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EDUCATION

University of Pennsylvania, Philadelphia, PA

- B. A. Linguistics, *Summa cum laude* (1980)
- M.A. Linguistics (1980)
- Ph.D. Educational Linguistics (1987)

Fulbright Scholar, National University of Singapore, 1984-1985

PROFESSIONAL EXPERIENCE

UNIVERSITY OF ILLINOIS AT CHICAGO

2005, 2006 **Acting Head, Dept. of English (Summers)**
2004- **Professor, Linguistics**
2004- **Director, Less Commonly Taught Languages**
2004- **Associate Head, Department of English**
2001-2002 **Associate Director of Graduate Studies, Department of English**
1999-2001 **Faculty Director, University Writing Center**
1993-2004 **Associate Professor, Linguistics**
1987-93 **Assistant Professor, Linguistics**
1987-94 **Director, International teaching assistant preparation program**
1995-96 **Director, TESOL graduate program**
1989- **Director, ESL composition program**

PUBLICATIONS

Books

Academic Encounters: American Studies. Cambridge University Press. (to appear, 2007).
Teaching writing in second and foreign language classrooms. McGraw Hill. (2004).
Getting there: Tasks for academic writing (with J. Evans). Heinle (2000).

Books-edited

Theories in second language acquisition. (Ed.) (with B. VanPatten). Erlbaum (2007).
Form-meaning connections in second language acquisition (Ed.) (with B. VanPatten, S. Rott & M. Overstreet). Erlbaum (2004).
Focus on form in classroom second language acquisition (Eds.) (with C. Doughty). Cambridge University Press (1998).

Articles

- Tutoring and revision: Second language writers in the writing center. *Journal of Second Language Writing*, 13, 173-201. (2004). Honorable mention, Best Article of 2004.
- Second language writers and the writing center. Introduction to special issue of *Journal of Second Language Writing*, 13, 165-172. (with C. Severino). (2004).
- Making form-meaning connections while reading: A qualitative analysis of word processing (with S. Rott). *Journal of Reading in a Foreign Language*, 15 <http://nflrc.hawaii.edu/rfl/April2003>. (2003).
- Undergraduate second language writers in the writing center. *Journal of Basic Writing*, 21, 16-34. (2002).
- The effect of multiple-choice L1 glosses and input-output cycles on lexical acquisition and retention (with S. Rott & R. Cameron). *Language Teaching Research*, 6, 183-222. (2002).
- How useful are handbooks for second language learners? (with J. Evans). *Writing Program Administration*, 25, 59-75 (2001).
- The effectiveness of spontaneous attention to form. *System*, 29, 325-340 (2001).
- Focus on form: Research and its applications. *Revista Brasileira de Lingüística Aplicada*, 1, 31-42 (2001).
- Learner-generated attention to form. *Language Learning*, 49, 583-625. (1999). Reprinted in R. Ellis (Ed.). *Form-focused instruction and second language acquisition* (pp. 303-346). Blackwell. (2001).
- Sentence to ten cents: A case study of relevance and communicative success in nonnative-native speaker interactions in a medical setting (with R. Cameron). *Applied Linguistics*, 18, 415-445. (1997).
- Focus on form in the communicative classroom: Research findings and the classroom teacher. *TESOL Journal*, 4, 12-16. (1995).
- ESL composition program administration in the United States. *Journal of Second Language Writing*, 4, 157-179. (1995).
- Planning, discourse marking and the comprehensibility of second language speakers. *TESOL Quarterly*, 26, 693-709. (1992).
- Communicative competence and the dilemma of international teaching assistant education (with B. Hoekje) *TESOL Quarterly*, 26, 243-269. (1992).
- Comment on Sridhar and Sridhar. *World Englishes*, 9, 115-120: 243-269. (1990).
- Another look at yes/no questions. *Applied Linguistics*, 11, 159-182. (1990).
- Language acquisition, language contact and nativized varieties of English. *RELC Journal*, 20, 39-67. (1989).
- Yes/no questions in ESL textbooks and classrooms. *Issues and Developments in Applied Linguistics*, 4, 149-156 (1989).
- Zero anaphora in second language acquisition: A comparison among three varieties. *Studies in Second Language Acquisition*, 10, 339-370. (1988).
- Non-native varieties of English: A special case of language acquisition. *English World-Wide*, 8, 161-199. (1987).

