

NUMA MARKEE CURRICULUM VITAE

Emeritus Associate Professor of Linguistics, French Italian and SLATE
Department of Linguistics
University of Illinois at Urbana-Champaign
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EDUCATION

1983-1988

University of California, Los Angeles.

- Ph.D. Applied Linguistics, March 1988
- C. Phil. Applied Linguistics, June 1986 1977-1979

1977-1979

- M.A. TESL, June 1979
- Certificate TESL, June 1978

1971-1975

University College, London.

- B.A. Honors, French Language and Literature (IIb)
Italian Subsidiary Subject (Merit) June 1975

WORK EXPERIENCE

1995 – 2015

Associate Professor of Linguistics/English as an International Language and SLATE,
University of Illinois at Urbana-Champaign.

2010 – 2015

Associate Professor of Linguistics, Italian and SLATE, University of Illinois at Urbana-Champaign.

2012 – 2015

Associate Professor of Linguistics, French, Italian, and SLATE, University of Illinois at Urbana-Champaign.

2015 – Present

Emeritus Associate Professor of Linguistics, French, Italian, and SLATE, University of Illinois at Urbana-Champaign.

1986-1987

Teaching Fellow, Department of ESL and Applied Linguistics, University of California, Los Angeles

1983-1986

Teaching Associate, Department of ESL and Applied Linguistics, University of California, Los Angeles

1983

Zemi Corporation, Los Angeles Freelance Test Writer

1981-1983

Lecturer/Assistant Professor, Khartoum Polytechnic, Khartoum, Sudan.

- Team Leader of British Council's Key English Language Teaching (KELT) Scheme international aid project; responsible for English for Specific Purposes materials development projects in the College of Engineering, teacher training, and teaching; responsible for teacher training of Voluntary Service Overseas (VSO) teachers in the Sudan (The Peace Corps in the USA was modeled on VSO).

1980-1981

Academic Coordinator (Assistant Professor), SELEX, Universidad Autónoma Metropolitana, Atzacotalco, Mexico City

- Responsible for directing the University Language Section's academic projects, seminars, materials writing programs in English and French; ESP materials writing and teacher training; service courses in English (EAP) and French (FAP)

Materials Writer, Regent School of English, London, England.

1978-1979

Teaching Assistant, Department of ESL and Applied Linguistics, University of California, Los Angeles

1976

Teacher, ESL, Regent School of English, London, England

1975-1976

Director/Teacher, Institut Algérien du Pétrole and Centre Anglo-Africain de Langues, Oran, Algeria

1973-1974:

Teaching Assistant, Collège Rousseau, Geneva, Switzerland

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*. *IRAL*, 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 Ethnomethodological 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.

Markee, N. and Kunitz, S. (2011). Doing planning: a non-cognitive perspective. Paper presented at the *Annual Conference of the American Association for Applied Linguistics*, Chicago, Illinois, March 26, 2011.

Markee, N. and Kunitz, S. "Benvenuti al nostro ristorante:" Language learning behaviors in talk-in-interaction. Paper presented at the *Second Language Research Forum*, Michigan State University, East Lansing, MI, October 2007.

Markee, N. and Stansell, J. (2006). "I get it! I really do!" Student epiphanies as evidence of learning? Panel on Teaching and Learning, *ICCA Conference*, 2006, May 11, 2006. Helsinki, Finland.

Editorships

Mori, J. and Markee, N. (2009). Guest editors, Special Issue: *Language learning, cognition, and interactional practices*. *International Review of Applied Linguistics*. 47,1.

Markee, N. (2007). Guest editor, Special Issue: *The use of technology for research and teaching in applied linguistics*. *Annual Review of Applied Linguistics*, 27.

Markee, N. (2004). Guest editor, Special Issue: *Classroom Talks*, *Modern Language Journal*, 88, 4.

Markee, N. (2002). Guest editor, *TESOL Quarterly*, special topic issue: *Language in development*. *TESOL Quarterly*, 36, 3.

