

PUBLICATIONS

Books

Filipi, A. Markee, N. (2018). *Conversation analysis and language alternation*. Amsterdam and Philadelphia: John Benjamins.

Kunitz, S., Markee, N. and Sert, O. (Eds.) (2021). *Classroom-based conversation analytic research: Theoretical and applied perspectives on pedagogy*. Bern: Springer.

Markee, N. (Ed.) (2015). *Handbook of classroom discourse and interaction*. Boston, MA: Wiley/Blackwell.

Markee, N. (2011). *Managing Curricular Innovation*. New Delhi: Cambridge University Press (Republication of Markee, 1997 targeting the South Asian market).

Markee, N. (2000). *Conversation Analysis*. Mahwah, New Jersey: Erlbaum

Markee, N. (1997). *Managing Curricular Innovation*. New York: Cambridge University Press.

Articles and chapters

Eskildsen, S. W. and Markee, N. (2018). L2 talk as social accomplishment. In R. A. Alonso (Ed.) *Speaking in a second language*, 69-103. Amsterdam: John Benjamins (2018).

Filipi, A. and Markee, N. (2018). Transitions in the language classroom as important sites for language alternation. In Filipi, A. and Markee, N. (Eds). *Conversation analysis and language alternation*, 3-14. Amsterdam and Philadelphia: John Benjamins.

Filipi, A. and Markee, N. (2018). Pedagogical considerations in language alternation practices. In Filipi, A. and Markee, N. (Eds). *Conversation analysis and language alternation*, 205-223. Amsterdam and Philadelphia: John Benjamins

Kunitz, S. and Markee, N. (2016). Understanding the fuzzy borders of context in ethnography and conversation analysis. In S. Wortham and D. Kim (Eds.), *Encyclopedia of language and education, Volume 3: Discourse and education (2-12)*. New York: Springer.

Majlesi, A.R. and Markee, N. (2018). Multimodality in second language talk: The impact of video analysis on SLA research. In D. Favareau, (Ed.) *Co-operative engagements in intertwined semiosis: Essays in honour of Charles Goodwin (247-260)*. Tartu, Estonia: Tartu University Press.

Markee, N. (in press). Conversation analysis. In M. Riazi (Ed.), *Less frequently used research methodologies in Applied Linguistics*. Amsterdam and Philadelphia: John Benjamins.

Markee, N. (in press). Doing, and justifying doing avoidance revisited. In M. Riazi (Ed.), *Less frequently used research methodologies in Applied Linguistics*. Amsterdam and Philadelphia: John Benjamins.

Markee, N. Kunitz, S. and Sert, O. (2021). Introduction. In Kunitz, S., Markee, N. and Sert, O. (Eds.) (2021). *Classroom-based conversation analytic research: Theoretical and applied perspectives on pedagogy* 1-18, Bern: Springer.

Markee, N. (2015a). Introduction: Classroom discourse and interaction research. In N. Markee (Ed.), *Handbook of classroom discourse and interaction*. 3-19. Boston, MA: Wiley.

Markee, N. (2015b). Where does research on classroom discourse and interaction go from here? In N. Markee (Ed.), *Handbook of classroom discourse and interaction*. 509-526. Boston, MA: Wiley.

Markee, N. (2015c). Are replication studies possible in qualitative research? *Language Teaching* doi 10.1017/S0261444815000099.

Markee, N. (2015d). Giving and following pedagogical instructions in task-based instruction: An ethnomethodological perspective. In P. Seedhouse and C. Jenks (Eds.) *International Perspectives on the ELT Classroom*. 110-128. Basingstoke: Palgrave MacMillan.

Markee, N. (2013). Contexts of change. In K. Hyland and L. Wong (Eds), *Innovation in English language education*. 28-43. Abingdon: Routledge.

Markee, N. (2011). Doing, and justifying doing, avoidance. *Journal of Pragmatics*, 43:602- 615.

