elinet.org.uk>) Reading Group, May 2, 2024. (online, Ortega, L. Elabdali, R., & Wein, S.)
- What does the Multi/Plural Turn in SLA Got to Do with Social Justice?* Plurilingual Lab Speaker Series, McGill University, Montreal, January 25, 2024. (virtual)
- 2023
- Why Decolonial Understandings of Multilingual Learning are Worth the Trouble*. Invited Plenary Keynote Talk at the MultiLing Closing Conference. University of Oslo, October 18-20, 2023.
- Changing Views of "Good" Teaching and "Successful" Learning: How Should SLA Researchers Respond?* Invited talk at the University of Queensland, Brisbane, Australia, August 2, 2023.

Researching Language Learning and Multilingualism: From Social Justice to a Decolonial Lens? Invited talk at the Research Colloquium of the Language & Literacy Education Department, Boston University, April 11, 2023.

2022

Teaching Spanish in the U.S.: Foreign, Heritage, and Multilingual Student Engagement. Invited talk, Instituto Cervantes at Harvard, November 3, 2022. (virtual)

Southern and Decolonial Turns in Applied Linguistics. Plenary invited talk at the [CuEEEd-LL](#) (Culturally Empowering Education through Language and Literature) [Graduate School](#), Gothenburg University, Sweden, September 26-27, 2022.

Supporting Autonomy and Agency in the Language Classroom. Invited lecture, Westchester Community College, April 16, 2022. (virtual)

Researching Language Learning and Multilingualism: What's Social Justice Got to Do With It? Invited lecture at the Linguistics Colloquium Series University of Utah. January 27, 2022. (virtual)

2021

New directions for Instructed SLA? Invited talk at Universitat Autònoma de Barcelona, Catalonia, December 2, 2021. (virtual)

A Roadmap for Charting New Territory for Instructed SLA. Invited talk at the Universitat de Barcelona, Catalonia, September 10, 2021. (virtual)

Social Justice in Multilingualism: A Research Response to Difficult Times. Invited talk in the Department of Linguistics Colloquia Series, University of Alberta, Canada, October 8, 2021. (virtual)

Teaching and Learning Languages in the 21st Century: How and Why? Invited talk in the Department of Linguistics, Northwestern University, March 12, 2021. (virtual)

2020

Going Online in Pandemic Times: What Does the Future Hold for World Language Education? Invited talk in the Dipartimento di Formazione, Lingue, Intercultura, Letterature e Psicologia at the Università degli Studi di Firenze, Italy, December 10, 2020. (virtual)

Harnessing the Power of Technology and Tasks in World Language Education. Lecture at the Institute of World Languages Speaker Series, University of Virginia, Charlottesville, VA, October 8, 2020. Virtual.

Multilingual Learning in a Post-COVID World: Technology, Health, and Race. The 8th 2020 Einar Haugen Lecture, delivered at the Center for Multilingualism in Society across the Lifespan at the University of Oslo, Norway, September 26, 2020. (virtual)

2019

Why Language Teachers Should Think Multilingually. Invited TED-style talk at the Inaugural ConnectTalks event, Annual Convention of the American Council for the Teaching of Foreign Languages, Washington DC, November 23. <http://connecttalks.org/>, <https://www.youtube.com/watch?v=-dDUCugUkk>

Reenvisioning Multilinguals' English: Acquisition and Education Perspectives. 40th Anniversary of the TESOL Program, University of Maryland Baltimore County, October 28.

Constraints and Hopes in the Study of Adults' Success at Multilingualism. Applied Linguistics Department, University of Massachusetts, Boston, September 19.

Doing Language Education Research, Engaging with Ethics and Social Justice. Distinguished Scholar in Residence lecture at the Symposium Towards an Ethical Vision for Language Education Research, CLER Centre of Language Education Research, University of Leeds, June 10-11.

From Individual Differences to Vulnerability and Privilege in Multilingualism: A New Research Agenda? Michel Blanc Applied Linguistics Lecture, Birkbeck College London, May 16.

Research Methods in SLA/Multilingualism: A Few Pointers. Master Class at Birkbeck University of London, May 15.

Paradoxes of Multilingualism in Public Policy. Master Class at Cambridge University, May 13.

How Can Usage-based SLA Invigorate Language Education? Public Lecture at Cambridge University, May 12.

SLA and the Study of Equitable Multilingualism: Negotiating Constraints and Hopes. University of Gothenburg, Sweden, May 8.

2018

Researching Adult Multilingualism in Uncertain Times: Constraints and Hopes. Presentation at the Advanced Research Collaborative Fellowship Program, CUNY Graduate Center, NY, December 6.

Addressing Social Justice in the Study of L2 Learning. Invited lecture at Teachers College, NY, November 13.

Usage-based Linguistics Meets Pedagogical Grammar. Monthly Lecture of the International Linguistic Association, Hunter College, NY, November 10.

- Studying Multilingualism for Social Justice: A Response to Difficult Times*. The Center for Multilingual and Intercultural Communication Distinguished Lecture Series, Stony Brook University, Brookhaven, NY October 17.
- Multilingualism and Student Success*. Global Forum panel sponsored by the Office of Global Affairs, with Jun Liu & Agnes He. Stony Brook University. October 17.
- Some Pragmatic (but Inspiring) Principles for Teaching Languages in the 21st Century*. Invited lecture, 50th Anniversary of the Academic Language Center at Leiden University, the Netherlands, August, 24.
- What can SLA Offer (and not Offer) to Language Teachers?* Invited talk at Miyagi University of Education, Sendai, Japan, June 11th.
- Re-Envisioning English Competence*. Invited talk at Tohoku University, Sendai, Japan, June 12th.
- Teaching English to Very Young Learners: Some Research Insights*. Invited talk at MeySen Academy Schools, Sendai, Japan, June 13th.
- 2017
- SLA, Multilingualism, and Social Justice*. Invited talk at the Department of World Language's PhD Program in Linguistics and Applied Language Studies (LALS) at the University of South Florida, Tampa, FL, November 17th.
- SLA in Uncertain Times: Disciplinary Constraints, Transdisciplinary Hopes*. 27th Annual Nessa Wolfson Colloquium, Educational Linguistics Division of the Graduate School of Education, The University of Pennsylvania, September 15th.
- Success in Multilingual Learning: Continued, Probabilistic, and Beyond Language*. Invited talk at Romance Languages & Literatures, University of Michigan, Ann Arbor, MI, April 7th.
- Error Correction in Foreign Language Classrooms: Journey to Ithaca*. Invited talk at Romance Languages & Literatures, University of Michigan, Ann Arbor, MI, April 7th.
- Claiming Multilinguals' Success through the Prisms of Bilingualism and Ideologies*. Invited talk at the SLAT Interdisciplinary Roundtable, co-sponsored by the English Applied Linguistics Speaker Series, University of Arizona, Tucson, AZ, February 24.
- Reenvisioning Multilinguals' English: Acquisition and Education Perspectives*. Invited lecture at the Rhetoric, Writing, & Linguistics Speaker Series, Department of English, University of Tennessee, Knoxville. Knoxville, TN, January 23.
- 2016
- Carving Transformative Understandings of Multilingual Success*. Distinguished Lecture Series, Research on Challenges in the Acquisition of Language and Literacy (RCALL) Initiative, Georgia State University, Atlanta GA, October 20.
- Aptitude and Motivation: How Important for Foreign Language Learning Success?* Invited lecture at St. Olaf College, Northfield, Minnesota, September 15th 2016.
- Multilingual Success: Continuous, Probabilistic, and Beyond Language*. 2015-2016 Gil Watz Memorial Lecture, Center for Language Acquisition, The Pennsylvania State University, March 21.
- Reimagining Success in Multilingual Learning*. Invited lecture at the Department of Linguistics, Ohio University, Athens, OH, February 19.
- Best Practices for Error Correction in Foreign Language Classrooms*. Lecture at the Institute of World Languages Speaker Series, University of Virginia, Charlottesville, VA, February 4.
- 2015
- How Successful are Multilinguals? In Search of Workable Understandings for Research and Education*. Invited talk at the TESOL Language and Linguistics Speakers Series, Department of Teaching and Learning, College of Education, Temple University, October 29.
- Retheorizing Plurilingual Success: Implications for Research and Education*. Invited Talk at the UPMC, Université Pierre et Marie Curie, Paris 6, hosted by DILC-Lansad et CeLiSo, Paris, May 12.
- 2014
- Why Does SLA Need a Bilingual Turn?* Invited lecture at the University of Stockholm, English Department, May 26.
- Bridging the Gap: Social and Cognitive Dimensions of Second Language Learning and Teaching*. Panel Discussion at the University of Stockholm, English Department, May 27. Panelists: Richard Young, Lourdes Ortega, Philip Shaw, & Camilla Bardel.
- 2013
- Why Does SLA Need a Bi/multilingual Turn?* Annual Invited Lecture of the Interdepartmental Program in Second Language Studies, Ohio State University, Columbus, OH, November 21.
- Why Does SLA Need a Bi/multilingual Turn?* Lecture at Indiana University, Bloomington, IN, September 11.

- Why Does SLA Need a Bi/multilingual Turn?* Lecture at the Faculty of Education, University of Hong Kong, HKSAR, China, May 29.
- How Useful is Instructed SLA Research for Teachers, and What Does Epistemological Diversity Have to Do With It?* Lecture at the Leo van Lier Lecture Series at the Monterey Institute of International Studies, Monterey, CA, May 17.
- 2012
- Language Teaching and SLA: Understanding the Limits and Possibilities of the Research-Teaching Interface.* Berkeley Language Center Lecture Series, November 16.
- Being a Nonnative Speaking English Teacher: Good, Bad, or In-between?* Luncheon talk at the 38th JASELE Conference (Japan Society of English Language Education), Aichi Gakuin University, Japan, August 4-5.
- "Journey to Ithaca": Best Practices for Error Correction and Feedback in Foreign Language Writing.* Invited lecture at the Center for the Study of Languages and Cultures, University of Notre Dame, March 29.
- 2011
- New Trends in SLA Research: Theories, Methods, Ethics.* Invited lecture at National Tsing Hua University, Taiwan, June 8.
- Language Teaching and SLA: Exploring the Possibilities and Limits of the Research-Teaching Interface.* Invited lecture at the Amsterdam Center for Language and Communication, Universiteit van Amsterdam, April 18.
- The How's and Why's of Error Correction in L2 Classrooms.* Invited lecture at the Departament d'Estudis Anglesos, University Jaume I Castelló, Alicante, Spain, April 8.
- Can SLA Research be Useful to Language Teachers? Choosing Between Application and Relevance.* 7th Annual Lecture, Centre for Applied Language Research, University of Southampton, UK, February 23.
- Synthesis and Meta-Analysis in Applied Linguistics* (with John Norris). Invited lecture at the Euskal Herriko Unibertsitatea/University of the Basque Country, Donostia/San Sebastián, February 8.
- 2010
- The Measurement of Linguistic Complexity in Child and Adult Second-Language Acquisition: Theoretical and Methodological Innovations.* Invited lecture, Sprachlehr- und -lernforschung Doctoral Colloquium Series, Universität Erfurt, Germany, November 23.
- The Shift from Nativeness to Multicompetence: Much Ado, or All-Important for SLA?* Invited lecture, English Department, Basel University, Switzerland, November 9.
- Why Does SLA Need a Bilingual Turn, and What Would it Look Like?* Georgetown University, Washington, DC, October 8.
- 2009-1999
- 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.
- Online Interactions and L2 Learning: Some Ethical Challenges for Teachers and Researchers.* University of Michigan. Ann Arbor, MI, March 30, 2007.
- Three Challenges for SLA Theories in the 21st Century.* University of British Columbia, Vancouver, October 10, 2006.
- Strengthening Longitudinal SLA Research Programs: Benefits and Challenges.* Michigan State University. East Lansing, MI, September 12, 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.
- The Ethical as Transformative Lens in Instructed SLA Research.* Institute for Second Language Acquisition Lecture Series at the University of California at Davis, February 18, 2004.
- Addressing Grammar and Communication in the EFL Classroom: What Does the Future Hold?* Department of Foreign Languages, Tsinghua University, Beijing, June 1, 2001.
- 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.

III. Talks in Invitational Conferences

Urdu as a Heritage Language in the United States: A University- School Partnership for Curriculum Design. Hina Ashraf & Lourdes Ortega. CIEUP, Colloque international des études d'ourdou à, Paris, France, September 24-25 2025

Teaching Arabic as a Global Language in US K-12 Settings: How Do Teacher Identity and Critical Language Awareness Matter? Lourdes Ortega, Saurav Goswami, Hina Ashraf, Rima Elabdali, & Esha Mukherjee. Invited presentation in the Panel on Research on Arabic as a Global Language in Schools convened by Carine Allaf. 7th International conference on Arabic Language and Linguistics, Teaching and Learning Arabic from K to 16: Adjusting to New Realities. American University in Cairo, December 16-18, 2023. Other presenters: Emma Trentman, Rasha Soliman, Elizabeth Huntley.

Best Research-based Practices for the Teaching of Arabic. Invited panel presentation at the Invitational Symposium on Arabic Language Learning in Europe: Realities of Policy & Practice. Brussels, May 8-9, 2023.

Investigating Written Corrective Feedback from Processing and Pedagogical Perspectives: (How) Can SLA and Classroom-based Paradigms Meet? L2WR Virtual Conference Research Seminar on “Advancing Research in L2 Writing and WCF Appropriation in Pen and Paper and Digital Environments: Controlled and Classroom-Based Studies” organized by the University of Murcia, Spain. May 20-22, 2021. (virtual)

Carving Transformative Understandings of Adult Multilingualism. Invited Presenter at Multilingualism in the Individual and Society: Learning, Globalization and Social Justice, Stellenbosch University, South Africa, March 5-7, 2019.

On the Epistemological Multiplicity of “Learning” in Languages Education. Invited Presenter at Annual Symposium Research Centre for Languages and Cultures (RCLC) at the University of South Australia, Adelaide, 26-27 November 2015.

Usage-based Theory. Symposium: Alternative Approaches to SLA. Invitational symposium at the Center for Language Acquisition, James Lantolf, convener. The Pennsylvania State University, May 10-11, 2013.

Trying out Theories on Interlanguage: Description and explanation, 1972 and 40 years later. Interlanguage: 40 years later. A Special Symposium Celebrating the 40th Anniversary of the Interlanguage Hypothesis. Zhao Hong Han, convener. Teachers College, Columbia University, October 5-7, 2012.

The Contribution of SLA to the Language Sciences: Trends for the 21st century. Invitational Conference on *Currents in Language Learning*, Nick C. Ellis, convener. University of Michigan, April 1-2, 2012.

How Relevant is SLA Research for Language Teaching? A critical appraisal. International Workshop on Instructed Second Language Learning, María del Pilar García Mayo, convener. Euskal Herriko Unibertsitatea/University of the Basque Country in Vitoria, May 13, 2011.