UNIVERSITY CONSULTANCIES

2012:

Universitat Autònoma de Barcelona, Spain.

- Short course on conversation analysis. *A post-cognitive turn in second language acquisition*. (January 5 – 20, 2012).

2016: Department of Swedish and Multilingualism, Stockholm University, Sweden

- Two-month course for doctoral students: *Multimodal aspects of interaction*, (September 1 - October 31, 2016).

US STATE DEPARTMENT ENGLISH LANGUAGE SPECIALIST 2007–2016

2007: Consultancy in Santiago, Iquique, Arica Chile

Universidad de Tarapacá, Iquique.

- Plenary talk: *What does it take to make a country bilingual? Tenth International Conference for English Teachers* (August 9, 2007).
- Teacher training workshops in schools: Santiago, Iquique, and Arica.

2008: Consultancy in Vitória, Belo Horizonte, and Brasilia, Brazil

- Plenary talk: *Managing curricular innovation*. XVIII Encontro da APIES, Vitória, Brazil (September, 27, 2008)
- Teacher training workshops in Vitória, Belo Horizonte and Brasilia, Brazil.

2010: Consultancy in Kathmandu and Surkhet, Nepal

- External reviewer of Department of English Education's MA program in English Language Education, Tribhuvan University, Kathmandu, Nepal.
- Plenary talk: World Englishes: 15th International Conference, Nepal English Language Teachers' Association, Kathmandu, Nepal, February 20, 2010.
- Plenary: Using information technology for language teaching: 15th International Conference, Nepal English Language Teachers' Association, Surkhet, Surkhet Teacher Training College, Nepal, February 25, 2010.
- Lectures and teacher training workshops in Kathmandu, Tribhuvan University, and Surkhet, Surkhet Teacher Training College, February 20-25, 2010.

2011: Consultancy in New Delhi, Patna (Bihar) and Vellore (Tamil Nadu), India

- Eight workshops for university-level lectures and teacher trainers, American Language Center, New Delhi, India, June 8-11.
- Six workshops for teachers teaching in Bihar government high schools SCRT, Patna, Bihar, India, June 13-15.

- Two workshops and one plenary session (“From the back of an envelope to full-fledged unit”) at the Sixth International Conference, English Language Teachers Association of India, Vellore Institute of Technology, Vellore, Tamil Nadu, India. June 16-18, 2011.

2016: Consultancy in Bangkok and Khon Kaen, Thailand

Bangkok, Thailand:

- Plenary for Lower Mekong Initiative: Professional Communication Skills for Leaders Forum, January 21, 2016.
- Workshop for English Language Fellows, January 25, 2016.
- Webinar for Distance Learning Foundation January 26, 2016 (broadcast on Thai TV).

Khon Kaen: Thailand

- Plenary, ThaiTESOL, January 29, 2016.

2016: Consultancy in Vientiane, Laos

- Vientiane Teacher Training College: Three workshops (February 1-3, 2016).
- University of Vientiane: LaoTESOL, Vientiane, Laos (February 5, 2016).

ADMINISTRATIVE EXPERIENCE

2013 - 2015

Co-Director, Discourse, Social Interaction and Translation Laboratory, University of Illinois at Urbana-Champaign.

2000-2005

Director, Division of English as an International Language, University of Illinois at Urbana-Champaign.

- Provided academic and administrative leadership for the unit.
- Responsible for shepherding tenure and promotion cases (one) in the department through the university hierarchy

1998-2003

Director, Language Learning Laboratory, University of Illinois at Urbana-Champaign.

- Oversaw the provision of technological support for all modern language instruction at the University of Illinois at Urbana-Champaign
- Oversaw the provision of technological support for all modern language instruction at the University of Illinois at Urbana-Champaign
- Oversaw the provision of technological support for the implementation of undergraduate foreign language requirements at the University of Illinois at Urbana-Champaign

- Oversaw the provision of training for modern language faculty and teaching assistants at the University of Illinois at Urbana-Champaign in the use of advanced technologies.