[Markee, N. (2008). Toward a learning behavior tracking methodology for CA-for-SLA. *Applied Linguistics*, 29, 404-427.

Markee, N. (2007). Invitation talk. In Z. Hua, P. Seedhouse, L. Wei and V. Cook (Eds.), *Language Learning and Teaching as Social Inter-action*, London: Palgrave-McMillan.

Markee N. (2006). A conversation analytic perspective on the role of quantification and generalizability in second language acquisition. In M. Chalhoub-Deville, C. Chapelle, and P. Duff, (Eds.), *Inference and generalizability in Applied Linguistics*. 135-164. Amsterdam and Philadelphia: John Benjamins.

Markee, N. (2005a). Conversation analysis for second language acquisition. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning*. Mahwah: NJ: Lawrence Erlbaum.

- Markee, N. (2005b). Conversation analysis: Issues and problems. In C. Davison (Ed.), *Encyclopedia of applied linguistics*, 355-374. Norwell, MA: Springer Publications.
- Markee, N. (2005c). A conversation analytic perspective on off-task classroom talk: Implications for second language acquisition studies. In K. Richards and P. Seedhouse (Eds.), *Applying conversation analysis*, 197-213. London: Palgrave-McMillan.
- Markee, N. (2004a). Zones of interactional transition. *Modern Language Journal*, 88, 4, 583- 596.
- Markee, N. (2004b). Making curricular innovation work: The role of information technology centers. In C. Davison (Ed.), *Information technology and innovation in language education*. Hong Kong: Hong Kong University Press.
- Markee, N. (2003). Qualitative Research Guidelines (Conversation Analysis). *TESOL Quarterly*, 37, 1, Spring, 2003.
- Markee, N. (2002). Language in development: Questions of theory, questions of practice. *TESOL Quarterly*, 36, 3, 265-274.
- Markee, N. (2001). The diffusion of curricular innovations. *Annual Review of Applied Linguistics, Vol. XIII: Issues in Second Language Teaching and Learning*, 229-243, 1993. Reprinted in D.R. Hall & A. Hewings (Eds.), (2001). *Innovation in English language teaching* (pp. 118-126). London: Routledge.
- Markee, N. (2000a). Berrikuntzak zabaltzea hizkuntz irakaskuntzan. *Hizpide*, 87106. Translation into Basque of Markee (1993). The diffusion of curricular innovations. *Annual Review of Applied Linguistics, Vol. XIII: Issues in Second Language Teaching and Learning*, 229-243.
- Markee, N. (2000b). Some thoughts on globalization: A response to Warschauer. *TESOL Quarterly*, 34(1).
- Markee, N. (1997). SLA research: A resource for changing teachers' professional cultures? *Modern Language Journal*, 81(1): 80-93.
- Markee, N. (1996). Making second language classroom research work. In S. Gass and J. Schachter, (eds.), *Second Language Classroom Research Issues and Opportunities*, (pp. 180- 218). Hillsdale, New Jersey: Erlbaum.
- Markee, N. (1995). Teachers' answers to students' questions: Problematizing the issue of making meaning. *Issues in Applied Linguistics*, 6(2): 63-92.