Book chapters

- Teaching and testing writing. (with C. Polio). In M. Long & C. Doughty (Eds.), *The handbook of second and foreign language teaching*. Oxford: Blackwell. (to appear).
- The speaking-writing connection in second language and academic literacy development. In D. Belcher & A. Hirvela (Eds.) *The oral/literate connection: perspectives on L2 speaking, writing, and other media interactions*. Ann Arbor: University of Michigan Press. (to appear, 2007).
- The role of interaction in input enhancement. (with C. Fernández) In C. Gascoigne (Ed.), *Assessing the impact of input enhancement in second language education*. Stillwater, OK: New Forums Press. (in press).
- The nature of theories. (with B. VanPatten). In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition: An introduction* (pp. 1-16). Mahwah, NJ: Erlbaum. (2007).
- Early theories in second language acquisition (with B. VanPatten). In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition: An introduction* (pp. 17-35). Mahwah, NJ: Erlbaum. (2007).
- The role(s) of writing centers in second language writing instruction. In P. Matsuda (Ed.), *Politics of second language writing: In search of the promised land*. Portsmouth, NH: Parlor Press (pp. 109-126). (2006).
- Writing center interaction: institutional discourse and the role of peer tutors. In K. Bardovi-Harlig & B. Hartford (Eds.), *Interlanguage pragmatic: Exploring institutional talk* (pp. 37-65). Mahwah, NJ: Erlbaum. (2005).
- Form-focused instruction. In E. Hinkel (Ed.), *Handbook of research in second language learning and teaching* (pp. 671-692). Mahwah, NJ: Erlbaum (2005).
- Form-meaning connections in second language acquisition: An introduction (with B. VanPatten & S. Rott). In B. VanPatten, J. Williams, S. Rott & M. Overstreet (Eds.) *Form-meaning connections in second language acquisition* (pp. 1-26). Mahwah, NJ: Erlbaum. (2004).
- A task-based composition course for resident second language writers. In I. Leki (Ed.), *TESOL case studies on writing* (pp. 111-120). Washington: TESOL. (2001).
- FonF: What kind of focus on which forms? (with J. Evans). In C. Doughty & J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp. 197-261). Cambridge: Cambridge University Press. (1998).
- Pedagogical choices in focus on form. (with C. Doughty). In C. Doughty & J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp. 139-155). Cambridge: Cambridge University Press. (1998).
- Communication strategies in an interactional context: The mutual achievement of comprehension (with R. Inscoc & T. Tasker). In G. Kasper & E. Kellerman (Eds.), *Advances in communication strategy research: Psycholinguistic and sociolinguistic aspects* (pp. 304-322). Longman: London. (1997).
- Communicative competence as a theoretical basis for ITA education (with B. Hoekje). In C. Madden & C. Meyers (Eds.), *Discourse and performance of international teaching assistants* (pp. 11-26). Washington: TESOL. (1994).

Variation and convergence in non-native institutionalized Englishes. In M. Eisenstein (Ed.), *The dynamic interlanguage* (pp. 117-136). New York: Plenum Press. (1989).

Pronoun copies, pronominal anaphora and zero anaphora in second language production. In S. Gass et al. (Eds.), *Variation in second language acquisition: Discourse and pragmatics* (pp. 153-189). Clevedon, Avon: Multilingual Matters. (1989).

Service publications

Research criteria for tenure in second language acquisition: results from a survey of the field. (with B. VanPatten). Available from Language Resource at George Washington University and:

<http://www.uic.edu/depts/sfip/news/slatenurestudy.html>

Second language acquisition: An ESL training module. Chicago Public Schools (2002).