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.” Benedikt Szmrecsanyi & Bernd Kortmann, conveners. Freiburg Institute for Advanced Studies (FRIAS), University of Freiburg, Germany, May 21-22, 2009.

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.

IV. Colloquium/Symposium Organization

Unsilencing Arabic Language Education Scholarship: Why All Applied Linguists Should Care. 2-hour refereed colloquium convened by Lourdes Ortega, Rima Elabdali, & Sonia Shiri. AAAL (American Association for Applied Linguistics) Conference, Denver, March 22-25, 2025. Presenters: Youmna Deiri & Jeff Bale, Keith Walters & Rima Elabdali, Ebtissam Oraby & Yousra Abourehab, Emma Trentman & Sonia Shiri, Lama Nassif & Khaled Al Masaeed, Amhmoud Azaz & Lizz Huntley.

Dual Language Bilingual Education in Non-dominant Partner Languages: Expanding the Research Base. 2-hour refereed colloquium convened by Hina Ashraf & Lourdes Ortega. AAAL (American Association for Applied Linguistics) Conference, Denver, March 22-25, 2025. Presenters: Mahassen Ballouli, Jayoung Choi, Vashti Lee, Hina Ashraf & Grce Isaac, Alisha Nguyen.

- Multilingualism and Sexuality*. Panel organized by Tommaso Milani & Lourdes Ortega at Lavender Languages and Linguistics 26, The University of Gothenburg, Sweden, May 2-4, 2019. Presenters: Yuka Akiyama & Lourdes Ortega; Jason D'Angelo; Frances Giampapa; and John Walsh.
- Psycholinguistics on the Margins? Challenges For and From an Under-researched (South) African Context and How do psycholinguistic methodologies developed in the North work in the South and vice versa?* Invitational panel convened at Multilingualism in the Individual and Society: Learning, Globalization and Social Justice, Stellenbosch University, South Africa, March 5-7, 2019.
- Evaluating Explanations of Variability in Second Language Acquisition: Constructional and Phonological Evidence*. Refereed colloquium at 2017 GURT (Georgetown Round Table of Languages and Linguistics). Washington DC, March 10-12, 2017. Presenters: Hae In Park, Kate Riestenberg, Mari Sakai, & Sakol Suethanapornkul.
- Complexity Theory in SLA: Staking Out the Territory*. Refereed colloquium in Honor of Diane Larsen-Freeman, convened by Lourdes Ortega & Zhaohong Han, AAAL (American Association for Applied Linguistics) Conference, Toronto, March 21-24, 2015. Keynote presenter: Diane Larsen-Freeman; Discussants: Kees de Bot, Nick C. Ellis, Wander Lowie, Peter MacIntyre, Zoltán Dörnyei, John Schumann, Zhaohong Han, Conny Opitz, Barbara Köpke, Marjolijn Verspoor.
- Research Advances in Task-Based Language Learning and Teaching*. Invited Colloquium convened at the 4th International Task-Based Language Teaching (TBLT) Conference. Auckland, New Zealand, November 18-20, 2011. Colloquium convener and discussant: L. Ortega. Presenters: Rebecca Adams, YouJin Kim, Rosa M. Manchón, Andrea Révész.
- (Why) Does SLA Need a Bilingual Turn?* Invited Colloquium at the 30th Second Language Research Forum (SLRF), Iowa State University, October 6-9, 2011. Colloquium convener and discussant: L. Ortega. Presenters: John Hellermann & Yo-An Lee, Scott Jarvis, Roumyana Slabakova.
- 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.

V. Presentations in Invited and Refereed Colloquia

- Invited Panelist at "*Embracing Equity, Diversity, and Inclusion Practices Within Bi/Multilingualism Science*" organized by Women in Cognitive Science Europe (WiCS+-E), 15th International Symposium on Bilingualism (ISB15), San Sebastian, Spain, June 9-13, 2025. (withdrawn for personal reasons)
- A Radical Critical Approach to Commensurability in Second Language Acquisition and Teaching*. Refereed paper presented at refereed colloquium on "Toward commensurability in complexity: Diverse approaches to second language acquisition/teaching (SLA/T)* in dialogue." Dwight Atkinson & Marije Michel, Conveners, 43rd American Association for Applied Linguistics (AAAL) Conference. Portland OR, March 18-21, 2023. Other speakers: Dwight Atkinson, Søren Eskildsen, Wander Lowie, Marije Michel, Simona Pekarek-Dohler, Anamaria Sagre, Miyuki Sasaki, Steve Thorne.
- Increasing the Representation and Impact of Linguistics in the MLA*. Invited panel at the annual congress of the Modern Language Association. January 6-9, 2022. (virtual). Other presenters: Gillian Lord (moderator), Usree Bhattacharya, Holly Cashman, Shenika Hankerson, Maria Irene Moyna, Maya Angela Smith, & Robert Train.
- Digital Language Learning for the COVID Era: What Longitudinal Evidence Do We Need?* Paper presented at invited colloquium on "Applied Linguistics in COVID times," Shondel Nero & Margaret Malone, Conveners, 41st American Association for Applied Linguistics (AAAL) Conference. (virtual). March 20-23, 2021. Other presenters: Nancy Hornberger, Margaret Malone, and Li Wei.
- SLA and the Study of Equitable Multilingualism*. Paper presented at refereed colloquium on "SLA Without (Disciplinary) Borders: New Perspectives, Critical Questions, and Theoretical Advances," Patsy Duff & Heidi Byrnes, Conveners. AAAL (American Association for Applied Linguistics) Conference. Chicago,

- March 24-27, 2018. Other presenters: Patsy Duff, Nick C. Ellis, John Schumann, Elaine Tarone & Darren LaScotte.
- TBLT in the Digital Age: The Next 25 Years?* Paper presented at the refereed colloquium on *Tasks for a New Era: TBLT in the 21st Century*, Kris Van den Branden, Convener. 7th International Conference on Task-Based Language Teaching (TBLT 2017). Barcelona, Spain, April 19-21, 2017. Other presenters: Kris Van den Branden & Jurgen Kürtz.
- Ontologies of Language, SLA, and Global Englishes*. Paper presented at the invited colloquium on *Global Englishes and SLA: Establishing a Dialogue and Common Research Agenda*, Peter De Costa, Convener. AAAL (American Association for Applied Linguistics) Conference, Orlando, FL, April 9-12, 2016.
- Investigating Exposure and Duress in Late Bilingualism* (with Mariko Uno). Paper presented at the refereed Theme Session: *A usage-based approach to (instructed) second language acquisition* organized by Heike Behrens & Karin Madlener at the International Cognitive Linguistics Conference, Northumbria University, July 20-25, 2015. Other presenters: Ewa Dąbrowska; Nick C. Ellis & M. Cintrón-Valentín; Brian MacWhinney; Marjolijn Verspoor.
- Usage-based Theory and SLA*. Paper to be presented at the invited colloquium & *Language Learning Roundtable: Towards an integrative framework for SLA*, convened by Dwight Atkinson, AAAL (American Association for Applied Linguistics) Conference, Toronto, March 21-24, 2015. Other presenters: Dwight Atkinson, Heidi Byrnes, Patsy Duff, Nick Ellis, Joan Kelly Hall, James Lantolf, Diane Larsen-Freeman, Eduardo Negueruela, Bonny Norton, John Schumann, and Elaine Tarone.
- Locating Ethics in SLA Research, Personal and Up-Close*. In *SLA Researcher Narratives: Exploring Ethical Issues from the Ground*, Invited Panel convened by Peter De Costa at the Annual SLA Graduate Student Symposium of the University of Wisconsin-Madison and the University of Iowa. Madison, WI, April 12th, 2013. Other presenters: Jane Zuengler, Alice Astarita, Crissa Stephens, David Johnson.
- SLA as Late Bilingualism in a Usage-based Approach*. In refereed colloquium on *Usage-based Approaches to Issues in SLA* convened by Andrea Tyler, AAAL (American Association for Applied Linguistics) Conference, Dallas, March 16-19, 2013. Other presenters: Nick C. Ellis, Mathew O'Donnell, & Ute Römer, Søren Eskildsen & Johannes Wagner, Carol Moder, Marjolijn Verspoor & Hong Nguyen; discussant: Diane Larsen-Freeman.
- Ways Forward for a Bilingual Turn in SLA*. In refereed colloquium on *Addressing the Multilingual Turn: Implications for SLA, TESOL and Bilingual Education* convened by Stephen May, AAAL (American Association for Applied Linguistics) Conference, Boston, March 24-27, 2012. Other presenters: Stephen May, Suresh Canagarajah, Alan Firth, Ofelia Garcia, Constant Leung; discussant: David Block.
- "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 refereed 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 invited 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.
- 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. Other presenters: Martin Bygate, John Norris, Virginia Samuda.
- 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. Other presenters: L. Ortega, J. Schultz, G. Valdés, J. Norris, D. Allwright. Discussants: C. Chapelle, J.-M. Dewaele.
- Measurement Solutions to Challenges in Investigating Instructed SLA*. (with John Norris & Robert Mисlevy). In invited 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 invited 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 invited 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.

VI. Discussant Roles

- Discussant of: (Re)Examining the Research-Practice Interface: International Perspectives, Multiple Methods, Persistent Challenges, and Novel Directions. Refereed colloquium convened by Matt Coss & Hyun-Bin Hwang, American Association for Applied Linguistics (AAAL) Conference. Houston, TX, March 16-19, 2024. Other presenters: Mai Nguyen & Phung Dao; Matt Coss & Hyun-Bin Hwang; Shawn Loewen, Pawel Scheffler, & Karolina Baranowska; Emma Marsden & Rachel Hawkes; Jim McKinley; Masatoshi Sato & Benjamín Cárcamo.
- Discussant of: Methodological Innovation in Applied Linguistics Research: Perspectives, Strategies, and Trends. Invited colloquium convened by Shaofeng Li, American Association for Applied Linguistics (AAAL) Conference. Portland OR, March 18-21, 2023. Other presenters: Matthew Prior & Shaofeng Li, Shondel Nero, Phil Hiver, Ali Al-Hoorie, & Akira Murakami, Li Wei.
- Discussant of: *Regional organizations in applied linguistics: The power of multilingual perspectives*. Invited AAAL/AILA Joint colloquium convened by Laura Gurzynski-Weiss, Kyria Finardi, & Daniel Perrin at AAAL (American Association for Applied Linguistics) Conference, March 20-23, 2021. (virtual)
- Discussant of: *Multilingual Turn in Study Abroad Research*. Refereed colloquium convened by Wenhao Diao & Emma Trentman at AAAL (American Association for Applied Linguistics) Conference, Chicago, March 24-27, 2018.
- [cancelled for personal reasons: Discussant of *Tasks and Translanguaging: Real Meaning-Making Practices?* Refereed colloquium convened by Koen Van Gorp & Kathelijne Jordens at TBLT 2015 (the 6th Biennial International Conference on Task-Based Language Teaching), Leuven, Belgium, 16 September - 18 September, 2015. Presenters: Latisha Mary & Andrea Young, Kathelijne Jordens, Joana Duarte.]
- Discussant of *Early bilingual development and well-being: Insights from a new subfield of research*. Refereed colloquium convened by Annick De Houwer at ISB10 (10th International Symposium on Bilingualism), Rutgers University, New Jersey, May 20-24, 2015. Presenters: Adam Winsler, Timothy W. Curby, Jessica De Feyter, & Yoon Kyong Kim; Brian Collins & Claudio O. Toppelberg; Natasha J. Cabrera, Daniela Aldoney, & Jenessa L. Malin.
- Discussant of *L2 writing theory and research. Looking back and moving forward*. Invited Colloquium convened by Rosa Manchón, AAAL (American Association for Applied Linguistics) Conference, Toronto, March 21-24, 2015. Presenters: Tony Silva & Christine Tardy, Alister Cumming, Diane Belcher & Alan Hirvela, Ken Hyland, Dwight Atkinson.
- Discussant of *Longitudinal language learning: Challenges, complexities, and motivations*. Refereed Colloquium convened by Lynda Yates & Tracey Derwing. AAAL (American Association for Applied Linguistics) Conference, Portland OR, March 22-25, 2014. Presenters: Lynda Yates & George Major, Beth Zielinski & Elizabeth Pryor; Eva Alcón; Kimberly Noels; Murray Munro & Tracey Derwing.
- Discussant of *The interface between TBLT and content-based instruction*, Invited Colloquium convened by María del Pilar García Mayo, 5th Biennial International Task-Based Language Teaching (TBLT) Conference. Banff, Canada, 3-5 October, 2013. Presenters: Eva Alcón, Christianne Dalton-Puffer, María del Pilar García Mayo, Amparo Lázaro, & Ana Llinares, Roy Lyster.
- Discussant of *Technology-mediated TBLT: Challenges and opportunities*, Refereed Colloquium convened by Marta Gonzalez-Lloret, 5th Biennial International Task-Based Language Teaching (TBLT) Conference. Banff, Canada, 3-5 October, 2013. Presenters: Rebecca Adams, Katharine B. Nielson, Julie Sykes, Paula Winke.
- Discussant of *Bridging the gap: Cognitive and social approaches in applied linguistics*, Invited Colloquium convened by Richard Young & Jan Hulstijn, AAAL (American Association for Applied Linguistics)

- Conference, Dallas TX, March 16-19, 2013. Presenters: Martha Bigelow, Robert DeKeyser, Nick Ellis, Jim Lantolf, Alison Mackey, Steven Talmy.
- Discussant of *New developments in the study of L2 complexity*, Refereed Colloquium convened by Nina Vyatkina, AAAL (American Association for Applied Linguistics) Conference, Dallas, March 16-19, 2013. Presenters: Marjolijn Verspoor, Nina Vyatkina & Marc Reznicek, Bram Bulté & Alex Housen, Xiaofei Lu & Haiyang Ai, Shannon Sauro, Marianna Ryshina-Pankova.
- Discussant of *Task-based language learning: Insights from and for L2 writing*, refereed colloquium convened by Rosa Manchón & Heidi Byrnes, AAAL (American Association for Applied Linguistics) Conference, Boston, March 24-27, 2012. Presenters: Rebecca Adams, Sara Amani, Jonathan Newton, & Nik Aloesnita Nik Mohd Alwi, Heidi Byrnes, Judit Kormos, Marcela Ruiz-Funes.
- Discussant of *Corpus Linguistics for 21st Language Learning*, Language Learning Roundtable convened by Izaskun Elorza, XIX AESLA Conference (Asociación Española de Lingüística Aplicada), Salamanca, Spain, May 4-6 May, 2011. Presenters: Tony Berber-Sardinha, Anna Mauranen, Giovanni Parodi, Pascual Pérez-Paredes, and Ute Römer.
- Discussant of *Non-Traditional Approaches to Second Language Acquisition*, refereed colloquium convened by Dwight Atkinson, 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

- Equity in Dual Language Immersion for LCTLs: Bridging Gaps through Collaboration* (Hina Ashraf & Lourdes Ortega). 9th International Conference on Immersion and Dual Language Education taking place in Salt Lake City, UT October 2-5, 2024.
- Critical Language Awareness as a Shaper of Teacher Identity: New Insights from Arabic* (Lead presenter with Rima Elabdali, Hina Ashraf, Saurav Goswami, & Esha Mukherjee). AAAL (American Association of Applied Linguistics) Conference, Houston, Texas, March 16-19, 2024.
- Elicited Imitation as a Measure of L2 Proficiency: A Comparison of Two Parallel English Tests* (3rd presenter, with Shu-Ling Wu & Yee Pin Tio). AAAL (American Association for Applied Linguistics) Conference, March 20-23, 2021.
- The Impact of Coming Out in Online Social Interactions: A Case of a Japanese-American eTandem Dyad* (with Yuka Akiyama). BAAL (British Association for Applied Linguistics) Conference, York St John University, UK. September 6 – 8, 2018.
- Is There a Deficit Framing of Late-timed Bilingualism in Published Research? An Empirical Look* (with Casey Keck). International Symposium on Bilingualism, Limerick, Ireland. June 11-15, 2017.
- Deficit Views of Language Learners in Applied Linguistics Discourse: A Corpus-based Critical Discourse Analysis* (with Casey Keck). 32nd SLRF (Second Language Research Forum) Conference, Provo, UT. October 31-November 2, 2013.
- Elicited Imitation as a Measure of Global Proficiency in L2 Chinese (with Shu-Ling Wu)*. 2012 International Conference on Chinese Language Teaching, Columbia University, New York, May 25-26, 2012.