- Markee, N. (1994a.) Toward an ethnomethodological respecification of SLA studies. In A. Cohen, S. Gass, and E. Tarone, (eds.), *Research Methodology in Second Language Acquisition*, (pp. 89-116), Hillsdale, New Jersey: Erlbaum.
- Markee, N. (1994b). Curricular innovation: Issues and problems. *Applied Language Learning*, 5(2): 1-30.
- Markee, N. (1994c). Using electronic mail to promote curriculum development. *System*, 22(3).
- Markee, N. (1993a). Clarifying the need for language programs. In W. Savage (ed.) *Language programs in development projects*, (pp. 117-124), Bangkok, Thailand: The Asian Institute of Technology/Regional English Language Centre.
- Markee, N. (1993b). Sustaining learning. In W. Savage (ed.) *Language programs in development projects*, (pp. 471-476), Bangkok, Thailand: The Asian Institute of Technology/Regional English Language Centre.
- Markee, N. (1993c.) The diffusion of curricular innovations. *Annual Review of Applied Linguistics, Vol. XIII: Issues in Second Language Teaching and Learning*, 229-243.
- Markee, N. (1992). Toward an integrated approach to language planning. *Studies in the Linguistic Sciences*, 21(1): 107-123.
- Markee, N. (1990). Applied linguistics: What's that? *System*, 18(3): 315-323.
- Markee, N. (1989). ESP within a new descriptive framework. *World Englishes*, 8(2): 133-146.
- Markee, N. (1988). ESP in the United States. *CATESOL Newsletter*, April 1988.
- Markee, N. (1986a). The relevance of sociopolitical factors to communicative course design. *ESP Journal*, 5(1): 3-16.
- Markee, N. (1986b). Toward an appropriate technology model of communicative course design: Issues and definitions. *English for Specific Purposes*, 5(2): 161-172.
- Markee, N. (1986c). Methodology in ESP. *CATESOL Newsletter*, July 1986
- Markee, N. (1984). The methodological component in ESP operations. *ESP Journal*, 3(1): 3- 24.
- Markee, N. (1983). Towards a framework for teaching Arabic as a second or foreign language. *Arab Journal of Language Studies*, 1(2): 231-244.
- Markee, N., and Kasper, G. (2004). Classroom talks: An introduction. *Modern Language Journal*, 88, 4, 491-500.

Markee, N., and Kunitz, S. (2013). Doing planning and task performance in second language acquisition: An ethnomethodological respecification. *Language Learning*, 63:4:629-664.

Markee, N. and Kunitz, S. (2015). CA-for-SLA studies of classroom interaction: Quo vadis? In N. Markee (Ed.), *Handbook of classroom discourse and interaction*. 425-439. Boston, MA: Wiley.

Markee, N. and Seo, M-S. (2009). Learning talk analysis. *International Review of Applied Linguistics*, 47:37-63.

Markee, N., and Stansell, J. (2007). Using electronic publishing as a resource for increasing empirical and interpretive accountability in conversation analysis. *Annual Review of Applied Linguistics*, 27, 24-44.

Mori, J. and Markee N. (2009). *Introduction: Language learning, cognition, and interactional practices*. *International Review of Applied Linguistics*, 47; doi:10.1515/iral.2009.003.

Encyclopedia articles

Markee, N. (2012a). Turn taking. In P. Robinson (Ed.), *Encyclopedia of second language acquisition*. New York: Routledge.

Markee, N. (2012b). Emic and etic in qualitative research. *The encyclopedia of applied linguistics*. New York: Wiley-Blackwell.

Markee, N. (2005b). Conversation analysis: Issues and problems. In C. Davison (Ed.), *Encyclopedia of applied linguistics*, 355-374. Norwell, MA: Springer Publications.

Book Reviews

Markee, N. (2013). Review of *Conversation analysis: An introduction* by Jack Sidnell, and *Talk in interaction* by John Heritage and Steven Clayman. *Journal of Sociolinguistics*.

Markee, N. (1993a). Review of *Linguistic imperialism*, Robert Phillipson. *World Englishes*, 12(3): 347-351.

Markee, N. (1993b). Review of *Listening in language learning*, Michael Rost *Studies in Second Language Acquisition* 15(3): 405.

Markee, N. (1993c). Review of *ESP today*, Pauline Robinson. *English for Specific Purposes*, 12(3): 263-266.

Markee, N. (1990a). Review of *ESP: State of the art*, M.L. Tickoo (ed.). *English for Specific Purposes*, 10(2): 139-141.

Markee, N. (1990b). Review of *Language planning and social change*, Robert. L. Cooper. *World Englishes* 9(3), 393-395.

Markee, N. (1990c). Review of *The ELT curriculum: Design, innovation, and management*, Ron V. White. *TESOL Journal* 1(1): 36-40.