Reviews

Exploring the dynamics of second language writing (B. Kroll). *TESOL Quarterly*, 38, 169-170 (2004).

Vocabulary in language teaching. (N. Schmitt). *Studies in Second Language Acquisition*, 23, 425-426 (2001).

The step-tongue. Children's English in Singapore. (A. Fraser Gupta). *Studies in Second Language Acquisition*, 17, 423 (1995).

Sociolinguistics and second language acquisition. (D. Preston) and *Perspectives.* (N. Wolfson) *TESOL Quarterly*, 24, 497-500 (1990).

INVITED PAPERS

Institutional policies and the writing center: What is the impact on L2 writers? Plenary address: Symposium on Second Language Writing, Purdue University, IN, 2004.

Focus on form in the acquisition of syntax and vocabulary, Nessa Wolfson Memorial Lecture, University of Pennsylvania, Phila., PA, 2000.

Focus on form: Some new directions. SLATE lecture, University of Illinois at Urbana Champaign, 1999.

Learner-generated attention to form, Invited paper, Michigan State University, East Lansing, MI, 1999.

Decisions about focus on form in the communicative classroom: why, what, who, and when. Keynote address, 5th Annual ESL Conference, Universidad Nacional Autónoma de México, St. Antonio, TX, 1996.

Beyond speech acts in the analysis of second language discourse. Parasession on Speech Act research, Conference on Pragmatics and Language Learning, Urbana, IL 1994.

Focus on form in communicative language teaching: Research and the classroom teacher. Keynote address, Fall Conference, Illinois TESOL/Bilingual Education, Chicago, 1994.

Discourse analysis: Who needs it? Academic Session on issues in discourse analysis for advanced language learners. 25th Annual TESOL Convention, Baltimore, MD, 1994 (ERIC ED 374-647).

International students in U.S. universities. Invited paper, Annual NAFSA Conference, Minneapolis, 1989.

CONFERENCE PAPERS

The speaking-writing connection in language and literacy development. 40th Annual TESOL Convention, Tampa, FL, 2006.

An applied linguist in the English department. 40th Annual TESOL Convention, Tampa, FL, 2006.

Collaboration between intensive English and TESOL programs (with R. Jacob & K. Montgomery). 39th Annual TESOL Convention, San Antonio, TX, 2005.

Tutoring and revision: Second language learners in the writing center. AAAL Annual Conference, Portland, OR, 2004.

The effect of input-output cycles on word learning and retention: A process account (with S. Rott). Form-Meaning Connections in SLA Conference, University of Illinois at Chicago, 2002.

The effect of L1 multiple-choice gloss and L2 retell on vocabulary acquisition and retention during reading (with S. Rott). AAAL Annual Conference, St Louis, MO, 2001.

Effectiveness of learner and teacher-initiated focus on form. Second Language Research Forum, East Lansing, MI, 1997.

The place of focus on form in collaborative learning settings. AAAL Annual Conference, Orlando, FL, 1997.

Linguistic incompetence and professional competence in a psychiatric unit (with R. Cameron). AAAL Annual Conference, Chicago, 1996.

Competence and cooperation in a clinical setting (with R. Cameron). Conference on Pragmatics and Language Learning, Urbana, IL 1995.

FonF: What kind of focus? Which form? AAAL Annual Conference, Long Beach, CA, 1995.

You can teach. Can you teach someone else to? (with G. Baggs-Ito). 29th Annual TESOL Convention, Long Beach, CA. 1995.

FonF: The teacher's role in research (with J. Evans). 29th Annual TESOL Convention, Long Beach, CA. 1995.

Communicative success versus successful second language acquisition. AAAL Annual Conference, Baltimore, MD, 1994.

Communication versus acquisition in the ITA classroom. 28th Annual TESOL Convention, Baltimore, MD, 1994.