- “Repeat as Much as You Can”*: Elicited Imitation as a Measure of Global Proficiency in L2 French (with Nicole Tracy-Ventura, Kevin McManus, & John Norris). L2 Proficiency Assessment Workshop, Université Paul Valéry Montpellier 3, Montpellier, France, February 24-25, 2012.
- An Empirical Appraisal of the Construction of Nonnativeness as Deficit in Applied Linguistic Discourses* (with Casey Keck). AAAL (American Association for Applied Linguistics) Conference, Chicago, IL, March 26-29, 2011.
- A Usage-based Approach to Overpassivization: The Role of Input and Conceptualization Biases* (with Sang-Ki Lee and Munehiko Miyata). 26th SLRF (Second Language Research Forum) Conference, Honolulu, HI. October 17-19, 2008.
- 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.
- 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*. EUOSLA (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. Research and Faculty Development Workshops and Institutes

- Institute on Trans Linguistic Research and Publishing*. Lourdes Ortega, Peter De Costa, Mari Haneda, Jason Litzenberg, & Stephen Looney, Faculty Experts. Director Suresh Canagarajah. The Pennsylvania State University, May 12-16, 2025.

- Applying Social Justice to the Language Classroom: Tips & Tricks from an Idealist-Pragmatist Educator.* Plenary session workshop at the Italian Language and Culture Conference: Connections. Georgetown University, Washington DC, October 15, 2022.
- A Multilingual Ethos for Error Correction in Additional Language Pedagogy.* Pre-conference workshop at the International Conference on Innovative Teaching and Research in English Language Education, organized by the Hong Kong Continuing Professional Development Hub (HKCPD Hub) for University English Teachers, The University of Hong Kong, January 6, 2021. (virtual)
- Aprendizaje Basado en Tareas: Panorama Crítico.* 2-hour workshop conducted at Georgetown University's Initiative for Multilingual Studies for visiting group from the Master's in Spanish as a Foreign Language (MELE) at the Instituto de Lengua y Cultura Españolas (ILCE), Universidad de Navarra, Spain. Washington DC, November 7, 2019.
- Error Correction in Language Classrooms: Balancing Research and Realities.* Invited workshop delivered at the Institute for Language Education in Transcultural Context, CUNY Graduate Center, New York, October 29, 2018.
- Multilingualism and Social Justice: What Can TESOL Professionals Do?* With Nicholas Subtirelu. 3-credit Intensive Summer Workshop, American University's TESOL MA Program. Washington DC, June 22-24, 2018.
- Measuring Language Learning for Social Justice: What do We Need from Testers?* Workshop to be delivered at the Association of Language Testers in Europe (ALTE) conference, University of Leuven, Belgium, September 21-22, 2017.
- Tasks in Practice.* Workshop hosted by the Task Based Learning SIG of the JALT Association, Temple University, Osaka, July 29, 2017.
- Best Practices for Error Correction in Foreign Language Teaching.* 3-hour workshop delivered for the DLIFLC Faculty Development Support, Defense Language Institute, Monterey, CA, March 11, 2016.
- Designing Tasks for Advanced Foreign Language Learning.* 3-hour workshop delivered for the DLIFLC Faculty Development Support, Defense Language Institute, Monterey, CA, March 10, 2016.
- How Relevant are Motivation and Aptitude Research for Advanced Foreign Language Teaching?* Plenary delivered at the Defense Language Institute, Monterey, CA, March 9, 2016.
- Motivation, Aptitude, and Error Correction: Best Research Insights for Language Teaching.* 3-hour workshop delivered in the Department of Romance Studies, Cornell University. April 18, 2015.
- SLA-Pedagogy Interfaces: Motivation, Aptitude, and Multicompetence.* 3-hour Summer Seminar, University of Vigo, Galicia, Spain, May 30, 2014.
- The Implications of New Language Acquisition Research for Language Teaching and Learning.* 3-hour workshop delivered at the Methodological Development of Teaching of Spanish as a Second Language Workshop Series, Columbia University, New York City, March 29, 2014.
- Doing Synthesis and Meta-Analysis in Applied Linguistics.* Workshop at National Tsing Hua University, Taiwan, June 8, 2011.
- Transfer, Individual Differences, and Frequency in Second Language Acquisition: Exploring the Connections.* Invited Workshop for the "Frequency Effects in Language: Frequency as a determinant in usage-based models of language change, language processing and language acquisition Graduiertenkolleg GRK DFG 1624/1 Group" (a Research Training Group funded by the German Research Foundation), Hermann Paul School of Language Sciences, University of Freiburg, October 20, 2010.
- A Conversation about Second Language Writing.* Literacy Colloquy, Department of Teacher Education at the School of Education, Michigan State University, September 13, 2005.
- 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.

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). Salvador da Bahia, Brazil, July 2000.

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

IX. Intensive Graduate Course Teaching

Communication Across Cultures (DAL 05). 24-hour course taught at the Ph.D. in Applied Linguistics Program, Hellenic American University, Athens Greece, June 24-28, 2024.

How to Boost Rigor in Research through Ethics and Politics: Tips for (Quantitative) Researchers. Doctoral course to be delivered at the International Doctoral Summer School in Applied Linguistics & TESOL, University of Malta, 3-7 July, 2023.

Task-Based Language Teaching. 24-hour course taught at the master's in applied linguistics at Kansai University, Japan. July 31st- August 4th, 2017; July 30th - August 3rd, 2018; July 24-28, 2023.

Teorías de Aprendizaje (Learning Theories). Two-day course taught at the master's in Spanish as a Foreign Language (MELE), Instituto de Lengua y Cultural Españolas (ILCE), Universidad de Navarra, Pamplona, Spain, November 23-24, 2017.

New Trends and Developments in Language Education (SLE1). 24-hour course taught at the Ph.D. in Applied Linguistics Program, Hellenic American University, Athens Greece, June 13-18, 2016.

New Trends and Developments in SLA (SLE2). 24-hour course taught at the Ph.D. in Applied Linguistics Program, Hellenic American University, Athens Greece, June 15-20, 2015 & June 13-18, 2016.

Critical Cognitive SLA. 5-Day Doctoral Course at the Summer School on "Different approaches to multilingualism (social, cognitive, and psychological)", Center for Multilingualism in Society Across the Lifespan. Oslo, September 8-12, 2014.

Error Correction in L2 Classrooms. 3-credit master's course in Special Topics in SLA, 2nd quatrimester of MA Program in Language Acquisition in Multilingual Settings, Euskal Herriko Unibertsitatea/University of the Basque Country, Vitoria, May 9-13, 2011.

Research Synthesis in Applied Linguistics, Taking Multicompetence Seriously: Implications for Theory and Research, Error Correction in L2 Classrooms: Teaching and Research Innovations, and Interfaces between Second Language Acquisition and Second Language Writing. Four 2-hour Seminarios de Master y Doctorado conducted at the University of Barcelona. June 14-17, 2010.

Research Synthesis in Applied Linguistics (with John Norris), *Taking Multicompetence Seriously: Implications for Theory and Research*, and *Error Correction in L2 Classrooms: Teaching and Research Innovations.* Three 3-hour Seminarios de Investigación con Ayuda de Movilidad de Profesores para participar en programas de doctorado con mención de calidad, convocatoria 2009-10, Ministerio de Ciencia e Innovación de España, conducted at the University of Murcia, Spain. May 24-26, 2010.

Error Correction in L2 Classrooms (APLNG 596, Session II). 1-credit graduate course taught at 2009 Summer Institute in Applied Linguistics, The Pennsylvania State University. College Park, PA, July 6-17, 2009.

Computer Technologies and Language Learning (CTL 3799, Summer Session II). 3-credit graduate course, University of Toronto, Ontario Institute for Studies in Education. Toronto, July 3-August 9, 2007.

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). Salvador da Bahia, 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.

X. Professional Workshops

Publishing Language Education Research. Session CLER Centre for Language Education Research Capacity Building Series. University of Leeds, June 10th, 2019.

Publishing in International Journals: Tips for Success. Session at the Center for Multilingualism in Society Across the Lifespan. Oslo, September 12, 2014.

Publishing in International Journals: Process and Tips for Success. College of Education, University of New South Wales, Sydney, August 7, 2014.

Publish or Perish in Academia? Demystifying International Journal Publishing. Invited lecture at the University of Stockholm, English Department, May 27, 2014.

Publishing in International Journals. Session at Indiana University, Bloomington, IN, September 12, 2013.

- Publishing in International Journals: Process and Tips for Success.* Session at the 38th JASELE Conference (Japan Society of English Language Education), Aichi Gakuin University, Japan, August 4-5, 2012.
- Opening the Gate: Perspectives of International Journal Editors.* Panel Discussion chaired by Paul Kei Matsuda. Other presenters: Diane Belcher, Rosa Manchón, Paul Thompson, and Leo van Lier. 11th Symposium on Second Language Writing Second Language, Taipei, June 9-11, 2011.
- Cómo Publicar con Exito en Revistas Internacionales.* Invited workshop at the XXIX Congreso Internacional de AESLA (Association of Applied Linguistics of Spain). Salamanca, Spain, May 4-6, 2011.
- Cómo Publicar con Exito en Revistas Internacionales.* Invited workshop at the XXI Congreso Internacional de ASELE (Association of Teachers of Spanish as a Second/Foreign Language). Salamanca, Spain, September 29-October 2, 2010.

XI. Local Talks/Workshops/Events

- The Power of Languages and Multilingualism.* Presentation at Panel in Honor of Madame President Vigdís Finnbogadóttir, Embassy of Iceland, Washington DC, May 18, 2015.
- Presentation at the Faculty Roundtable of the 2015 Graduate Student Conference in partnership with the Initiative for Multilingual Studies and the Department of German on *Conceptualizing, Investigating, and Practicing multilingualism and multiculturalism*, Georgetown University, February 27-28. Other presenters: Katrin Seig (German), Cristina Sanz (Spanish & Portuguese), Dima Ayoub (Arabic Studies & Islamic Studies), Sylvia Onder (Arabic Studies & Islamic Studies), Yoshiko Mori (East Asian Languages).
- Error Management Strategies in Romance Language Classroom Contexts.* Student Presenter: Kevin Regan, MA candidate in the Italian Department; Faculty Discussant: Lourdes Ortega. Advanced Research in Multilingualism Talk Series #3, Georgetown University, April 24, 2014.
- Meta-Analysis.* Four-hour workshop delivered at the Center for Asia-Pacific Exchange, Honolulu, January 2012.
- Successful Application for Clearance by the International Review Board on Human Subjects Ethics at the University of Hawai'i.* Workshop for graduate students in the Department of Second Language Studies at UHM, Honolulu. April 23, 2010.
- Academic Writing in SLS* (with Christina Higgins, special guest Rosa M. 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

2026: Distinguished HabilNet Fellow (\$100,000). Twelve-month nonresidential fellowship, during sabbatical leave (Jan-Dec, 2026), from the Harmonious Bilingualism Network, a philanthropic non-profit in Belgium.

2018: Distinguished Visiting Fellow (\$ 36,086). One-semester residential fellowship at the Graduate Center, City University of New York, Advanced Research Collaborative (ARC). (August through December, 2018, on sabbatical leave from Georgetown University).

2010: FRIAS External Senior Research Fellow (matching sabbatical salary). One-semester residential fellowship at the Freiburg Institute of Advanced Studies, Albert-Ludwigs University of Freiburg. (August 15-December 15, 2010, on sabbatical leave from the University of Hawaii).

2003: National Academy of Education/Spencer Postdoctoral Fellowship (\$ 50,000). One-year nonresidential fellowship, taken as leave for spring 2004 & spring 2005, project titled *Second Language and literacy development over time: A synthesis of longitudinal research in applied linguistics*. (Leave from NAU, spring 2004; leave from UH, spring 2005).

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-July, 1999).

II. Grants

External Grants Funded:

2023-2026: International Research and Studies, U.S. Department of Education: PI Ashraf, co-PI Ortega, *Bilingual Performance in Non-Roman LCTL Dual Language Programs.*: \$282,179.

2022-2023: Qatar Foundation International: *Teaching Arabic as a Global Language in U.S. K-12 Settings: How do Teacher Identity and Critical Language Awareness Matter?* \$ 83,239. PI: Ortega, co-PI: Ashraf. Doctoral researchers: Rima Elabdali, Saurav Goswami.

2019-2021: International Partnerships for Excellent Education and Research (INTPART) Part II, *MultiLing in partnership with South Africa and USA (MultiLingNet)*: for a total of \$ 470,000 (\$ 40,000 to GU). To the Center for Multilingualism in Society across the Lifespan at the University of Oslo, Georgetown University’s Initiative for Multilingual Studies (co-PIs Lourdes Ortega and Anna De Fina), and four top universities in South Africa: University of Cape Town, University of the Witwatersrand, Stellenbosch University, and University of the Western Cape. The thematic focus of the 3-year collaboration is on *Multilingualism in the individual and society: Learning, globalization, and social justice*, with the overall goal to strengthen psycholinguistic/cognitive research embedded within the sociolinguistics of multilingualism.