Markee, N. (1989). Review of *ESP in the classroom: Practice and evaluation*, Robert Baumgartner (ed.). *Studies in the Linguistic Sciences*, 19(1): 181-185.

Markee, N. (1982). Review of *Communicate in writing*, Keith Johnson. *ESPMENA*, 18-20.

Proceedings

Markee, N. (1999). Making educational innovation work. *Proceedings of the Eighth International Symposium on English Teaching*. English Teachers Association of the Republic of China, Taipei, Taiwan.

Markee, N. (1989). Aspects of the diffusion of communicative innovations. *Proceedings of the 24th Annual Mid-America Linguistics Conference*.

Textbooks

Andrews, S. Markee, N. Podger, D. and Al-Tigani, A. (1983). *First year materials, engineering and scientific studies*. Khartoum, Sudan: Khartoum Polytechnic.

Markee, N. (2008). *English for Nuclear, Plasma, and Radiological Engineering*. Unpublished ESP materials written for NPRE 201, University of Illinois at Urbana-Champaign (Third revised edition).

Markee, N. (2007). *English for Nuclear, Plasma, and Radiological Engineering*. Unpublished ESP materials written for NPRE 201, University of Illinois at Urbana-Champaign (Second revised edition).

Markee, N. (2006). *English for Nuclear, Plasma, and Radiological Engineering*. Unpublished ESP materials written for NPRE 201, University of Illinois at Urbana-Champaign (First edition).

Markee, N. (2000). *The Complete TESL'er: Handbook for new and continuing teaching assistants in the ESL service courses, 8th Edition*. University of Illinois at Urbana-Champaign, Division of English as an International Language.

Markee, N. et al. (1988-1998). Over one hundred communicative units for ESL service courses. University of Illinois at Urbana-Champaign, Division of English as an International Language.

Markee, N. (1986). *Reading and writing research skills*. Unpublished materials written for UCLA's Freshman composition course.

Markee, N. (1983). *English for the construction industry*. Khartoum, Sudan: Khartoum Polytechnic.

Markee, N. (1982). *English for land surveying*. Khartoum, Sudan: Khartoum Polytechnic

Markee, N. (1981). *Ingles IV CSH-Administración: Readings for research skills*. Azcapotzalco, Mexico: Universidad Autónoma Metropolitana.

Markee, N. (1980). *General English modules, level 8*. London: Regent School of English.

CONFERENCE PRESENTATIONS

Plenary presentations

Markee, N. (2016a). Understanding the need for educational innovation in the newly integrated ASEAN. Plenary presentation, Lower Mekong Initiative Professional Communication Skills for Leaders Forum Bangkok, Thailand. January 21, 2016.

Markee, N. (2016b). Teaching English as a foreign language in the glocalized contexts of South-East Asia and Thailand. Plenary presentation, ThaiTESOL, Khon Kaen, Thailand, January 29, 2016.

Markee, N. (2016c). Lesson planning and classroom management: Two sides of the same coin. Plenary presentation, LaoTESOL, Vientiane, Laos, February 5, 2016.

Markee, N. (2016d). Teachers' instruction giving sequences in classroom interaction. Plenary presentation, OFTI Conference, University of Helsinki, Helsinki, Finland, September 15, 2016.

Markee, N. (2015). Invited plenary talk: Using CA to understand the organization of teachers' classroom instructions. HUMAN Social Interaction and Applied Linguistics Postgraduate Conference, Hacettepe University, Ankara, Turkey, September 8, 2015.

Markee, N. (2013). Invited plenary talk: Doing planning: A classroom perspective. Jornada Internacional de Pedagogía, Lengua y Literatura Inglesa, University of Costa Rica, San José, Costa Rica.

Markee, N. (2012a). Invited plenary talk: What does Task-Based Language Teaching actually look like? An empirical example. Chulalongkorn University Language Institute National Seminar, Bangkok, Thailand. November 22, 2013.