1988-1998

Director, ESL Courses, Division of English as an International Language, University of Illinois at Urbana-Champaign.

- Responsible for TA training, development and supervision
- Responsible for curriculum development for ESL courses for university-enrolled international students and domestic students with limited English proficiency;
- Responsible for Development and revision of course outlines, articulation of courses;
- Acted as the interface with departments and advisors with questions about ESL courses, both content and placement

RESEARCH FUNDING

External Funding

Markee, N. (2009). Development of pilot materials for an international ESL web site (<http://www.traceeffects.state.gov>) (\$25,000 grant from the US State Department, May 7, 2009).

Markee, N. (Principal Investigator), (2004). Funding for an invitational conference on Conversation Analysis and Sociocultural Theory (\$3,500, Hewlett Foundation Conference Grant. January 15, 2004).

Internal Funding

Markee, N. (2012). Establishment of a Discourse, Social Interaction and Translation (DSIT) Laboratory (\$24,000, School of Languages, Cultures and Linguistics and College of Liberal Arts and Sciences, University of Illinois at Urbana Champaign).

Markee, N. (2003). Establishment of a classroom research laboratory. (\$30,000 for video equipment to record small group interactions in F/SL classroom talk, UIUC Research Board, March 2003).

Markee, N. (1998) wrote the technical part of a proposal submitted by the College of Liberal Arts and Sciences to the UIUC Provost's Office for a Psycholinguistics and Conversation Analysis laboratory as part of a start-up package for three new faculty (\$86,000, at the time, the largest grant awarded for start-up funds for the Humanities at UIUC).

AWARDS

2014

\$5000 INSPIRE grant to visit Stockholm University, Sweden.

SUPERVISION OF STUDENT RESEARCH

Opponent

Åhlund, A. (2015). *Swedish as multiparty work: Tailoring talk in a second language classroom*. Department of Child and Youth Studies, Stockholm University, Sweden.

External examiner

PhD dissertation candidates

Barraja-Rohan, A-M. (2013). *Second Language Interactional Competence and its Development in Non-English Speaking Background International Students in Australia*. PhD dissertation, Monash University, Australia

Ravindran, L. (2012). *The implementation of ESL curriculum policy and its impact on practice in selected primary schools of Madurai district, India*. PhD Dissertation, University of Malaya.

Ramlan (2008). *Change in the language of instruction in the teaching of science in English*. PhD Dissertation, University of Malaya.

Master's Thesis candidates

Ambarwati, (2013). *Collaborative peer interaction among ESL preschool children*. MA thesis, University of Malaya.

Director, UIUC PhD dissertation committee

Kunitz, S. (2013). *Group planning among L2 learners of Italian: A conversation analytic perspective*. Department of Italian/SLATE, UIUC.

Dushku, S. (2000). *Albania case study: ELT project evaluation*. Educational Psychology/SLATE, UIUC.

Chair, UIUC PhD dissertation committee

You, H-J. (2014). Checking recognition: *Do you remember* and *Do you know* in talk-in-interaction. Department of Linguistics/SLATE, UIUC.

Member, UIUC PhD dissertation committees

Chazal, K. (2015). Multimodal Practices of Response Pursuits in French Foreign Language Classrooms. Department of French/SLATE, UIUC.

Haileselassie, A. (2014). “Voilà”, an orientation shift marker in modern French discourse: A conversation analytic perspective. Department of French/SLATE, UIUC.

Clifton, A. (2012). The role of metalinguistic terminology in second language teaching and learning. Department of French/SLATE, UIUC.

Foster, M. (2012). Third position responses in French native and non-native speaker production. Department of French/SLATE, UIUC.

Nagai, A. (2011). A conversation analytic study on teaching moments observed in free conversations between Japanese and American friends. Department of Educational Psychology/SLATE, UIUC.

Realì, V. (2011). Forms and functions of the French discourse particle “hein” in mundane talk-in-interaction between French native speakers. Department of French/SLATE, UIUC.