- 2019-2020: National Science Foundation Doctoral Dissertation Research Award BCS-1844445 *Statistical Learning of Predictive Dependencies of Tense-Aspect System in an Artificial Language by English And Thai LI Adults* (\$ 14,471) to Sakol Suethanpornkul, co-PI; Lourdes Ortega, PI
- 2005-2008: Subcontract 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*.
Spring 2007: Director/Principal Investigator of National Foreign Language Resource Grant Project CHILDES/SLA-Web: Lourdes Ortega (Subcontract from University of Oregon to UH,: \$ 17,978).
- 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.

External Grants Submitted but Not Funded:

- 2021: Submitted to the Trans-Atlantic Platform for Social Sciences and Humanities on July 12 2021. (SAGE receipt: 2021/07840-0). *Radio Talk in the Heart of a Pandemic: Understanding COVID Communication for Equity and Recovery across Global South and North* (RT-HOPE). Two-year grant proposal for call call on Recovery, Renewal and Resilience in a Post-pandemic World. Ortega, Lead PI of a 10-Principal Investigator partnership between Georgetown University, University of Los Andes in Bogotá, University of Western Cape & Stellenbosch University, and University of Birmingham. Total budget requested: \$ 712,000 (\$ 200,000 to Georgetown).
- 2021 & 2022: Submitted to the Spencer Foundation's Large Grants Program twice. *Teacher Identity and Political Clarity in Learning to Teach for Social Justice*. Five-year grant proposal submitted& resubmitted. Douglas Reed PI, Ortega co-PI. Total budget requested: \$ 249,144.
- 2020: Submitted to NSF-Linguistics on July 15 2020. *Talking about COVID-19 on the Radio in English and Spanish: A Corpus-aided Investigation of the Discourse of the Pandemic and its Inequities*. PI; Ortega, co-PIs: Ashraf, De Fina, Subtirelu. Total budget requested: \$ 352,367.

III. Advisory Roles in International Grants

- 2025-2028: Scientific Board member of Project Sankofa: *Family Language Policies and Language(s) Development in Underserved Communities - the Case of Sub-Saharan Families in Switzerland*. Funded by the Swiss National Science Foundation. PIs: Amelia Lambelet, Martina Zimmermann, & Chiara Bemporad.
- 2022-2027: Advisory Board Member of CuEEd-LL, Graduate School (Culturally Empowering Education through Language and Literature, <https://ju.se/center/cueed-ll/en/about-cueed-ll.html>), funded by The Swedish Research Council. Led by Jönköping University in collaboration with the University of Gothenburg, Malmö University and Stockholm University.
- 2021 – 2023: Hong Kong Standing Committee on Language Education and Research (SCOLAR): *Promoting conceptual development of English prepositions among university graduates through human- and computer-assisted instruction*: HKD \$ 1,102,038 (~USD \$ 141,286) to PI: WONG, Man Ho Ivy, Hong Kong Sheu Yan University, co-Investigator 1 Lourdes Ortega, co-Investigator 2 Ron Leow, & co-Investigator 3 Yiran Xu.
- 2018-2021: Participating Researcher in: *Learning, teaching and assessment of Swedish and English. Multilingualism as an asset and a challenge: PhD program for language educators*. January 2018 – December 2021. Funded by the Department of Language Education in Sweden for USD 4,571,918 (Swedish Krona: 38,560,013). Project Leader: Prof. Camilla Bardel, University of

Stockholm. Coordinated by Stockholm University in collaboration with the universities of Gothenburg and Umeå. Training grant to fund 9 language teacher educators for a doctorate degree in a 4-year research program. The doctoral dissertations will investigate not only Swedish as L1/L2 and English as L2/Ln/FL as core subjects in the Swedish school system, but also other national minority languages and languages spoken by immigrated minority populations across all school ages, and which are not typically acknowledged in policy and practice. The 9 dissertators will examine classroom practices, pupils' learning and teachers' ideas and choices concerning teaching and assessment, investigating aspects of oracy and literacy in relation to linguistic, individual, and contextual factors, including the geographical location of schools or the socioeconomic and ethnic background of families. The program involves internationally renowned researchers as well as scholars from the participating Swedish universities, who together constitute an important network for language education studies from the perspective of multilingualism.

- 2015-2017: Asesor Científico (Scientist Consultant) in: *Escritura y Aprendizaje de Segundas Lenguas: El Potencial de Aprendizaje de la Escritura y del Procesamiento de Feedback*, 19463/PHCS/14, Fundación Séneca, Murcia, Spain. Principal Investigator: Rosa M. Manchón.
- 2010-2012 & 2007-2009: Asesor Científico (Scientist Consultant) in Writing in a Foreign Language Project, Fundación Séneca, Murcia, Spain. Principal Investigator: Rosa M. Manchón. (Euros 22,719, *Tareas de producción lingüística y adquisición formal del inglés como segunda lengua-05668/PHCS/07*; renewed for three additional years, Euros 26,400, *Tareas de producción lingüística y adquisición formal del inglés como segunda lengua-11942/PHCS/09*).
- 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*.

IV. Intramural Awards

- 2022-2023: *Understanding and including forced migrants and refugees: Responses from the humanities*. Global Humanities Seminar, Office of the Vice President for Global Engagement. PI: Ortega, co-PIs: Anna De Fina & Nicoletta Pireddu. \$ 12,225.
- 2019-2020: GURT 2020, *Multilingualism: Global South and North Perspectives*. *International Collaborative Grant*, Office of the Vice President for Global Engagement. PI: Anna De Fina, co-PI: Ortega. \$13,000.
- 2016-2017: Doyle Faculty Fellowship to create a new course, LING 310 Language and Social Justice.
- Summer 2016: Georgetown Summer Academic Grant (\$ 10,000) to complete analyses for study titled *Investigating Exposure and Duress in Early and Late Bilingualism*.
- Summer 2013: Georgetown University's Faculty of Languages and Linguistics Summer Academic Grant (\$ 9,500). To support work on revised edition of *Understanding Second Language*.
- 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

Editorships of Journals

Wiley's *Language Learning* (ISI Journal Citation Reports © Clarivate 2024: 16th of 304 Linguistics journals), owned by the *Language Learning* Research Club, University of Michigan:

- General Editor (April 2020-to date)
- Series Editor of *Currents in Language Learning* (four-year appointment: 2017-2021)
- Journal Editor (Editor-in-Chief) (five-year appointment: 2010 – 2015)
- Series Editor of *Language Learning* Monograph Series (four-year appointment: 2006 – 2010)

Editorial Boards/Panels

Applied Linguistics (Oxford University Press, 2004-2013)
Australian Review of Applied Linguistics (John Benjamins, 2016-to date)
Canadian Modern Language Review (University of Toronto Press, 2009-to date)
ELUA – Estudios de Lingüística Universidad de Alicante (University of Alicante Press, 2010-to date)
EuroSLA Monographs – (EuroSLA Association, 2010-to date)
International Journal of Bilingualism (Sage, 2013-to date)
ITL: International Journal of Applied Linguistics (John Benjamins, 2008-to date)
Journal of Education for Multilingualism: JEM (Gold Open Access journal, 2024-2026)
Journal of Second Language Writing (Elsevier, 2009-to date)
Journal of Spanish Language Teaching (Routledge, 2013-to date)
L2 Journal (electronic journal, the University of California, 2015-to date)
Language, Culture and Curriculum (Taylor & Francis, 2013-to date)
Language Learning & Technology (NFLRC/CLEAR/CAL, 2003-2010)
Language Teaching Research (Sage, 2005-2014)
Modern Language Journal (Wiley, 2004-2012)
Portal Education Publishers at the Universidad del País Vasco (2009-to date)
Research in the Teaching of English (2013-to date)
SL&i (Segundas Lenguas e Inmigración) (online, 2009-to date)
TESOL Quarterly (Wiley, 2002-2005)
University of Sydney Papers in TESOL (University of Sydney Press; 2007-to date)

Professional Association Offices

American Association for Applied Linguistics:

- AAAL President, March 2023-March 2024 (Elected: 2nd Vice President in 2020-2021, 1st Vice President 2021-2022 and Conference Chair of annual AAAL Conference in Pittsburgh in 2022, President Elect in 2022-2023, President in 2023-2024, Past President in 2024-2025).
- Best Research Award Committee (appointed, 2015-2018, and chair in 2018)
- Distinguished Scholarship and Service Award Committee (appointed, 2009-2010, and chair in 2010)
- Member-at-Large (elected, three-year term 2005-2008)
- Advocacy Action Group Steering Committee (appointed, 2006-2008, and chair in 2008)
- Strand Review Coordinator of Second Language Acquisition and Attrition strand (2011) and Research Methods strand (2006)
- Nominating Committee, member (elected, 2002-2003, and chair in 2003)

Co-convener of AILA Research Network on Research Synthesis and Meta-Analysis (2014, with Luke Plonsky & John Norris)

Ad hoc Reviewer for Journals

Annual Review of Applied Linguistics (2022)
Applied Linguistics (2003, 2022; Editorial Panel member 2004-2013)
Applied Psycholinguistics (2009, 2012)
Applied Linguistics Review (2012)
Assessing Writing (2013)
Bilingualism: Language and Cognition (2009)
Canadian Journal of Applied Linguistics (2006)
Canadian Modern Language Review (1998, 2003, 2008; Editorial Board member since 2009)
Japan Society of Language Science Journal (2005)
Journal of Multilingual and Multicultural Development (2018)
Journal of Second Language Writing (2006, 2008; Editorial Board member since 2009)
International Journal of Bilingualism (2011, Editorial Board member since 2013)
International Journal of Learner Corpus Research (2016)
International Review of Applied Linguistics (2007)
Language and Education (2007)
Language Learning (2000-2004, 2006-2009; Editor since 2010)
Language Learning & Technology (1997-2003; Editorial Board member 2003 -2010)
Language Teaching (2007)
Language Testing (2008)
Learning and Individual Differences (2007)
Linguistic Approaches to Bilingualism (2011)
Modern Language Journal (2000-2004; Editorial Board member 2004-2012)
Revista Alicantina de Estudios Ingleses (2010)
Research Points of the American Educational Research Association (2005)
Review of Cognitive Linguistics (2018)
Second Language Research (2006, 2009)
Studies in Second Language Acquisition (2008, 2009, 2012, 2017)
TESOL Quarterly (2000-2002; 2002-2005 in Editorial Board; 2006, 2008, 2023)

Other Journal Service

Member of *Modern Language Journal* 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 *Modern Language Journal* New Fifth Volume Planning Committee, chaired by Sally Magnan (fall 2003)

Reviews for Agencies

Australian Research Council (2014-2015)
Economic & Social Research Council, United Kingdom (2006)
Educational Testing Service TOEFL Grants (2008, 2011, 2012)
European Research Council (three-year appointment, 2010-2013)
Fund for Scientific Research of Flanders (2006, 2011, 2017)
Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico (2002)
National Research Council of the National Academies of the USA (2010)
National Science Foundation (2004, 2006, 2007, 2009)
Royal Society Te Apārangi, New Zealand (2023, two in 2022, 2021, 2019)
Social Sciences & Humanities Research Council of Canada (2002, 2005, 2009)
Spencer Foundation/National Academy of Education Doctoral Fellowship competition (2017)
TESOL International Research Foundation Priority Research Grants competition (2006)
TESOL International Research Foundation (TIRF) Doctoral Dissertation Grants competition (2013-2016, 2018, 2025)
UK Research & Innovation (UKRI), grant proposal 2024

Reviews for Publishers / Edited Books

Cambridge University Press (2000, 2003, 2009, 2016)
Cascadilla Press (2000)
Georgetown University Press (2006)
John Benjamins (1999, 2009, 2010, 2012)
Lawrence Erlbaum (2006)
McGraw-Hill (2002)
Oxford University Press (2006, 2007, 2008)
Palgrave/Macmillan (2001, 2002, 2006)
Routledge (2009, 2010, 2011, 2016, 2020)

Reviews for Conferences

American Association for Applied Linguistics (AAAL) conference: (a) Strand Review Coordinator: Second Language Acquisition and Attrition strand for 2011; Research Methods strand for 2006. (b) Regular Reviewer: Second Language Acquisition and Attrition strand for 2018, 2017, 2016, 2015, 2014, 2013, 2012, 2010, 2009, 2008, 2007, 2004, 2002, 2000, 1999; Educational Linguistics for 2016, 2015; Second Language Writing strand for 2008; Technology and Language Learning strand for 2007; Heritage and Bilingual Language Education strand for 2004; Language and Cognition strand for 2002; Language and Interaction strand for 2002
EuroSLA reviewer: 2019
Georgetown University Round Table in Languages and Linguistics (GURT): 2017, 2015, 2011
Hispanic Linguistics Symposium: 2011, 2007
BiMo2017 Conference (Bilingualism vs. monolingualism: A new perspective on limitations to L2 acquisition): 2016.
International Task-Based Language Teaching Conference (TBLT): 2009, 2007, 2005
Learner Corpus Research Conference at the Centre for English Corpus Linguistics, Université Catholique de Louvain: 2011
Second Language Research Forum (SLRF): 2017, 2015, 2014, 2013, 2012, 2010, 2009, 2008
Symposium on Second Language Writing (SSLW): 2010, 2014
TESOL conference: Research Strand in 2004; Applied Linguistics Strand in 2003
Member of the Scientific Board for the International Conference on Second Language Studies (ICSLS-2019), Istanbul, February 22-24, 2019
Scientific Board member and reviewer of: 4th international conference *Thinking, doing, learning: Usage based perspectives on second language learning*, University of Jyväskylä, Finland, on June 17-19, 2019

Tenure & Promotion Reviews

American University, 2012
Amherst College, 2020
Arizona State University, 2017
Carnegie Mellon University, 2007, 2009, 2012, 2016, 2023
Case Western Reserve University, 2014
Concordia University, Canada, 2014
Georgetown University, 2010
Georgia State University, 2018
Indiana University, 2015
Lancaster University, UK, 2014
Lebanese American University, Lebanon, 2016
Florida State University, 2021
Fordham University, 2022
Franklin & Marshall College, 2019
Hong Kong University of Science and Technology, 2022
Iowa State University, 2022
Middlebury Institute of International Studies at Monterey, 2015
National Institute of Education, Singapore, 2013, 2024

Northeastern University, 2007
Northern Arizona University, 2009, 2012
Portland State University, 2011, 2016
Rutgers University, 2017
Syracuse University, 2023
Stony Brooke University, 2016
Texas Tech University, 2007, 2013, 2017
The University of Hong Kong, Hong Kong, 2010
The University of Melbourne, Australia, 2016
The University of Texas at San Antonio, 2017
The University of Sydney, Australia, 2015
University of Alabama, 2014
United Arab Emirates University, United Arab Emirates, 2017
University of Alberta, Canada, 2023
University of Arizona, 2013, 2024
University of Auckland, New Zealand, 2017
University of Basel, 2025
University of Birmingham, UK, 2013
University of California Davis, 2015
University of California Berkeley, 2013
University of California Santa Barbara, 2008
University of Connecticut, 2025
University of Essex, UK, 2023
University of Florida, 2018
University of Illinois at Chicago, 2012, 2025
University of Malta, 2024
University of Maryland, 2021
University of Maryland Baltimore County, 2018, 2023
University of Minnesota, 2006
University of New England, Australia, 2015
University of Newcastle, Australia, 2014, 2018
University of Pennsylvania, 2017, 2023
University of South Florida, 2013
University of Sydney, 2015, 2024
University of Tennessee Knoxville, 2015
University of Texas at Austin, 2021
University of Texas at El Paso, 2013
University of Queensland, Australia, 2008, 2018
University of Warwick, UK, 2023
Utah State University, 2014
Victoria University of Wellington, New Zealand, 2016
Washington State University, 2009
Zayed University, United Arab Emirates, 2017

