

SUSAN M. CONRAD

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Department of Applied Linguistics
Portland State University
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EDUCATION

Ph.D. with Honors, Applied Linguistics, 1996
Northern Arizona University, Flagstaff, Arizona

M.A. with Distinction, Teaching English to Speakers of Other Languages (TESOL), 1987
Monterey Institute of International Studies, Monterey, California

B.A. cum Laude, Biological Science and English, 1982
Cornell University, Ithaca, New York

PROFESSIONAL POSITIONS

Applied Linguistics Positions

Portland State University, Department of Applied Linguistics
Professor, Fall 2007 – present
Associate Professor, Fall 2001 – Spring 2007

Georgia State University, Department of Applied Linguistics and English as a Second Language
Adjunct Associate Professor, Fall 2006 – present

Iowa State University, Department of English
Assistant Professor, Fall 1996 – Spring 2001
(promotion to Associate Professor with tenure approved May 2001)

Northern Arizona University, Department of English
Instructor/Research Assistant/Teaching Assistant, Fall 1992 – Spring 1996

Monterey Institute of International Studies, TESOL Program
Instructor/Adjunct Professor, 1987-88, Summers 1994, 1995

English as a Second Language (ESL) Teaching and Administrative Positions

Central Washington University, Asia University America Program and University ESL Program
Curriculum Coordinator/Instructor, 1990-92

Columbia University, American Language Program
Instructor/Level Leader, Summers 1989, 1990

English Training Center, Seoul, Korea
Instructor, 1988-89

Monterey Peninsula College, ESL Program
Composition Instructor, 1988

Semonkong High School/U.S. Peace Corps, Lesotho, Africa
Teacher (English and Science), 1983-85

SHORT-TERM TRAINING AND CONSULTING POSITIONS

Suranaree University of Science and Technology, Nakhon Ratchasima, Thailand – July 2006
Leader of 11 workshops in discourse analysis and corpus linguistics

Tuscan Word Center, Pescia, Italy – October 2002
Workshop Leader, *How to Use Corpora in Language Teaching*

Monterey Institute of International Studies, California – Summer 2000
Instructor, Faculty Workshop in Corpus Linguistics and Concordancing

Instituto Chileno Britanico de Cultura, Universidad Metropolitana de Ciencias de la Educación, and high schools, Chile – May 2000
Workshop Leader, *Using Corpus-based Research and Materials*

American cultural center (ICANA), Asociación Argentina de Cultura Inglesa (ACCI, British cultural center), and the Circolo Italiano, Buenos Aires, Argentina – May 2000
Presenter, Corpus Linguistics Seminars

YMCA English-teaching Programs, Tainan and Taipei, Taiwan – December 1999
Workshop Leader, *Teaching English to Children*

Monterey Volunteers Overseas, Monterey Institute of International Studies – June 1988
Teacher Training Coordinator

U.S. Peace Corps, Washington DC – May-June 1988
Trainer in Center for Reassessment and Training for pre-service volunteers

U.S. Peace Corps/Lesotho, Lesotho, Africa – December 1985-January 1986
Teacher Training Director

PUBLICATIONS

Books

Conrad, S., D. Biber, K. Daly & S. Packer. (in preparation). *Grammar in the real world: Corpus-based grammar supplements for English learners* [working title]. Under contract with Longman/Pearson Education.

Biber, D. & S. Conrad. (in press). *Register, Genre, Style*. Cambridge University Press.

Conrad, S., D. Biber & G. Leech. (2002). *The Longman Student Grammar of Spoken and Written English Workbook*. Harlow, England: Longman.

Biber, D., S. Conrad & G. Leech. (2002). *The Longman Student Grammar of Spoken and Written English*. Harlow, England: Longman.

Biber, D., S. Johansson, G. Leech, S. Conrad & E. Finegan (1999). *The Longman Grammar of Spoken and Written English*. Harlow, England: Pearson Education.

Biber, D., S. Conrad & R. Reppen (1998). *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge: Cambridge University Press.