Chiarenza, A. (2010). Word searches in Italian native speakers. Department of Italian/SLATE, UIUC.

Edenstrom, J. (2009). Word order in spoken German: Syntactic right-expansions as an interactionally constructed phenomenon. Department of Germanic Languages and Literatures/SLATE, UIUC.

Betz, E. (2007). Grammar and Interaction: Syntactic Pivots in Different Varieties of German. Department of Germanic Languages and Literatures/SLATE, UIUC.

McLellan, P. (2007). English Language Learning and the Production of 'International' Scholars: The Case of a Japanese Human Scientist. Educational Psychology/SLATE, UIUC.

Seo, M-S. (2007). A conversation analytic study of repair practices in one-on-one ESL tutoring: Their relevance for situated identities, roles and speech exchange systems in the tutoring context. Department of Curriculum and Instruction/SLATE, UIUC.

Barske, T. (2006). Business Conversations in the German Workplace. Department of Germanic Languages and Literatures/SLATE, UIUC.

Park, S. (2006). The influence of pre-task instructions and planning on incidental focus on form. Educational Psychology/SLATE, UIUC.

Yoon, K-E. (2006). Complaint Talk in Korean Conversation. Department of Educational Psychology/SLATE, UIUC.

Al-Busaidi, S. (2003). Academic needs of EFL learners in the Intensive English Program at Sultan Qaboos University in the Sultanate of Oman. Department of Educational Psychology/SLATE, UIUC.

Hsu, Y. (2003). Patterns of plagiarism behavior in the ESL classroom and the effectiveness of instruction in appropriate use of sources. Department of Educational Psychology/SLATE, UIUC.

Trofimovich, P. (2003). Second-language speech learning: An investigation of auditory word priming. Department of Educational Psychology/SLATE, UIUC.

Shin, D. (1999). Construct validation of a diagnostic L2 listening test: An operational model utilized and multidimensionality issues revisited. Department of Educational Psychology/SLATE, UIUC.

Mu, Z. (1994). The second language acquisition of topic structures in Mandarin Chinese. Department of Curriculum and Instruction/SLATE, UIUC.

Santilli, M.D. (1994). Teacher talk and written materials in the Spanish as a second language classroom and their importance as input for second language acquisition. Department of Spanish /SLATE, UIUC.

Knowles, M.A. (1993). Self-directed curriculum renewal: A process analysis in one university French program. Department of French/SLATE, UIUC

Director, UIUC Master's Thesis committees

Johnson, D. Saudi students and IEP teachers: converging and diverging perspectives. Department of Linguistics, UIUC.

Hill, S. (2014). Causality and scientific laws in the philosophy of second language acquisition: A neo-Aristotelian approach. Recipient of 2014 MATESL Katharine O. Aston Award for Outstanding Master's Thesis. Department of Linguistics, UIUC.

Gabris, L. (2010). English opens doors: A portal to forgotten EFL teachers. Department of Linguistics, UIUC. Recipient of 2010 MATESL Katharine O. Aston Award for Outstanding Master's Thesis.

Walker, P. (2004). A Closer Look at Learner-centeredness. Division of English as an International Language, UIUC.

Galat, A. (2002). Curricular innovations in an EFL program: A technology-enhanced task-based approach. Division of English as an International Language, UIUC.

Dushku, S. (1996). Issues in ELT Aid Project Evaluation in Albania: A Case Study. Division of English as an International Language, UIUC.

Miyatake, Y. (1993). The diffusion of the Japanese English Teacher's (JET) program in Japanese high schools. Division of English as an International Language, UIUC.

Hutchin, J.R. (1992). An evaluation of innovative curriculum development. Division of English as an International Language, UIUC.

Conefrey, T. (1991). Gender labels for adults. Division of English as an International Language, UIUC.