External Program Evaluation Review

Brigham Young University, Department of Linguistics & English Language (virtual), 2021
University of Oregon, Department of Linguistics (virtual), 2021
Iowa State University, Department of English (virtual), 2020
Georgia State University, Department of Applied Linguistics & ESL, 2018
University of Arizona, Ph.D. Program in Second Language Acquisition and Teaching, 2017
Montclair State University, Department of Linguistics, 2015

Institutional Board Service

Advisory Board member, [HaBilNet](#), Harmonious Bilingualism Network (2017 to date).
Board of Trustees, [Center for Applied Linguistics](#), 2018-2024 (Vice Chair, 2020-2023; Chair of Search Committee for CAL President, 2023-2024)

Member of the International Symposium on Bilingualism Steering Committee, elected 2020-2021
 Advisory Board member of the IRIS Digital Depository (Instruments for Research into Second Language Learning), co-PIs Emma Marsden, University of York, UK, and Alison Mackey, Georgetown University, US: <http://www.york.ac.uk/education/research/cllr/digital-repository/>, first term 2010-2016, renewed 2016-to date
 Advisory Board Member for The University College London Press *Advances in Language Education* Book Series, Li Wei Book Series Editor
 International Advisory Board Member, Instituto de Lengua y Cultura Españolas (ILCE), directed by Eduardo Negueruela at the Universidad de Navarra, Spain, 2016-2018.
 Advisory Board Member, Center for Urban Language Teaching and Research (CULTR), Georgia State University, 2015-2016
 Associate Member of the Centre for Applied Research and Innovation in Language Sciences (CARILS) directed by Alessandro Benati and housed at the University of Portsmouth, UK, 2018-to date.
 Associate Member of the European Research Network for Bilingual Studies (ERBIS) directed by Annick De Houwer and housed at the University of Erfurt, Germany: <http://www.erbis.org/about.html> , 2012-2016
 Advisory Board member for the CAL Survey of the State of Applied Linguistics, Center for Applied Linguistics, Washington, DC, 2012-2013

External Search Committee for Professorships

MultiLing Center for Multilingualism in Society across the Lifespan, University of Oslo, 2019
 University of Helsinki, 2019
 MultiLing Center for Multilingualism in Society across the Lifespan, University of Oslo, 2017

Organization of Conferences

HaBilNet3, Theme: *Bilinguals in Context*. June 4-6, 2025, San Sebastian, Spain. Co-Organizer (with Annick De Houwer): Invitation-only two-day colloquium, gathered 80 senior and junior researchers of bilingualism to discuss wellbeing of multilingual families.
 AAAL 2022: March 19-22, 2022 in Pittsburgh. About 1,000 proposals accepted across 23 strands. Over 1,400 registered. Attendance 60% U.S. and 40% international.
 HaBilNet2, May 12-13, 2022, Frankfurt, Germany. Co-Organizer (with Annick De Houwer): Invited two-day colloquium on the theme "Supporting well-being as it relates to growing up and living in a language contact setting." It gathered 55 experts from various backgrounds and 14 countries (from Canada over Sweden to South Africa and Singapore).
 GURT 2020 (Georgetown University Round Table on Languages and Linguistics), *Multilingualism: Global South and Global North Perspectives*. Washington DC, March 13-15, 2020. Registered 325 attendees from 25 countries, program comprised 170 individual refereed papers, 6 plenaries, 5 invited colloquia, & 4 refereed colloquia. Cancelled due to COVID-19. Instead, 246 virtual attendees joined GURT 2020 Virtual as a private facebook group and 108 presenters shared their recorded presentations in this digital community.
 HaBilNet1, May 24-25, 2018, La Hulpe, Belgium. co-Organizer (with Annick De Houwer): Invited two-day colloquium of 71 scholars from 17 countries to internationally launch the Harmonious Bilingualism Network, which promotes and carries out research on harmonious bilingual development and makes sources available for families to develop bilingualism in harmonious ways.
 Organizing Committee Advisor, GURT 2017 (Georgetown University Round Table on Languages and Linguistics on *Variable Properties: Their Nature and Acquisition*, Washington DC, March 10-12, 2017
 Faculty Advisor for 2015 Graduate Student Conference in partnership with the Initiative for Multilingual Studies and the Department of German on *Conceptualizing, Investigating, and Practicing multilingualism and multiculturalism*, Georgetown University, February 27-28, 2014.
 Co-Organizer (with Andrea Tyler), GURT 2014 (Georgetown University Round Table on Languages and Linguistics) on *Usage-based approaches to language, language learning, and multilingualism*, Washington DC, March 13-16, 2014.
 Organizing Committee Member, *9th Symposium for Second Language Writing*, Murcia, Spain, 2010
 Faculty Advisor, *Second Language Research Forum*, Honolulu, October 2008

Organizing Committee Member, 2nd *International Task-Based Language Teaching Conference*, Honolulu, September, 2007
Faculty Advisor, 7th *English Graduate Symposium*, Northern Arizona University, March 2003
Organizing Committee Member, *Second Language Research Forum*, Honolulu, October 1998

Back-Cover Book Endorsements

- Bagga-Gupta, S. (2025) *The Palgrave handbook of decolonizing the educational and language sciences*. Palgrave.
- Hiratsuka, T. (2024). *Native-Speakerism and Trans-Speakerism: Entering a new era*. Cambridge University Press.
- Butler, Y. G., & Huang, B. H. (Eds.). (2023). *Research methods for understanding child second language development*. Routledge.
- Muñoz-Basols, J., Fuertes Gutiérrez, M., & Cerezo, L. (Eds.). (2023). *La enseñanza del español mediada por tecnología*. Routledge.
- Takahashi, C. (2022). *Motivation to learn multiple languages in Japan: A longitudinal perspective*. Buffalo, NY: Multilingual Matters.
- Li, S., Hiver, P., & Papi, M. (Eds.). (2022). *The Routledge handbook of second language acquisition and individual differences*. New York: Routledge.
- Pinter, A., & Kuchah, K. (2021). *Ethical and methodological issues in researching young language learners in school contexts*. Multilingual Matters
- Schwieter, J. W., & Benati, A. (Eds.). (2019). *The Cambridge handbook of language learning*. Cambridge, UK: Cambridge University Press.
- Ibarretxe-Antuñano, I., Cadierno, T., & Castañeda Castro, A. (Eds.). (2018). *Lingüística cognitiva y español LE/L2*. London: Routledge.
- Ellis, R. (2018). *Reflections on task-based language teaching*. Bristol, UK: Multilingual Matters.
- Alonso Alonso, R. (Ed.). (2016). *Crosslinguistic influence in second language acquisition*. Bristol, UK: Multilingual Matters.
- Hulstijn, J. H. (2015). *Language proficiency in native and non-native speakers: Theory and research*. Amsterdam: John Benjamins.
- Cook, V., & Singleton, D. (2014). *Key topics in second language acquisition*. Clevedon, UK: Multilingual Matters.
- Geeslin, K. L. (Ed.). (2014). *The handbook of Spanish second language acquisition*. Malden, MA: Wiley-Blackwell.
- Bergsleithner, J. M., Frota, S. N., & Yoshioka, J. K. (Eds.). (2013). *Noticing and second language acquisition: Studies in honor of Richard Schmidt*. Honolulu, HI: National Foreign Language Resource Center.
- Philp, J., Adams, R., & Iwashita, N. (2013). *Peer interaction*. New York: Routledge.
- García Mayo, M. d. P., Gutierrez-Mangado, M. J., & Martínez Adrián, M. (Eds.). (2013). *Contemporary approaches to second language acquisition*. Amsterdam: John Benjamins.
- Muñoz, C. (Ed.). (2012). *Intensive exposure experiences in second language learning*. Clevedon, UK: Multilingual Matters.
- Tyler, A. (2012). *Cognitive linguistics and second language learning*. New York: Routledge.
- Mackey, A., & Gass, S. M. (Eds.). (2012). *Research methods in second language acquisition: A practical guide*. Malden, MA: Wiley-Blackwell.
- 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 MENTORING

Undergraduate Advising at GU

- Daniella Arevalo** (honors thesis, graduation May 2025): *No Sabo Kids, Sí Sé Kids, and their parents: U.S. Latine college students' and parents' attitudes towards Spanish language learning and Latine identity.*
- Claire Denault** (honors thesis, graduation May 2025): *Constructing Nation: Ideologies of regional and minority languages in France.*
- Anna Runova** (honors thesis, graduation May 2018): *Actions and beliefs: Do L3 learners transfer from both languages?*
- Mary Bridget Smith** (honors thesis, graduation May 2017): *Learning a Language You've Never Heard: Self-Efficacy in Written English Among Deaf and Hard-of-Hearing Sign-Print Bilinguals.*
- Lena Rothfarb** (honors thesis, graduation May 2016): *"I don't think anyone actually speaks standard English as a dialect": An investigation into teacher perceptions of their students' speech.*
- Emily Grau** (honors thesis, graduation May 2016): *Resilience and the refugee learner: Trauma exposure and second language acquisition in Bhutanese refugees.*
- Nicholas Norberg**, summer 2015 GUROP for *Investigating Exposure and Duress in Early and Late Bilingualism.* Co-PIs Lourdes Ortega & Mariko Uno.

Master's Advising at GU

- Esha Mukherjee**, *"It's Not Enough": Student Accounts of First Encounters with Arabic Dialects during Study Abroad* Master's thesis submitted in fulfillment of the MS in Linguistics, Sociolinguistics concentration, April 2025.
- Shannon Victoria King**, *Övning Ger Färdighet: How Home Language Policies and Practices Affect Swedish Heritage Language Proficiency and Usage.* Master's thesis submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, April 2024.
- Takahisa Sasaki**, *Noticing and Incorporation in L2 Writing: Exploring the Effectiveness of Two Timings in the Provision of Model Texts.* Master's thesis submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, April 2023.
- Massupa (Om) Sukkasem**, *Thai Students' Perspectives on Writing the SOP: A Foot on the Door to Graduate School.* Master's Research Paper submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, March 2023.
- Judy Hur**, *Investigating the Intersection between Learning (Dis)abilities and Multilingualism.* Master's Research Paper submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, March 2023.
- Chanhee Park**, *Using a New Example-Based Questionnaire to Measure Anxiety and Proficiency in the Most and Least Confident Languages of Multilingual College Adults.* Master's Research Paper submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, March 2023.
- Yugao Cai**, *Do Tolerance and Cyrillic Go Together? – A Case Study of Serbian Redditors.* Master's Research Paper submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, March 2023.
- Amber Hall**, *Classificatory Verbal Constructions in Cherokee.* Master's Research Paper submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, March 2023.
- Yunie Ku**, *Needs Analysis of Korean Undergraduates in English for General Purposes (EGP) Courses.* Master's Research Paper submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, March 2023.
- Natalie Bazata**, *#nosabokid: Social Media Negotiations of Spanish Heritage Speaker Identities and Implications for the Heritage Language Classroom,* Master's Research Paper submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, December 2022.
- Jason D'Angelo**, *Twenty-seven Years of the Lavlang Conference: A Meta-Synthesis of Research Methodologies, Themes, and Populations in Lavender Linguistics.* Master's Research Paper submitted in fulfillment of the MS in Linguistics, General Linguistics concentration, August 2021. Current position: AUx Instructor/Advisor, American University.
- Shane D. Quinn**, *Language Policy, Prestige, and Stigma: A Case Study of Moroccan Amazigh Language Varieties.* Master's thesis submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, April 2020.

- Demo (Mengyue) Peng**, *Perception of Rhetorical and Extra-linguistic Differences by International Students in U.S. Higher Education: An analysis of student voices in Writing Across Borders*. Master's Research Paper submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, March 2020.
- Melissa Cheston**, *Audience Design in International LL.M.s' L2 United States Legal English Memo Writing*. Master's Research Paper submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, March 2020.
- Yuhang Hu**, *Checking of Assumptions in L2 Research: A Systematically Review*. Master's Research Paper submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, March 2019.
- Yu-Tzu Chan**, *Second Language Learners' Selective Integration of Linguistic Knowledge—the Mandarin 'Ba' (把) Construction*. Master's Research Paper submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, March 2019.
- Chenyue Guo**, *Exploring Chinese Multilinguals' Language Choices for Inner Speech*. Master's Research Paper submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, March 2019.
- Jingzi (Paige) Yi**, *The Immediate Effects of Individual Corrective Feedback (ICF) Targeting Tone Accuracies on L2 Speech Intelligibility of American Beginning Mandarin Learners*. Master's Research Paper submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, March 2018.
- Yingzhu (Diana) Chen**, *Exploring Strategies Used in Composing Stage in Integrated Writing Tasks (Reading-Listening-Writing Tasks)*. Master's Research Paper submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, March 2018.
- Jennifer Chang-Lo**, *Empowering Teachers to Build ESP Curriculum*. Master's Research Paper submitted in fulfillment of the MS in Linguistics, Applied Linguistics concentration, March 2017.