Markee, N. (2012b). Invited plenary talk: English in the workplace in the context of Thailand's participation in the ASEAN Economic Community. Chulalongkorn University Language Institute National Seminar, Bangkok, Thailand. November 23, 2013.

Markee, N. (2011). Invited plenary talk: Materials design: From the back of an envelope to full-fledged unit. English Language Teaching Association of India National Conference. Vellore, Tamil Nadu, India. June 17, 2011.

Markee, N. (2010a). Invited plenary talk: World Englishes: 15th International Conference, Nepal English Language Teachers' Association, Kathmandu, Nepal, February 20, 2010.

Markee, N. (2010b). Invited keynote: Using information technology for language teaching: 15th International Conference, Nepal English Language Teachers' Association, Surkhet, Nepal, February 25, 2010.

Markee, N. (2008a). Invited plenary talk: Managing curricular innovation. XVIII Encontro da APIES, Vitória, Brazil, September 27, 2008 (English Language Specialist: US State Department sponsored tour of Brazilian EFL institutions).

Markee, N. (2008b). Invited plenary talk: Curricular innovation: An update. Language Centre of Hong Kong University of Science and Technology and the Department of English Communication, Faculty of Humanities, at Payap University, Thailand. *Responding to Change – Flexibility in the Delivery of Language Programmes*, January 7-11, 2008

Markee, N. (2007a). Invited plenary talk: Iterative curriculum design, implementation and evaluation. University of British Columbia, Vancouver, British Columbia, May 4, 2007.

Markee, N. (2007b). Invited plenary talk: What does it take to make a country bilingual? Tenth International Conference for English Teachers, Universidad de Tarapacá, August 9, 2007, Arica, Chile.

Markee, N. (2002). Invited plenary talk: Making Curricular Innovation Work: The Role of Information Technology Centers. Plenary presentation at the *ILEC 2000 Conference*, December 15, 2002, Hong Kong University, Hong Kong.

Markee, N. (1999a). Invited plenary talk: Language and development: What's that? Plenary talk, *Fourth International Language and Development Conference*, Hanoi, Vietnam, October 15, 1999.

Markee, N. (1999b). Invited plenary talk: Making educational innovation work. *Eighth International Symposium on English Teaching*, Taipei, Taiwan, November 13, 1999.

Markee, N. (1998). Invited plenary talk: Conversation Analysis: A resource for Second Language Acquisition. *12th Annual Pragmatics Conference*, February 27, 1998. University of Illinois at Urbana-Champaign.

Markee, N. (1993). Invited plenary speaker, *First Annual Conference on Language and Development*, Asian Institute of Technology, Bangkok, Thailand, April 23, 1993.

Organization of Invited Colloquia

Markee N. (2003). Organizer of invited AAAL colloquium, *Classroom Talks*, American Association of Applied Linguistics, March 22, 2003, Arlington, VA.

Markee N. (2000). Organizer of invited Second Language Research Forum (SLRF) colloquium, *Conversation Analysis: A methodological resource for Second Language Acquisition in the new millennium*. University of Wisconsin-Madison, September 7-10, 2000.

Organization of Colloquia

Markee N. (2005). Organizer of colloquium on *Learning as a local accomplishment Part 2 (Observing local practices)*. 14th World Congress of Applied Linguistics, AILA, Madison, Wisconsin, July 26, 2005.

Markee N. (2002). Organizer (with Johannes Wagner) of colloquium on *Conversation analysis as an approach to second language acquisition*, December 16, 2002, 13th World Congress of Applied Linguistics, AILA, Singapore.

Markee N. (1990). Organizer of colloquium on the diffusion of innovations, *25th Annual TESOL Convention*, New York, N.Y., March 25, 1990.

Markee N. and Kunitz, S. (2016). Organizer of colloquium *Emerging Issues in Classroom Discourse and Interaction: Conversation Analytic Perspectives*. American Association of Applied Linguistics Conference, Orlando, FL, April 11, 2016.