Member, UIUC Master's Thesis committees

Lambert, L. (2014). Comparing Students' Skills of Avoiding Plagiarism, Integrating Sources and Using a Formal Documentation Style in Writing Using an Online Reference Resource and a Paper Textbook in ESL Writing Classes at the UIUC. Department of Linguistics, UIUC.

Lloyd, N. (2014). Perspectives on language teaching from a democratic school in Brazil. Department of Linguistics, UIUC.

Harckbart, V. (2010). Examining nonnative speakers communication strategies in word searches from a conversation analytic perspective. Department of Linguistics, UIUC.

Ozsevik, Z. (2010). The use of communicative language teaching (CLT): Turkish EFL teachers' perceived difficulties in implementing CLT in Turkey. Department of Linguistics, UIUC.

Putri, I. (2007). Analyzing Preferred and Dispreferred Responses in Four Action Sequences: Invitations, Offers, Requests, and Apologies in some ESL Textbooks used in Indonesia and/or other South-East Asian countries. Division of English as an International Language, UIUC.

Park, H-M. (2003). Learning opportunities in free conversation: Availability of implicit negative feedback. Division of English as an International Language, UIUC.

Bernstein, S. G. (2001). Using conversation analysis to evaluate pre-sequences in invitation, offer, and request sequences in ESL textbooks. Division of English as an International Language, UIUC.

Willey, B. (2001). Examining a "communication strategy" from a conversation analytic perspective: Eliciting help from a native speaker inside and outside of word search sequences. Division of English as an International Language, UIUC.

Stewart, S. (1999). An investigation of writing features which have predictive evidence of validity for EPT placement levels. Division of English as an International Language, UIUC.

Lai, J. (1997). A collocational analysis of SPEAK and TALK. Division of English as an International Language, UIUC.

Ali, N. (1996). Effects of the first language on second language writing: Translation versus direct composition. Division of English as an International Language, UIUC.

Williams, P. (1995). "I want a native speaker!" When the teacher's race, and/or gender interferes with the ESL student's perception of the true English speaker. Division of English as an International Language, UIUC.

Moriyama, Y. (1994). Construct validation of the United Nations Association Test of English (UNATE) Level A test and its implications for further development of the test. Division of English as an International Language, UIUC.

INSTRUCTION (SAMPLE COURSES)

EIL 311: TESL Methods and Practicum

EIL 489: Foundations of Second Language Acquisition

EIL 456: Introduction to Language and Social Interaction

EIL 511: Task Based Language Teaching

EIL 588/590: Advanced Graduate Research Seminar (Topics)

- Conversation analysis for second language acquisition
- Managing curricular innovation
- English for specific purposes
- Qualitative approaches to classroom research
- Language program administration

ONLINE INSTRUCTION

TESOL Online workshop on task-based language teaching (1999)

PUBLIC AND PROFESSIONAL SERVICE

Editorial boards of journals

- Editorial Director, *Annual Review of Applied Linguistics* (2003-2011)
- Member of Editorial Board, *Modern Language Journal* (2005-2012)
- Member of Editorial Advisory Board, *TESOL Quarterly* (1999-2002)

- Member of Editorial Advisory Board, *English for Specific Purposes Journal* (1988-1999).

FULBRIGHT COMMISSION

Member of Fulbright National Screening Committee for English Language Teaching Assistants.

- Committee for South Asia (India) 2011-2012.
- Committee for Taiwan and Macao 2010
- Committee for Taiwan 2007-2009

REVIEWER, APPLIED LINGUISTICS JOURNALS

- *Language Learning*
- *Applied Linguistics*
- *TESOL Quarterly*
- *Modern Language Journal*
- *Journal of Pragmatics*
- *Journal of Interactional Linguistics*
- *IRAL*
- *Language Teaching*
- *Language Teaching Research*
- *English for Specific Purposes Journal*
- *Spanish Applied Linguistics*

CONFERENCE STRAND COORDINATOR

- Annual Conference of the American Association of Applied Linguistics, 2010
- Annual Conference of the American Association of Applied Linguistics, 2011