Chair of Dissertation Committees at GU, Completed

1. **Lauren Park**, *Language and cognition in monolinguals and bilinguals: A study of spontaneous and caused motion events in Korean and English*. Completed, fall 2010-fall 2015 (Completed, dissertation defense October 2015, graduation December 2015). Committee: Lourdes Ortega (chair), Andrea Tyler, Cristina Sanz, & Scott Jarvis. Current position: Assistant Professor (tenure-track) at Kyung Hee University (South Korea), Department of Applied English Linguistics & Translation Studies. Representative work: Park, H. I., Solon, M., Dehghan-Chaleshtori, M., & Ghanbar, H. (2022). Proficiency reporting practices in research on second language acquisition: Have we made any progress?. *Language Learning*, 72(1), 198-236.
2. **Sarah Young Knowles**, *Reframing metalinguistic awareness for low-literate L2 learners: Four case studies*. Completed, dissertation defense March 2016, graduation May 2016). Committee: Lourdes Ortega (chair), John Norris, & Martha Bigelow. Recipient of the 2016 ACTFL Emma Marie Birkmaier Doctoral Dissertation Research in Foreign Language Education Award. Current position: Senior Professorial Lecturer at American University, Department of World Languages and Cultures. Representative work: Young, S. (2015). The impact of literacy on question-oriented usage events in the ESL classroom: A case study. In M. Santos & A. Whiteside (Eds.), *Low-educated literacy and second language acquisition: Proceedings of the Ninth Symposium* (pp. 274-297). San Francisco, CA: Lulu Publishing.
3. **Mari Sakai**, *(Dis)Connecting perception and production: Training adult native speakers of Spanish on the English/i/-/i/ distinction*. Completed, dissertation defense October 2016, graduation December 2016). Committee: Lourdes Ortega (chair), Jennifer Nycz, & Tracey Derwing. Recipient of the 2017 Best Article based on the Dissertation Research (2015-2016) by the Journal of Second Language Pronunciation. Last known position: ESL Fellow at the Graduate Writing Program, Georgetown University Law Center and Adjunct Professor of Law. Representative work: Sakai, M. (2018). Moving towards a bilingual baseline in second language phonetic research. *Journal of Second Language Pronunciation*, 4(1), 11-45.
4. **Luciane Maimone**, (Department of Spanish & Portuguese.) Co-chair with Ron Leow. *Crosslinguistic influence from L2 Spanish in the intake of L3 Portuguese forms, type of linguistic item, and the role of aptitude: An exploratory study*. Dissertation defended March 31, 2017. Current position: Associate Professor of Modern and Classical Languages, Missouri State University. Representative work: Maimone, L., & Jolley, J. (2023). Looks like google to me: Instructor ability to detect machine translation in L2 Spanish writing. *Foreign Language Annals*, 56(3), 627-644.
5. **Kate Riestenberg**, *Acoustic salience and input frequency in L2 lexical tone learning: Evidence from a Zapotec revitalization program in San Pablo Macuiltianguis*. Department of Linguistics. National Science Foundation Doctoral Dissertation Research Award # 1451687. Completed, fall 2011-summer 2017. (Dissertation defended June 29, 2017). Committee: Lourdes Ortega (chair), Mark Sicoli (former chair, University of Virginia), Elizabeth Zsiga, Youngah Do (University of Hong Kong). Current position: AP World Languages Assessment Manager at College Board. Representative work: Riestenberg, K., & Sherris,

- A. (2018). Task-based teaching of indigenous languages: Investment and methodological principles in Macuiltianguis Zapotec and Salish Qlispe revitalization. *Canadian Modern Language Review*, 74(3), 434-459.
6. **Mariko Uno**, *Developing Question Constructions in Japanese as a First Language: The Roles of Discourse-Pragmatic Functions and Parental Input*. (Completed, dissertation defense July, 2017). Committee: Lourdes Ortega (chair), Andrea Tyler, & Yoshiko Mori. (Completed, dissertation defense July 2017). Current position: Japanese Lecturer at the World Languages Center, Northeastern University. Representative work: Uno, M. (2016). A usage-based approach to early-discourse pragmatic functions of the Japanese subject markers *wa* and *ga*. *Journal of Child Language*, 43, 81-106. doi: 10.1017/S0305000915000069
 7. **Yuka Akiyama**, *Reciprocity and Interaction: A Longitudinal Investigation of a Video-mediated Japanese-English eTandem Exchange*. (Completed, dissertation defense November 3, 2017). Committee: Lourdes Ortega (chair), Cynthia Gordon, Yoshiko Mori, & Marta González-Lloret. Current position: Junior Associate Professor / Senior Lecturer at the Graduate School of Engineering, University of Tokyo. Representative work: Akiyama, Y. (2017). Learner beliefs and corrective feedback in telecollaboration: A longitudinal investigation. *System*, 64(Supplement C), 58-73. doi: 10.1016/j.system.2016.12.007
 8. **Young-A Son**, *Measuring heritage language learners' proficiency for research purposes: An argument-based validity study of the Korean C-test*. (Completed, dissertation defense September 24, 2018). Committee: Lourdes Ortega (chair), John M. Norris, Margaret Malone. 2018 Dissertation Awardee by the National Federation of Modern Language Teachers' Associations & the National Council Of Less Commonly Taught Languages. Current position: Analytics and Assessment Specialist, Center for Educational Effectiveness, University of California, Davis. Representative work: Son, Y.-A. (2017). Toward useful assessment and evaluation of heritage language learning. *Foreign Language Annals*, 50(2), 367-386. doi:10.1111/flan.12273
 9. **Brandon Tullock**, *Multilingualism, Transnationalism, and Identity in Study Abroad: Multilingual Sojourners in Barcelona*. (Completed, dissertation defense September 6, 2019). Applied linguistics. Committee: Lourdes Ortega (chair), Anna De Fina, Cristina Sanz. Current position: Director for AP German Language and World Language Assessment at the College Board. Representative work: Tullock, B. (2021). Encountering multilingualism in study abroad: Sojourners' orientations to linguistic diversity and language hierarchies in Barcelona. In W. Diao & E. Trentman (Eds.), *Language learning in study abroad: The multilingual turn* (pp. 190-212). Clevedon, UK: Multilingual Matters.
 10. **Sakol Suethanapornkul**, *Statistical Learning of Predictive Dependencies in the Tense-Aspect System of a Miniature Language by English and Thai L1 Adults*. (Completed, dissertation defense November 25, 2019). Applied Linguistics. Committee: Lourdes Ortega (chair), Mark Meyer, Phillip Hamrick, Scott Jarvis. National Science Foundation Doctoral Dissertation Research Award #1844445. Current position: Researcher at Globish Academia (Thailand). Representative work: Suethanapornkul, S., & Supasiraprapa, S. (2024). Usage events and constructional knowledge: A study of two variants of the introductory-it construction. *Studies in Second Language Acquisition*, 46(2), 355-377.
 11. **Meagan Driver** (Department of Spanish & Portuguese), *Emotion, motivation, and vocabulary learning: A study of heritage and foreign language learners of Spanish*. (Completed, dissertation defense July 24, 2020). Committee: Lourdes Ortega & Ron Leow (co-chairs), Cristina Sanz, Beatriz Lado. Current position: Tenure-track assistant professor of Spanish & SLA, Michigan State University. Representative work: Driver, M. (2024). Realities of comfort and discomfort in the heritage language classroom: Looking to transformative positive psychology for juggling a double-edged sword. *The Modern Language Journal*, 108(S1), 147-167.
 12. **Yiran Xu**, Applied Linguistics. *L2 writing complexity in academic legal discourse: Development and assessment under a curricular lens*. Committee: Lourdes Ortega (chair), Margaret Malone, Marianna Ryshina-Pankova. (Completed, dissertation defense August 20, 2020). Current position: Tenure-track Assistant Professor of Multilingual Writing, University of California, Merced. Representative work: Xu, Y., Polio, C., & Pfau, A. (2024). Optimizing AI for assessing L2 writing accuracy: An exploration of temperatures and prompts. In C. A. Chapelle, G. H. Beckett, & J. Ranalli (Eds.), *Exploring AI in applied linguistics* (pp. 151-174). Iowa State University Digital.
 13. **Abel Cruz**, (Department of Spanish & Portuguese). *The Category of Gender in Spanish-English Bilingual Grammars: Corpus and Experimental Evidence of Switched DPs*. Committee: Lourdes Ortega (chair), Ron Leow (co-chair), José Camacho. (Completed, dissertation defense June 18, 2021). Current position: Assistant Professor of Spanish (tenure-track), Santa Clara University. Representative work: Cruz, A. (2023). Linguistic factors modulating gender assignment in Spanish-English bilingual speech. *Bilingualism: Language and cognition*, 26(3), 580-591.

14. **Amy Kim**, Applied Linguistics. *Rethinking post-entry language assessment policies in the context of U.S. higher education: A socially responsible approach*. Committee: Lourdes Ortega (chair), Jeff Connor-Linton, Margaret Malone. (Completed, dissertation defense June 19, 2021. Recipient of 2019 Doctoral Dissertation Grant from The International Research Foundation for English Language Education (TIRF). Current position: Task Analysis and Assessment Specialist at Language Testing International. Representative work: Kim, A. I. (2022). (De) legitimization of monolingual ideologies in a US teachers' online forum. *International Journal of Bilingual Education and Bilingualism*, 25(3), 1021-1032.
15. **Di Qi**, Applied Linguistics. *Examining the L2 Motivational Self System through meta-analysis*. Committee: Lourdes Ortega (chair), Yoshiko Mori, Amy Thompson. (Completed, dissertation defense December 15, 2021, graduation May 2022). Current position: Associate Teaching Professor of Chinese, Department of East Asian Languages and Cultures, Georgetown University.
16. **Rima Elabdali**, *Negotiating Belonging and Securitization in a Community Language School*. General Linguistics Concentration. Committee: Lourdes Ortega (chair), Anna De Fina, Zeena Zakharia. (Completed, dissertation defense February 14, 2023). Recipient of the 2024 ACTFL Emma Marie Birkmaier Doctoral Dissertation Research in Foreign Language Education Award. Recipient of the 2025 American Association for Applied Linguistics Dissertation Award. Recipient of the 2025 Comparative and International Education Society Doctoral Dissertation Award. Current position: Assistant Professor (tenure-track), English Department, University of Tennessee, Knoxville. Representative work: Elabdali, R. (2024). Yalla Nutbikh "Let's cook": Negotiating emotions of belonging through food in heritage language classrooms. *Modern Language Journal*, 108(S1), 56-74.
17. **Şeyma Toker**, *Critical Pedagogy of Emotion and Identity: A Participatory Action Research Study in a Pre-Service EFL Teacher Education Program*. Applied Linguistics Concentration. Committee: Nicholas Subtirelu (former chair), Lourdes Ortega (chair), Anna De Fina, Bedrettin Yazan. (Completed, dissertation defense April 20, 2023). Current position: Senior UX Researcher at Bixal. Representative work: Toker, Ş., & Olğün Baytaş, M. (2022). Grappling with the transformative potential of translanguaging pedagogy in an elementary school with Syrian refugees in post-coup Turkey. *International Multilingual Research Journal*, 16(2), 148-162.
18. **Keith Cunningham**, *A phonological analysis of Nanticoke with practice applications for language revitalization*. General Linguistics Concentration. Committee: Lourdes Ortega (chair), Natalie Schilling, Conor Quinn. (Completed, dissertation defense November 30, 2023). Current position: Chinese Language Analyst for the Federal Government. Representative work: Cunningham, K., Hall, K., & Rain, R. (2023). *Once It Has Been Spoken ... It Cannot Be Unspoken*. Kutiikiitowaakanun. Salt Water Media, LLC.
19. **Amber Hall**, *Navigating Agency and Culturally Responsive Instruction for Dual-Identified Students: Special Education Teachers' Voices of Advocacy and Collaboration*. General Linguistics Concentration. Committee: Lourdes Ortega (chair), Lara Bryfonski, Crissa Stephens. (Completed, dissertation defense February 27, 2024). Representative work: Mackey A, Fell E, de Jesus F, Hall A, Ku Y. (2022). Social justice in applied linguistics: Making space for new approaches and new voices. *Annual Review of Applied Linguistics*, 42, 1-10. doi:10.1017/S0267190522000071
20. **Malik Stevenson**. *Real eyes, Realize, Real lies: Black Perspectives on Dual Language Immersion and its Role in Gentrifying Communities*. Applied Linguistics Concentration. Committee: Lourdes Ortega (chair), Sabrina Wesley-Nero, Nelson Flores. (Completed, dissertation defense May 5, 2024). Current position: Assistant Professor (tenure-track), English Department, California State University Dominguez Hills. Representative work: Stevenson, M. (2023). Understanding the Emotional Labor of English Language Teaching while Black in the United States. *TESOL Quarterly*. <https://doi.org/10.1002/tesq.3274>
21. **Negar Siyari**. *From Displacement to Empowerment: An Investigation of a Task-Based Approach to Teaching English to Afghan Newcomers in the U.S*. Applied Linguistics Concentration. Applied Linguistics Concentration. Committee: Lourdes Ortega (chair), Lara Bryfonski, Sarah Knowles. (Completed, dissertation defense August 14, 2024). Recipient of 2023 Doctoral Dissertation Grant from The International Research Foundation for English Language Education (TIRF).
22. **Yunjung (Yunie) Ku**. *A Longitudinal Study of Motives, International Posture, and Oral Proficiency among Study Abroad Sojourners, Working Holidaymakers, and At-Home Students*. Applied Linguistics. (Completed, dissertation defense February 27, 2025). Committee: Lourdes Ortega (chair), Cristina Sanz, Hae In Park.

Doctoral Advisees at GU, Ongoing

23. **Saurav Goswami**, 2021-ongoing, *The political economy of multilingualism in Leh-Ladakh, India: How space and place matter in language learning*. Applied Linguistics. Proposal defense November 15, 2024. Committee: Lourdes Ortega (chair), Anna De Fina, Bal K. Sharma.
24. **Nishita Grace Isaac**, 2021-ongoing, *Navigating tensions and conflicts in search of harmony: Teacher ideologies between colonial legacies and Indigenous futures in tribal India*. Applied Linguistics. Proposal defense December 9, 2024. Committee: Lourdes Ortega (chair), Anna De Fina, Arshad Ali.
25. **Eunae Kim**, 2023-ongoing, Applied Linguistics
26. **Sunny Kim**, co-advisor with Elizabeth Zsiga, 2023-ongoing, Theoretical Linguistics with Applied Linguistics minor
27. **Sara Ramirez**, co-advisor with Ron Leow, 2022-ongoing, Department of Spanish & Portuguese, co-chair with Ron Leow.