Invited Conference Presentations, Talks and Workshops

Markee, N. (2016a). Webinar for Royal Thai television, Bangkok, Thailand.

Markee, N. (2016b). On competence and intersubjective agency: A post cognitive perspective. CLIC, Rice University, Houston, TX. April 29, 2016.

Markee, N. (2015a). A conversation analytic take on teachers' classroom instructions. Department of Swedish and Bilingualism, Stockholm University, Sweden. May 2015.

Markee, N. (2015b). Replication in qualitative applied linguistics research: A conversation analytic perspective. Paper presented at the American Association of Applied Linguistics Conference, Invited Colloquium on The Role of Replication in Applied Linguistics Research, Toronto Canada; March 24, 2015.

Markee, N., and Kunitz, S. (2015). Documenting multimodal language learning behavior over time revisited: A conversation analytic perspective. Department of Child and Youth Studies Sweden. Stockholm University, Sweden. May 2015.

Markee, N., and Kunitz, S. (2014). Documenting multimodal language learning behavior over time: A conversation analytic perspective. Paper presented at the Higher Seminar series of the Department of Culture and Communication, University of Linköping, Linköping, Sweden. November 26, 2014.

Markee, N. (2013). Invited workshop: Does learning really happen during task-based small group work? Jornada Internacional de Pedagogía, Lengua y Literatura Inglesa, University of Costa Rica, San José, Costa Rica.

Markee, N. (2010) Integrating the language skills. Invited workshop, 15th International Conference, Nepal English Language Teachers' Association, Kathmandu and Surkhet, Nepal, February 20 and 24, 2010.

Markee, N. (2008). Teacher training workshops at the Binational Centers, Belo Horizonte and Brasilia, Brazil, September 22-October 4, 2007.

Markee, N. (2007a). Doing avoidance. Invited talk, Newcastle University, United Kingdom, November 21, 2007.

Markee, N. (2007b). Teacher training workshops at the Universidad Alberto Hurtado, Santiago de Chile; Universidad Arturo Prat, Iquique, Chile; Universidad de Tarapacá, Arica, Chile, August 4-9, 2007 (English Language Specialist: US State Department sponsored tour of Chilean universities).

Markee N. (2006). Issues in the emerging research agenda of conversation analysis-for-second-language acquisition. Invited talk, King's College London, United Kingdom, February 4, 2006.

Markee, N. (2004). Learning Object Tracking. University of Wisconsin, Madison, WI. March 14, 2004.

Markee, N. (2003). Zones of interactional transitions. Paper presented at the AAAL colloquium on *Classroom Talks*, American Association of Applied Linguistics, March 22, 2003, Arlington, VA.

Markee, N. (2002). A conversation analytic perspective on quantification and generalizability in Applied Linguistics and SLA. *ILTA/AAAL Plenary panel*, April 6, 2002, Salt Lake City, UT.

Markee, N. (2000). Rediscovering the strangeness of the familiar: Participants' constructions of problem ownership. Invited paper presented at the Conversation Analysis colloquium of *SLRF 2000 conference*, University of Wisconsin, Madison, September 7-10, 2000.

Markee, N. (1999a). English for Specific Purposes: Issues and definitions. Invited talk, Dept. of Foreign Languages and Literature, National Tsing Hua University, Taipei, Taiwan, November 15, 1999.

Markee, N. (1999b). Communicative Language Teaching: Does it exist? Invited Featured Speaker, *Thai TESOL Conference*, January 23, 1999, Bangkok, Thailand.

Markee, N. (1999c). Language and development: What's that? Colloquium, Center for Language and Educational Technology, Asian Institute of Technology, Bangkok, Thailand, January 26, 1999.

Markee, N. (1997). Managing curricular innovation. Invited to speak on this topic at the following institutions:

- Christ Church Canterbury, UK (January 2, 1997)
- Birmingham University, UK (January 10, 1997)
- Lancaster University, UK (January 23, 1997)
- British Institute, Paris, France (February 7, 1997)
- Universidad Autónoma de Madrid, Spain (April 15, 1997)

Markee, N. (1997). Teachers' answers to students' questions: Problematizing the issue of making meaning. Department of Applied Linguistics, Universidad Complutense, Madrid, Spain (April 5, 1997).