Interlanguage across domains and activity types: Implications for LSP instruction (with T. Tasker). Second Language Research Forum, East Lansing, MI, 1992.

A theoretical framework for ITA training. (with B. Hoekje), 25th Annual TESOL Convention, New York, 1991.

Sources of incomprehensibility in the planned and unplanned production of second language speakers. IXth World Congress of AILA, Thessaloniki, Greece, 1990.

Evaluating ITA preparation programs: intensive versus concurrent. 24th Annual TESOL Convention, San Francisco. 1990. (ERIC ED 332-502).

How different are NIVES and SLA? Invited paper, Applied Linguistics Academic Session, 24th Annual TESOL Convention, San Francisco. 1990.

Morphological, syntactic and discourse variation in the planned and unplanned production of second language learners. Second Language Research Forum, Eugene, OR, 1990.

The elaboration of discourse marking and intelligibility. AAAL Annual Conference, Washington D.C., 1989.

Establishing the needs of international teaching assistants. 23rd Annual TESOL Convention, San Antonio, 1989.

State-mandated English proficiency requirements for classroom instructors. 22nd Annual TESOL Convention, Chicago, 1988. (ERIC Document ED 296 593).

The discourse functions of variation in the use of subject pronouns. Conference on Variation in Second Language Acquisition, Ann Arbor, MI, 1987.

When native speakers sound like second language learners. 21st Annual TESOL Convention, Miami, 1987.

Foreign teaching assistants' duties: Report of a needs analysis (with G. Barnes). 21st Annual TESOL Convention, Miami, 1987.

Second language acquisition processes in non-native institutionalized varieties of English. VIIth World Congress of AILA, Brussels, Belgium, 1984.

COLLOQUIA CONVENED

Focus on form in classroom interaction. Second Language Research Forum, East Lansing, MI, 1997.

FonF in focus. AAAL Annual Conference, Long Beach, CA, 1995.

What teachers can tell researchers. 29th Annual TESOL Convention, Long Beach, CA, 1995.

CONFERENCES ORGANIZED

Form-Meaning Connections in Second Language Acquisition. Chicago, IL, 2002.

AWARDS

TESOL Research Interest Section/Newbury House Distinguished Research Award, 1994.

Journal of Second Language Writing: Honorable Mention, Best article of 2004.

FUNDED PROJECTS

Council on Excellence in Teaching and Learning, University of Illinois-Chicago, 2003. Integrating technology into second/foreign language teacher preparation programs.

Office of the Vice-Chancellor for Research and Humanities Institute, University of Illinois at Chicago, 1999. Interaction between second language writers and tutors in the University Writing Center and associated learning outcomes.

Council on Excellence in Teaching and Learning, University of Illinois-Chicago, 1997. Curriculum and materials development for underprepared second language writers.

Fund for the Improvement of Post-Secondary Education, U.S. Department of Education.
1988- 1990. Assessment and preparation of international teaching assistants.

PROFESSIONAL SERVICE

Educational Testing Service-Pearson/Longman Advisory Council

Journal of Second Language Writing

Co-editor (with C. Severino) Special issue on L2 writers in the writing center.
(2004).

TESOL Journal:

Editorial Board (1991-95).

Editor, "Ask TJ," column (1991-93).

TESOL Quarterly:

Editorial Board (2002-2005).

Applied Linguistics, Canadian Modern Language Review, Journal of Second Language Writing, Language Learning, Language Learning and Technology, Language Teaching Research, Linguistics and Education, Modern Language Journal, Spanish Applied Linguistics, Studies in Second Language Acquisition, System, TESOL Quarterly:
Manuscript reviewer.

American Association of Applied Linguistics.

Local Chair, 1996 Annual Conference, Chicago, IL.

Awards Committee (2002-2004)

Nominating Committee (2004-5)

COURSES TAUGHT:

Grammatical Structures of English for
TESOL
Second Language Acquisition
Materials and Curriculum Development

Teaching Second Language Writing
Modern English
An Introduction to Language
Language and Society.