Member, Dissertation Committees at GU

1. **Abbie Finnegan**. *A comprehensive examination of task demands, individual differences, and adolescent L2 writing*. Department of Spanish. (dissertation defense December 8, 2025). Chair: Christina Sanz.
2. **Ke Lin**. *VOT in the Bilingual Mind: The role of speaker's native language status on L2 listeners' phonetic perception*. (dissertation defense August 22, 2025). Chair: Elizabeth Zsiga.
3. **Linxi Zhang**. *Voicing contrasts in Chinese-English bilingual stops: A time-series and dynamic approach to L3 Spanish phonological development*. Department of Spanish. (dissertation defense & graduation May 22nd, 2023). Co-chairs: Cristina Sanz & Alfonso Morales-Front.
4. **Kerstin Kuhn**. *Evaluative choice in intermediate L2 German digital narratives: A systemic functional linguistics approach*. Department of German. (dissertation defense & graduation March 14, 2023). Chair: Marianna Ryshina-Pankova.
5. **Jeong Eva Mun**. *Contributions of cross-linguistic influence and language aptitude to the perception and production of L3 Spanish labial stops among Korean-English bilinguals of varying L3 proficiency*. Department of Spanish. (dissertation defense & graduation August 19, 2022). Co-chairs: Cristina Sanz & Alfonso Morales-Front.
6. **Jehan Almahmoud**. *Alignment in CMC: A discourse analysis of Saudi Arabian L2 learners*. (dissertation defense & graduation, November 16, 2021). Chair: Cynthia Gordon.
7. **Margaret Borowycz**. *The Shifting Purpose and Audience of Community-Based Heritage Language Education: Making Space for Mixed Heritage Families*. (dissertation defense & graduation August 18, 2021). Chair: Nicholas Subtirelu.
8. **Francesca Venezia**. *Exploring the opportunities and challenges to developing community awareness and addressing community partner needs through community-based learning in university Spanish education*. (dissertation defense & graduation August 21, 2020). Chair: Nicholas Subtirelu.
9. **Justin Quam**. *Deploying the Interpersonal Resources of Language: Trends, Models, and Applications to L1 and L2 Writing*. Department of German. (dissertation defense & graduation August 13, 2020). Chair: Marianna Ryshina-Pankova.
10. **Cristi Killingsworth**. *The impact of proficiency level, writing ability and working memory on advanced Spanish L2 writing*. (dissertation defense & graduation February 21 2020). Chair: Cristina Sanz.
11. **Xue Ma**. *Writing in a task-based individualized curriculum: Effectiveness of direct and indirect written feedback*. (dissertation defense & graduation May 11, 2020). Chair: Alison Mackey.
12. **Gabriela DeRobles**. *The effects of indirect and direct feedback on processing and accuracy in heritage language learners and L2 learners*. Department of Spanish & Portuguese. (dissertation defense & graduation June 5, 2019). Chair: Ron Leow. Current position: non-tenure track assistant professor, University of Denver.
13. **Janire Zalbidea**. *The output hypothesis revisited: Contributions of task mode, target structure salience, and working memory capacity*. Department of Spanish & Portuguese. (dissertation defense & graduation June 4 2018). Chair: Cristina Sanz. Current position: tenure-track assistant professor, Temple University.
14. **Marisa Filgueras**. *The effects of type of feedback, amount of feedback and task-essentialness in an L2 computer-assisted study*. Department of Spanish & Portuguese. Chair: Ron Leow. (dissertation defense & graduation August 26, 2016). Current position: Assistant Professor (tenure-track), Department of Modern Languages, Florida International University.
15. **Silvia Marijuan**. *(El) la mapping: An integrated account of learning context, feedback and agreement morphology in the processing of O_cVS sentences in advanced L2 Spanish*. Department of Spanish &

- Portuguese. Chair: Cristina Sanz. (dissertation defense & graduation June 18 2015). Current position: Assistant Professor of Spanish & Applied Linguistics, Modern Languages and Literatures, Cal Poly.
16. **Anastasia Mozgalina**. *Applying an argument-based approach for validating assessments in second language acquisition research: The Elicited Imitation Test for Russian*. Department of Linguistics. Chair: John Norris. (dissertation defense & graduation spring 2015). Current position: Assistant Professor (tenure-track), Slavistic Department, Ruhr University, Bochum, Germany.
 17. **Charlie Nagle**. *A longitudinal study on the acquisition of the voicing contrast in Spanish by English learners*. Department of Spanish & Portuguese. Co-chairs: Alfonso Morales-Front & Cristina Sanz. (dissertation defense & graduation November 2014). Current position: Associate Professor, Department of Spanish & Portuguese, University of Texas, Austin.
 18. **Sergio Adrada-Rafael**. *Degrees of Instructional explicitness, Depth of Processing, Learning Styles and L2 Development: A study on the Spanish Imperfect Subjunctive*. Department of Spanish & Portuguese. Chair: Ron Leow. (dissertation defense & graduation June 2014). Current position: Assistant Professor (tenure-track), Modern Languages and Literatures, Fairfield University.
 19. **Narges Mahpeykar**. *A principled Cognitive Linguistics account of English phrasal verbs*. Department of Linguistics. Chair: Andrea Tyler. (dissertation defense & graduation spring 2014).
 20. **Natalia Curto**. *Learner internal and external factors in L2 morphosyntactic development during study abroad*. Department of Spanish & Portuguese. Chair: Cristina Sanz. (Problem Statement defense May 27 2016).
 21. **K. Mackenzie Warren**, Department of German. Chair: Heidi Byrnes. (Comprehensive Exams spring 2013).

Dissertation Committee Involvement in the Consortium of Universities of the Washington Metropolitan Area

- Member of PhD Dissertation Committee for **Yuhang Hu**, *Evaluating Methodological and Reporting Practices in Applied Linguistics Meta-Analyses: A Second-Order Review*, English Department, Northern Arizona University. Chair: Luke Plonsky. Defense completed May 10, 2024.
- Member of PhD Candidacy Exam for **Caryn Heskey**, Hearing, Speech, & Language Sciences at Gallaudet University. *Narrative development of deaf multilingual children who have access to spoken English after implantation*. Chair Karen Garrido-Nag. Tutorial in fall 2021 & Exam on January 11, 2022.
- Doctoral dissertation committee member for **Wanette Reynolds**, *Early Bimodal Bilingual Development of ASL Narrative Referent Cohesion: Using a Heritage Language Framework*. Department of Linguistics at Gallaudet University. Chair: Deborah Chen-Pichler. Proposal defended spring 2014. Dissertation defense & graduation July 29 2016.
- Writer of Doctoral Comprehensive Exams question for **Sharlene Wilson Ottley**. Department of Speech Sciences and Disorders at Howard University –Doctoral Comprehensive Exams May 2014. Graduated from PhD in spring 2015.

External Examiner in Other Institutions

1. The University of Auckland, New Zealand – External Examiner of Ph.D. thesis: Scott Aubrey, *Effect of inter-cultural contact on L2 motivation and L2 learning: A process product study* (September 2015, chair Rod Ellis)
2. Griffith University, Australia – External examiner of Ph.D. thesis: Richard Sampson, *Classroom application of the L2 motivational self-system – A complex systems theory approach* (June 2014, chair Kerry Taylor-Leech)
3. Ontario Institute for Studies in Education/University of Toronto – External examiner of Ph.D. thesis: Yasuyo Tomita, *The role of form-focused instruction: Learner investment in L2 communication* (2011, chair Nina Spada)
4. University of Amsterdam – External examiner of Ph.D. thesis: Catherine G. van Beuningen, *The effectiveness of comprehensive corrective feedback in second language writing* (2011, co-chairs Folkert Kuiken & Nivja de Jong)
5. University of Auckland – External examiner of Ph.D. thesis: Audra Motoko Akakura, *Effects of explicit instruction on implicit and explicit knowledge of the English article system* (2009, chair Jenefer Philp)
6. Purdue University – External committee member of Ph.D. dissertation: Karyn E. Mallett, *Educational language policy and the role of advocacy among English Language Professionals: An historical and case study analysis* (2008, co-chairs Margie Berns & Tony Silva)

7. Northern Arizona University – Outside committee member of Ph.D. dissertation: Heidi Vellenga, *Instructional effectiveness and interlanguage pragmatics* (2008, chair Randi Reppen)
8. Ontario Institute for Studies in Education/University of Toronto – External examiner of 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)
9. Northern Arizona University – Outside committee member of Ph.D. dissertation: Safary Wa-Mbaleka, *A meta-analysis investigating the effects of reading on second language vocabulary learning* (2006, chair Norbert Francis)
10. University of Melbourne – External examiner of 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)
11. Northern Arizona University – Committee member of Ph.D. dissertation: Mary Katherine McKinnon – *Technologies, teacher, and texts: Negotiating English-as-a-foreign-language writing in two Taiwanese classrooms* (2003, chair Mary McGroarty)
12. Ontario Institute for Studies in Education/University of Toronto – External examiner of Ph.D. thesis: Toshiyo Nabei, *Recasts in classroom interaction: A teacher's intention, learners' attention, and second language learning* (2002, chair Merrill Swain).
13. Georgetown University – Ad hoc member of Oral Comprehensive Exams Committee for Ph.D. candidacy: Kim McDonough (2000, chair Alison Mackey)

International Visitors at GU

1. **Shaopeng Li**, Professor at Shanghai International Studies University, China. Academic year 2022-2023, scholarship from the China Scholarship Council (CSC).
2. **Polina Petcova-Tsvetanova**, Fulbright scholar and tenured professor at Paisii Hilendarski University of Plovdiv, Bulgaria. 6-month stay, August 2021 – February 2022.
3. **Tomoko Tode**, Full Professor at Hiroshima Shudo University, Japan. sabbatical stay AY 2019-2020.
4. **Jie (Stone) Qin**, Tenure-track Assistant Professor in the School of Foreign Language Studies at South China Agricultural University, China. Academic year 2019-2020, scholarship from the China Scholarship Council (CSC).
5. **Wojciech Lewandowski**, Marie Curie Postdoctoral Fellow at the University of Copenhagen, Denmark. August 15, 2017- February 15 2018.
6. **Ivy Wong Man Ho**, Fulbright scholar and doctoral student at the Chinese University of Hong Kong. Academic year 2017-2018.
7. **Li Xijiang**, Associate Professor at the School of Foreign Language Education, Jilin University, China, grant from the China Scholarship Council (CSC). Academic year 2017-2018.
8. **Miyuki Sasaki**, Professor at Nagoya City University, Japan. August 1 2016 – March 31 2017 fellowship Abe from Social Science Research Council, Japan.
9. **Wataru Suzuki**, Associate Professor at Miyagi University of Education, Sendai, Japan. April 1, 2016 – March 31, 2017 scholarship from Japan Society for the Promotion of Science (JSPS).
10. **Weilei Zhang**, Associate Professor at the School of Foreign Languages at Shanghai University of International Business and Economics, China, academic year 2015-2016 scholarship from the China Scholarship Council (CSC).
11. **David Juhasz**, Eötvös Loránd University: 6-month Fulbright fellow, September 22 2014 - March 21, 2015.
12. **Maria Andria**, University of Barcelona: 6-week stay (August 26 through October 8, 2013) to advise on dissertation on *Crosslinguistic Influence in the Acquisition of Greek as a Foreign Language by Spanish/Catalan L1 Learners: The Role of Proficiency and Stays Abroad*, directed by Raquel Serrano; awarded Summa Cum Laude & Mención Internacional.
13. **Tinatín Tabidze**, Tbilisi Javakishvili State University: fall 2013 Carnegie Research Fellow, sponsored by the National Council for Eurasian and East European Research.

Dissertation Chair at SLS-UH

1. **Sachiko Yasuda**: *Development of Genre Knowledge and Academic Bilingualism among Japanese EFL Undergraduate Students* (completed summer 2012). First position upon graduation: Associate Professor (tenured), Kyushu University, Japan (<http://www.flc.kyushu-u.ac.jp/hp/official/english/1-en/>). Representative work: Yasuda, S. (2015). Exploring changes in FL writers' meaning-making choices in summary writing: A systemic functional approach. *Journal of Second Language Writing*, 27, 105-121.

2. **Hung-Tzu Huang:** *How Does Second Language Vocabulary Grow over Time? A Multi-Methodological Study on Incremental Vocabulary Knowledge Development* (completed spring 2010). First position upon graduation: Assistant Professor (tenure-track), National Tsing Hua University, Taiwan (<http://www.fl.nthu.edu.tw/main.php>). Representative work: Lin, W. C., Huang, H. T., & Liou, H. C. (2013). The effects of text-based SCMC on SLA: A meta-analysis. *Language Learning & Technology*, 17(2), 123-142.
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. Current position: Associate Professor (tenured), Korea National University of Education (KNUE) (<http://www.knue.ac.kr/eng/index.htm>). Representative work: Lee, S. K. (2007). Effects of textual enhancement and topic familiarity on Korean EFL students' reading comprehension and learning of passive form. *Language Learning*, 57, 87-118.

Dissertation Committee Member at UH

1. Min Young Cho – *The Effects of Task Design Features and Learner Variables on Affective and Performance Outcomes in Task Performance* (chair Dick Schmidt; completed spring 2015)
2. Sumi Chang – *Register Variation in Korean: Alternating Polite Sentence Endings* (member, East Asian Languages; chair Ho-Min Sohn, ABD since spring 2008, completed spring 2014)
3. Sorin Huh – *Explicitness of Recasts, Learner Responses, and L2 Development of Korean Relative Clauses: An Experimental Study* (member, East Asian Languages; chair Ho-Min Sohn, completed summer 2013)
4. Daniel O. Jackson – *Individual Differences in the Implicit and Explicit Learning of Form-Meaning Mappings* (chair Dick Schmidt, completed spring 2013)
5. Ying Zhou – *Willingness to Communicate in Learning Chinese as a Foreign and Second Language* (member, East Asian Languages; chair Tao-Chung Yao, completed spring 2012)
6. Shu-Ling Wu – *Learning to Express Motion Events in L2 Chinese: A Cognitive Linguistic Perspective* (member, East Asian Languages; chair Ying-Che Li, completed summer 2011)
7. Munehiko Miyata – *Skewed Input Promotes Structural Alignment in the Learning of Morphology* (chair Dick Schmidt, completed summer 2011)
8. Yao Hill – *Validation of Using the STEP EIKEN Test as an Alternative English Proficiency Test for College Admission Purposes* (chair JD Brown, completed summer 2010)
9. Priti Sandhu – *Narratives of Self-Construction: Medium of Education as an Identity Construction Category for North-Indian Women* (chair Christina Higgins, completed summer 2010)
10. Hye-Young Kwak – *Scope Interpretation in First and Second Language Acquisition: Numeral Quantifiers and Negation* (external member, Linguistics Department; chair William O'Grady, completed summer 2010)
11. Jee Hyun Ma – *Autonomy, Competence, and Relatedness in L2 Learners' Task Motivation: A Self-Determination Theory Perspective* (chair Richard Schmidt, completed summer 2009)
12. 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)
13. Myong Hui Ko – *Evaluation and Development of a University English Reading Program in Korea* (chair Thom Hudson, completed fall 2008)
14. 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)
15. 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)
16. Marta González-Lloret – *“No me llames de usted, tratame de tú”: L2 Address Behavior Development through Synchronous Computer-Mediated Communication* (chair Gabriele Kasper, completed summer 2008)
17. Douglas Margolis – *Impacts of Oral Error Feedback in Korean University EFL Classrooms* (chair Graham Crookes, completed summer 2007)