Markee, N. (1996). Invited talk, 'We cannot get by Auschwitz:' A case of comprehensible input that does not promote understanding. Department of ESL and Applied Linguistics, UCLA, December 1996

Markee, N. (1996a). Invited participant, Colloquium on *Ethics in Second Language Acquisition Research*. *30th Annual TESOL Convention*, Chicago, Illinois, April 23, 1996.

Markee, N. (1996b). Invited participant, Colloquium on *Classroom Discourse*. *30th Annual TESOL Convention*, Chicago, Illinois, April 25, 1996.

Markee, N. (1996) Invitation to a party. *Parasession on Classroom Discourse*, *10th Annual Pragmatics Conference*, University of Illinois at Urbana-Champaign, April 19, 1996.

Markee, N. (1996). Managing curricular innovation. Invited to speak on this topic at the following institutions:

- English Department, University of Wisconsin at Madison, May 1995.
- Second Language Acquisition and Teacher Education Speaker Series, University of Illinois at Urbana-Champaign, April 22, 1995.

Markee, N. (1994). Colloquium on *Classroom discourse analysis*, 29th Annual TESOL Convention, Long Beach, California, April 26, 1995.

Markee, N. (1994). Invited participant, Colloquium on *Can classroom teachers really be researchers?* 28th Annual TESOL Convention, Baltimore, Maryland, March 9, 1994.

Markee, N. (1993a). Innovation in the ESL classroom: A process-oriented evaluation of one teacher's implementation of task-based language teaching. *Second Language Acquisition and Teacher Education Speaker Series*, University of Illinois at Urbana-Champaign, April 8, 1993.

Markee, N. (1993b). Colloquium on *Discourse analysis in language learning and language teaching*, 27th Annual TESOL Convention, Atlanta, Georgia, April 14, 1993.

Markee, N. (1993c). Invited presenter, workshop on *Small group work: a resource for language learning*, Chulalongkorn University, Bangkok, Thailand, April 25, 1993.

Markee, N. (1993d). Invited presenter, workshop on small group work: a resource for language learning, Chinese University of Hong Kong, Hong Kong, May, 1993.

Markee, N. (1992). Spoken definitions in ESL classrooms: How learners make meaning. *Program for the Study of Cultural Values and Ethics*, University of Illinois at Urbana-Champaign, February 13, 1992.

Conference Presentations

Kunitz, S. and Markee, N. (2014a). When the teacher tells “her side”: A-event statements in oral exams. Paper presented at ICOP 14 Conference, University of Neuchâtel, Neuchâtel, Switzerland. November 22, 2014.

Kunitz, S. and Markee, N. (2014b). Doing noticing: An ethnomethodological respecification. Paper presented as part of the colloquium on *Learning-as-action: Views from a Range of (Semi-)institutional Settings*, American Association of Applied Linguistics Conference, Portland, OR: March 24, 2014.

Kunitz, S. and Markee, N. (2013). The co-construction of integrated semiotic systems in task planning and performance. Paper presented at the University of Birmingham (UK), April 30, 2013.

Kunitz, S. and Markee, N. (2013). The co-construction of integrated semiotic systems in task planning and performance. Paper presented at the Conference on *Thinking, Doing, Learning: Usage Based Perspectives on Second Language Learning*, University of Southern Denmark, Odense, Denmark, April 26, 2013.

Markee, N. (2007a). Issues in Curriculum Design. *TESOL Convention*, Seattle, WA.