EXTERNAL REFERENCE ON PROMOTION AND TENURE CASES

- Professor Erika Sandlund (Karlstad University, 2023)
- Professor Paul Seedhouse (University of Newcastle-upon-Tyne, 2016)
- Professor Adam van Compernelle (Carnegie Mellon University, 2016)
- Professor Hansun Waring (Teacher's College Columbia, 2014)
- Professor Thorsten Huth (University of Southern Illinois, 2011)
- Professor David Olsher (San Francisco State University, 2010)
- Professor Steven Talmy (University of British Columbia, Canada, 2010)

- Professor Scott Walters (City University of New York, 2009)
- Professor Paul Seedhouse (University of Newcastle-upon-Tyne, 2007)
- Professor Paul Seedhouse (University of Newcastle-upon-Tyne, 2006)
- Professor Carmen Taleghani-Nikazm (Kansas State University, 2005)
- Professor John Thomas (Iowa State University, 2004)
- Professor Pierre Walter (University of British Columbia, 2003)

EXTERNAL REFERENCE ON GRANT APPLICATIONS

Reviewer for Research Grants Council, Hong Kong (2010, 2012)

- Reviewer for Professor Monique Bournot-Trites (Canadian Social Sciences & Humanities Research Council grant proposal, 2002)

EXTERNAL (NON-UIUC) COMMITTEES

- Member, Advanced Placement International English Language Test Development Committee, Princeton, N.J. 1998-2000
- Member, National Advisory Committee for English as a New Language, National Board for Professional Teaching Standards, Princeton, N.J. 1998-2000
- Member, Foreign Language Liaisons, Big Ten Committee on Institutional Cooperation. 1998-2003
- Member, Foreign Language Instructional Toolkit sub-committee, Big Ten Committee on Institutional Cooperation. 1998-2000

UIUC COMMITTEES

2012

- Chair, MATESL Evaluation Committee, Department of Linguistics, UIUC,
- Member, MATESL Admissions Committee, Department of Linguistics, UIUC,
- Member, Promotion and Tenure Committee for Doctor Randall Sadler, Department of Linguistics, UIUC.

2010-2012

MEMBER, COMMITTEE ON COMMITTEES, UIUC.

2007- 2010

- Chair, Admissions Committee, MATESL Program, Department of Linguistics.
- Chair, Financial Aid Committee, MATESL Program, Department of Linguistics.

2007-2012

- Member, Graduate Admissions Committee, Department of Linguistics.

2005-2006

- Co-chair, DEIL/Linguistics Merger committee.

2007-2010

Co-chair, Transition Committee, Department of Linguistics.

2004

- Member, Committee on the formation of the Proposed School of Languages Literatures and Linguistics, College of Liberal Arts and Sciences, UIUC.

2003

- Chair, Humanities Council, College of Liberal Arts and Sciences, UIUC.

2000-2005

- Member, Humanities Council, LAS, UIUC.

1998-2000

- Member, Executive Committee of the Advanced Information Technologies Group,
• UIUC.

1997-2002

- Member of the Advanced Information Technologies Group, UIUC.

1998-2002

- Member, College of Liberal Arts and Sciences Computer Fund Advisory Committee (CFAC), UIUC.
- Member of the Educational Technologies Board, UIUC.

1997-2005

- Member of the Executive Committee, SLATE (Second Language Acquisition and Teacher Education) Program, UIUC.

1999

- Member, Search committee, SLATE, Division of English as an International Language, UIUC.
- Member, Search committee, SLATE, German Department, UIUC.
- Member, Search committee, SLATE, Spanish, Italian and Portuguese Department, UIUC.
- Member, Search committee, Director of the Language Learning Laboratory, UIUC.

1998

- Member, Search committees, SLATE and French for Specific Purposes positions, French Department, UIUC. 1998.

LANGUAGE PROFICIENCY

- English/French: bilingual
- Italian: native-like
- Spanish: fluent
- Sudanese Colloquial Arabic: Low beginner