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. Hye Jeong Kwon – *Research on L2 Korean learners' motivation: Can task-based instruction be an alternative method in L2 Korean grammar instruction?* (summer 2012, 2nd reader John Norris)
2. Rebecca Plas – *The L2 acquisition of the Spanish subjunctive: Possible contributors* (fall 2011, 2nd reader Luca Onnis)
3. Hye Yoon Cho – *A case study of bi-directional rhetorical transfer in the writing of Korean learners of English* (spring 10, 2nd reader Richard Day). With honors, recipient of Henry Whitten Award.
4. Amelia de los Ríos – *Amount of talk and questions asked during tutoring sessions: What do they tell us about NS and Generation 1.5 students?* (spring 10, 2nd reader John Norris)
5. Yue Guo – *Exploring grammar teaching methods: Consciousness-raising tasks versus deductive approaches* (spring 10, 2nd reader Bob Gibson)
6. Wing Hung – *Language learning strategy use of university students in Thailand* (spring 10, 2nd reader Bob Gibson)
7. Ju A Hwang – *A case study of the influence of freewriting on writing fluency and confidence of EFL college-level students* (spring 10, 2nd reader Richard Day) With honors, recipient of Henry Whitten Award.
8. 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)
9. Leslie Reynolds – *A narrative inquiry of ESL students and teachers in Hawai'i high schools* (spring 10, 2nd reader Richard Day)
10. Sakol Suethanapornkul – *Frequency, representativeness, and meaning in formulaic sequences: An L2 corpus study* (spring 10, 2nd reader Luca Onnis)
11. Diosdado Pascual Y. – *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)
12. Tanny N. Tang – *The effectiveness of word-focused activities on vocabulary acquisition and retention* (fall 09, 2nd reader Thom Hudson)
13. David Faulhaber – *Whatever you say!: Computer-assisted, form-driven feedback and the innocent interlocutor* (summer 09, 2nd reader John Norris)
14. Hoa Thi Vinh Le – *Personality and second language learning beliefs: Two sides of a coin?* (summer 09, 2nd reader JD Brown)
15. 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.
16. 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)
17. 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)
18. Ky Nguyen – *Turning chatrooms into classrooms: Implications for second language teachers and learners* (fall 08, 2nd Reader: Graham Crookes)
19. Mathew Espinosa – *Let's play! Creativity and language play through L2 writing tasks* (fall 08, 2nd Reader: Robert Gibson)
20. 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)
21. BoSun Choi – *Recasts and uptake in two ESL classes* (fall 08, 2nd Reader: Richard Schmidt)
22. 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.
23. 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.
24. 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)

25. Dan Brown – *Promoting grammar awareness with color-coded feedback in second language writing* (spring 08, 2nd Reader: John Norris)
26. Yun Deok Choi – *Corrective feedback and learner uptake across pedagogical purposes* (spring 08, 2nd Reader: Richard Schmidt)
27. Kevin Cancellaro - *The effects of intense indirect error correction on improving grammar in L2 writing* (fall 07, 2nd Reader: Robert Bley-Vroman)
28. Yong Hwan Kim – *Conceptualization of recasts and their operationalization in Second Language Acquisition: A systematic research synthesis* (summer 07, 2nd Reader: John Norris)
29. Daniel Silver & Kevin Gregorek – *A Spanish learner case study of language behaviors and the ideal L2 self* (summer 07, Co-First Reader: Richard Schmidt)
30. Mariko Yoshida – *From successful learner to artist: Self-positioning and L2 writing development* (fall 06, 2nd Reader: Christina Higgins)
31. Takako Yamaguchi – *Negotiated interaction in an information-gap and a conversational task: An analysis from two perspectives* (fall 06, 2nd Reader: John Norris)
32. 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)
33. Bonggi Sohn – *Implementation problems in the Korean CLT curriculum: Are teachers to blame?* (fall 06, 2nd Reader: Kathryn Davis)
34. Adam Pang – *A case of prompting self-assessment for adult ESL learners* (spring 06, 2nd Reader: Richard Day)
35. 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)
36. 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)
37. Kelly McClanahan – *Working through plagiarism and patchwriting: Three L2 writers navigating intertextual worlds* (fall 05, 2nd Reader: Graham Crookes)
38. 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)
39. 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. Sujeong Choi – *Language anxiety in second language writing: Is it really a stumbling block?* (fall 2012, 1st reader Thom Hudson)
2. Matthew Nelson – *Investment and identity in global Spanish among Filipino learners* (summer 2012, 1st reader Christina Higgins)
3. Goeun Lim – *Korean EFL College Students' Perceptions of English Learning Experiences During the School Years* (summer 2012, 1st reader Thom Hudson)
4. Noriyuki Kawada & Yuta Mogi – *Language Education Policies and Language Ideologies in Hawai'i: A Case Study of a Public Middle School ELL Teacher* (summer 2012, 1st reader Kathryn Davis).
5. Naho Ishiki – *"A Tug of War Identities: (Re)construction and (Re)positioning of Self Through Language Learning"* (summer 10, 1st reader Kathryn Davis)
6. Susannah Welch – *One Local story: A case study of hybrid language and identity in Hawai'i* (spring 10, 1st reader Kathryn Davis)
7. Troy Rubesch – *From plagiarism to productivity: Proactive materials for the EAP writing classroom* (fall 09, 1st reader Graham Crookes)
8. Youngsil Oh – *Evaluation of interaction in online courses in a college English language program* (summer 09, 1st reader John Norris)
9. 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.
10. Atsumi Yamaguchi – *Finding a New Self in Chinese: A Narrative Analysis of Japanese Women's Study Abroad Experiences* (spring 09, 1st reader Christina Higgins)
11. Yun Seon Kim – *Academic Literacy Development and Agency: A Multilingual ESL Learner's Dialogic Interaction with the World* (fall 08, 1st reader Kathryn Davis)

12. 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)
13. Benjamin Gilbert – *Film Making in the Second or Foreign Language Classroom* (fall 08, 1st reader Richard Day)
14. 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)
15. Leon Potter – *Building writing fluency through freewriting: Foreign-language writing in Thailand* (spring 08, 1st reader Richard Day)
16. 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)
17. Emily Lam – *After the bell rings: An examination of technology, literacies, and identities during the after-school hours* (spring 08, 1st reader Kathryn Davis)
18. Hyeeyun Kim – *Studying the “second foreign language” (제2외국어, je 2oegukeo) in Korea: Choice, self-determination, and motivational orientation* (summer 07, 1st reader Richard Schmidt)
19. HaeJung Cho – *Fluency, lexical diversity, and selected syntactic features in L2 students’ writing* (summer 07, 1st reader JD Brown)
20. Yurika Iwahori – *Extensive reading and rate: A study of high school students* (spring 2007, 1st reader Richard Day)
21. Miho Akiyama – *The Study of Free Voluntary Reading with Two Young Learners of English as a Second Language* (fall 06, 1st reader Richard Day)
22. David Royal – *Global issues, everyday actions* (fall 06, 1st reader Richard Day)
23. Saerhim Oh – *Investigating the relationship between fluency measures and second language writing placement test decisions* (fall 06, 1st reader John Norris)
24. Yuka Yamauchi – *Study abroad (ryugaku) as a space for negotiating identities: International after all?* (fall 06, 1st reader Christina Higgins)
25. Yumi Matsumoto – *Non-native speakers or Users of English as Lingua Franca?: Legitimate, successful, and cross-cultural communicators* (fall 06, 1st reader Christina Higgins)
26. Young Shin – *Bilingual Saturday: A content-based approach to teaching Korean as a heritage language* (spring 06, 1st reader JD Brown)
27. 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)
28. 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)
29. Mark Messer – *Writing and fluency: Pedagogy implications* (fall 04, 1st reader Kate Wolfe-Quintero)

Advanced Graduate Certificate in SLS Scholarly Paper, First or Second Reader

1. Sorin Huh – *Do noun phrase accessibility and animacy matter? A study of L2 Korean relative clause production* (spring 10, 2nd reader Richard Schmidt)
2. Kimie Yamamoto – *Adult returnees’ L2 Japanese attrition/retention: Oral fluency and productive lexicon* (fall 06, 2nd reader JD Brown)
3. Erik Voss - *Design and integration of CALL courseware into an existing EAP curriculum* (spring 06, 1st reader JD Brown)
4. Namhee Suk – *The feasibility of task-based language teaching in Korean EFL university contexts* (summer 05, 2nd reader John Norris)

Mentor for Master’s Research Paper at Georgetown University (1999-2000)

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)

COURSES TAUGHT

Georgetown University=GU; Georgia State University=GSU; Northern Arizona University=NAU; University of Hawaii =UH

Doctoral Seminars

- *Decolonizing Linguistics*: Create and taught at GU in spring 2023 & spring 2024
- *Multilingualism: Learning and Teaching*: Created and taught at GU since 2017
- *Meta-Analysis and Research Synthesis in Applied Linguistics*: Created and taught at NAU in spring 2003; taught at UH every other spring in 2006, 2008, 2010; Co-taught with John Norris at GU in fall 2012; taught at GU in spring 2019
- *Theories of SLA*: Created and taught at GU spring 2015
- *Usage-Based Approaches to SLA and Multilingualism*: Co-created and co-taught at GU with Andrea Tyler spring 2014
- *CHILDES and Learner Language Development*: Created and taught at UH in 2007, 2009
- *Error Correction*: Created and taught at UH in 2008
- *Interlanguage Development*: Created and taught at GU in 2000

Other Graduate Courses

- *Qualitative Interviewing* (co-created and co-taught with Anna De Fina at GU, fall 2025)
- *Second Language Acquisition* (MA-level introduction to the field): Taught since 1999 once a semester/year at: GU, GSU, NAU, UH
- *Second Language Writing* (MA-level introduction to the field): Taught since 2012 at GU every other year; taught every fall at UH 2004-2012
- *Cognitive Grammar*: Co-taught with Nathan Schneider at GU spring 2018
- *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

Undergraduate Courses

- *Language and Social Justice* (undergraduate course designed with a Doyle Fellowship): Created and taught every fall since 2016 at GU
- *How Languages are Learned* (undergraduate-level introduction to the field of second language acquisition): Taught fall 2014 & spring 2016 at GU
- *How Languages are Taught* (undergraduate-level introduction to language teaching methodology and pedagogy): Taught spring 2016 at GU
- *Introduction to Linguistics*: Taught at NAU (as MA-level core course) in 2002 and at UH (at undergraduate level) in 1996
- *Introduction to Psycholinguistics*: Taught at GU in 1999 (undergraduate level, cross-listed with Psychology)

INSTITUTIONAL SERVICE

I. Georgetown University, 2012-to date

Service to the Department of Linguistics

- Applied Linguistics Concentration Head, AY 2014-2016, spring 2020 – spring 2023, fall 2025
- Department of Linguistics Diversity, Equity, and Inclusion Committee member (2021-2023)
- Chair of NTL Search for Applied Linguistics, fall 2021
- Chair of search committee for Assistant Professor in Applied Linguistics, 2017-2018
- Interim Vice Chair, fall 2015
- Co-chair (with Alison Mackey) of the search committee for Assistant/Associate Professor in Applied Linguistics, 2015-2016

- Co-chair (with Alison Mackey) of search for Assistant Teaching Professor in Applied Linguistics, summer 2016
- Member of the search committee for Assistant Professor in Corpus Linguistics, 2013-2014
- Member, Merit Review Committee, Department of Linguistics, AY 2012-2013, AY 2013-2014 (chair), AY 2015-2016, AY 2019-2020, AY 2020-2021 (chair), AY 2025-2026 (chair)

Service to the Faculty of Languages and Linguistics

- Convener of Georgetown Initiative for Multilingual Studies, 2012-to date; Faculty Director spring 2020 – to date
- Member of Tenure & Promotion Committee of the Department of Arabic, 2023-2024
- Member of Tenure & Promotion Committee of the Department of East Asian Languages and Cultures, 2022-2023
- Member of Tenure & Promotion Committee of the Department of German, spring 2021
- Internal Member of the External Review of the Department of German, spring 2018

Service to the University

- Joint Committee of Graduate Studies (appointed to 3-year term, 2025-2028)
- Global Engagement Faculty Committee (appointed, 3-year term, August 1 2024 – July 31 2027).
- Main Campus Research Executive Committee, member (2021-2025)
- Georgetown University Press Board member, 2016-to date
- College Rank and Tenure Committee (appointed, 2-year term, August 1 2022 – July 31 2024)
- Member of the Healy Fellowship Committee, 2016-to date (5-year fellowship awards to increase student diversity in doctoral degrees across campus)
- Graduate Research Steering Committee (AY 2023-2024, reviewer of 2023 Fall Conference Travel Grant Awards to Graduate Students)
- Member of the College Dean Search Committee, summer & fall 2016
- Member of the Review Committee for Graduate School Travel Grants, 2023-2024
- Reviewer for Extension of Time for Completion of Doctoral Program, 2020-2023
- Reviewer for Transfer College Applications, spring 2019
- Member of Georgetown University's Advisory Group to GU's Task Force on Gender Equity, spring 2018-spring 2019, to study and develop recommendations on ways that the university community can strengthen capacities to support and advance gender equity among faculty and senior leadership (led by Jane Aiken, Law Center)
- Member of the International Focus Committee, AY 2017-2018, bringing together stakeholders across campus whose roles and responsibilities influence international student experiences at Georgetown (led by Engin Ontiveros, Counseling and Psychiatric Service)
- Member of search committee for three non-tenure positions to three non-tenure line faculty at the junior level to help design and implement the new MA in Educational Transformation, 2016-2017
- GU's Center for Language Education and Development and English as a Foreign Language (CLEDE) Advisory Board, three-year term 2016-2019
- Fulbright Interview Panel, fall 2016 (interviewed 4 research & 4 ETA applicants)
- Member of Advisory Team of Reflective Engagement in the Public Interest Series at the Sign Language Research Lab at Georgetown University, Ted Supalla PI, 2013-2014 & 2014-2015: #1 Revitalizing the Pioneering Role of Georgetown University in Sign Language Research, #2 Global Sign Language Research, #3 Commemorating George Veditz and Georgetown Pioneers in 100 Years of Sign Language Documentation
- Executive Committee of the Graduate School, 2013-2016
- Member of the Review Committee for the Graduate Student Conference Travel Grant competitions, 2012-2013
- Member of GU Diversity Initiative Group led by Rosemary E. Kilkenny, Vice President for Institutional Diversity, Equity, and Affirmative Action (IDEAA), 2012-2013

II. University of Hawai'i at Mānoa, 2004-2012

Service to the Department of Second Language Studies

- Doctoral Admissions Committee Chair (appointed, 2008 & 2009) and member (appointed, 2004-2007)
- 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, 2004-2010)
- Departmental Policy and Planning Committee Member (elected, August 2004 through June 2006, re-elected August 2006 through June 2008; 2008-2010)
- 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)
- Center for Teaching Excellence: Panelist on the Faculty Panel at the New Faculty Orientation (fall 2006 orientation; fall 2007 orientation; spring 2008 orientation); member of the 2005 New Faculty Orientation Planning Group (summer 2005; orientation August 17-18, 2005).

III. 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 *teslalst-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).

IV. 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).
- 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.

LANGUAGES

- Spanish (native language)
- English (bilingual ability)
- Modern Greek (bilingual ability in disuse; 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 (full academic receptive competence and limited conversational productive ability; Großes Sprachdiplom Goethe-Institut in 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 ASSOCIATIONS

- AAAL (American Association for Applied Linguistics)
- AILA (International Association of Applied Linguistics)
- TESOL (Teachers of English to Speakers of Other Languages)
- ACTFL (American Council on the Teaching of Foreign 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)