- Markee, N. (2007b). Incorporating text and video documents into office hour talk. *Pragmatics and Language Learning Conference*. March 28, 2007. Manoa, Hawai'i.
- Markee, N. (2007c). Implementing Task-Based Curricula: An Ethnological Approach. *Second International Conference on Task Based Language Teaching*, Manoa, Hawai'i.
- Markee, N. and M. Seo (2007e). Talk-in-interaction as a locus of socially distributed cognition. Paper presented at the *Second Language Research Forum*, University of Illinois at Urbana-Champaign, October 12, 2007.
- Markee, N. (2006). Doing avoidance. *Conference of the American Association of Applied Linguistics*, June 18, 2006. Montreal, Canada
- Markee N. (2002). The social construction of teacher monologue: A hearers' perspective. Paper presented in the colloquium on *Conversation analysis as an approach to second language acquisition*, December 16, 2002, 13th *World Congress of Applied Linguistics*, AILA, Singapore.
- Markee, N. (1999). TESOL Online workshop. Paper presented at the 33rd *Annual TESOL Convention*, New York, NY. March 11, 1999.
- Markee, N. (1998). Counter Questions revisited. Paper presented at the 32nd *Annual TESOL Convention*, Seattle, WA. March 16, 1998.
- Markee, N. (1994). Topic familiarity: A variable in second language acquisition? Paper presented at the *Annual Conference of the American Association for Applied Linguistics*, Baltimore, Md., March 6, 1994.
- Markee, N. (1993). Innovation in the ESL classroom: A process-oriented evaluation of one teacher's implementation of task-based language teaching. Paper presented at the *Annual Conference of the American Association for Applied Linguistics*, Atlanta, Georgia, April 18, 1993.
- Markee, N. (1992a). Task-based language teaching. Paper presented at the 26th *Annual TESOL Convention*, Vancouver, B.C., March 1992.
- Markee, N. (1992b). What happens during task-based learning in small groups? Paper presented at the *Second Language Research Forum*, Michigan State University, East Lansing, Michigan, April 14, 1992.
- Markee, N. (1991). Transcription as theory: Analyzing ESL discourse in small group interaction. Paper presented at Michigan State University *Conference on Theory Construction in Second Language Acquisition*, East Lansing, Michigan, October 6, 1991

Markee, N. (1990a). The language of definitions in ESL classrooms: definition-repairs. Paper presented at the Colloquium on the diffusion of innovations (N. Markee, organizer), 25th Annual TESOL Convention, New York, N.Y., March 25, 1990.

Markee, N. (1990b). The diffusion of communicative innovations and classroom culture: An ethnographic study. Paper presented at the *24th Annual TESOL Convention*, San Francisco, CA, March 10, 1990.

Markee, N. (1990c). Promoting innovations in applied linguistics and TESOL. Workshop conducted with K. Bailey at *24th Annual TESOL Convention*, San Francisco, CA, March 10, 1990.

Markee, N. (1990d). Curricular innovation in CLT: Resolving the tension between product and process. Paper presented at the *8th AILA World Congress*, Thessaloniki, Greece, April 17, 1990.

Markee, N. (1990e). Innovation as method and method as innovation. Paper presented at the *TESOL Summer Meeting*, Michigan State University, July 19, 1990.

Markee, N. (1989). Aspects of the diffusion of communicative innovations: Toward an integrated perspective. Paper presented at the *24th Annual Mid-America Linguistics Conference*, Cedar Falls, Iowa, October 7, 1989.

Markee, N. and Barske, T. (2007). Repair in the sequential environment of ZITs. *Conference of the American Association of Applied Linguistics*, April 21, 2007, Costa Mesa, CA.

Markee, N. and Kunitz, S. (2016). Teachers' Instruction Sequences in Italian as a Foreign Language Classes: An Ethnomethodological Conversation Analytic Perspective. Paper presented as part of colloquium on *Emerging Issues in Classroom Discourse and Interaction: Conversation Analytic Perspectives*. American Association of Applied Linguistics Conference, Orlando, FL, April 11, 2016.

Markee, N. and Kunitz, S. (2012). Doing being a language cop. Paper presented at the *Annual Conference of the American Association for Applied Linguistics*, Boston, MA, March 27, 2012.

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