Monograph

Biber, D., S. Conrad, R. Reppen, P. Byrd, M. Helt, V. Clark, V. Cortes, E. Csomay & A. Urzua (2004). *Representing Language Use in the University: Analysis of the TOEFL 2000 Spoken and Written Academic Language Corpus*. (TOEFL Monograph Series). Princeton, NJ: Educational Testing Service.

Edited Book

Conrad, S. & D. Biber (Eds.) (2001). *Multi-dimensional Studies of Register Variation in English*. Harlow: Pearson Education.

Edited Journal

Conrad, S. (Guest Editor). (2003). *TESOL Quarterly* Special-Topic Issue on Corpus Linguistics, 37(3).

Technical Report

Conrad, S. (2004). *The Feasibility of Designing a Corpus for Second Language Acquisition Research from the ESOL Labsite Database*. Portland, OR: National Adult ESOL Labsite.

Chapters in Books

Conrad, S. (in preparation). What can a corpus tell us about grammar? In M. McCarthy & A. O'Keeffe (Eds.), *Routledge Handbook of Corpus Linguistics*. Milton Park, UK: Routledge.

Conrad, S. (2008). Myth #6: Corpus-based research is too complicated to be useful for writing teachers. In J. Reid (Ed.), *Writing Myths: Applying Second Language Research to Classroom Teaching* (pp. 115-139). Ann Arbor, Michigan: University of Michigan Press.

Conrad, S. & K. Levelle (2008). Corpus linguistics and language instruction. In B. Spolsky & F. Hunt (Eds.), *Blackwell Handbook of Educational Linguistics* (pp. 539-556). Oxford: Blackwell.

- Conrad, S. (2006). Challenges for English corpus linguistics in second language acquisition research. In Y. Kawaguchi, S. Zaima & T. Takagaki (Eds.), *Linguistic Informatics and Spoken Language Corpora: Contributions of Linguistics, Applied Linguistics and Computer Science* (pp. 67-88). Amsterdam: John Benjamins.
- Conrad, S. (2005). Corpus linguistics and L2 teaching. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* (pp. 393-409). Mahwah, NJ: Lawrence Erlbaum.
- Conrad, S. (2004). Corpus linguistics, language variation, and language teaching. In J. Sinclair (Ed.), *How to Use Corpora in Language Teaching* (pp. 67-85). Amsterdam: John Benjamins.
- Biber, D. & S. Conrad (2004). Corpus-based comparisons of register. In C. Coffin, A. Hewings, & K. O'Halloran (Eds.), *Applying English Grammar* (pp. 40-56). London: Arnold/The Open University.
- Conrad, S. (2003). Moving into the unknown: When leaving a secure position sustains your professionalism. In P. Byrd & G. Nelson (Eds.), *Sustaining Professionalism* (pp. 97-103). Alexandria, VA: TESOL.
- Biber, D., S. Conrad, & V. Cortes (2003). Lexical bundles in speech and writing: An initial taxonomy. In A. Wilson, P. Payson & T. McEnery (Eds.), *Corpus Linguistics by the Lune* (pp. 71-92). Frankfurt/Main: Peter Lang.
- Conrad, S. (2001). Variation among disciplinary texts: A comparison of textbooks and journal articles in biology and history. In S. Conrad & D. Biber (Eds.) *Multi-dimensional Studies of Register Variation in English* (p. 94-107). Harlow: Pearson Education.
- Conrad, S. & D. Biber (2001). Multi-dimensional methodology and the dimensions of register variation in English. In S. Conrad & D. Biber (Eds.) *Multi-dimensional Studies of Register Variation in English* (p. 13-42). Harlow: Pearson Education.
- Biber, D. & S. Conrad (2001). Introduction: Multi-dimensional analysis and the study of register variation. In S. Conrad & D. Biber (Eds.) *Multi-dimensional Studies of Register Variation in English* (pp. 3-12). Harlow, Essex: Pearson Education.
- Biber, D. & S. Conrad (2001). Register variation: A corpus approach. In D. Schiffrin, D. Tannen, & H. Hamilton (Eds.), *The Handbook of Discourse Analysis* (pp. 175-196). Oxford: Blackwell.
- Conrad, S. & D. Biber (2000). Adverbial marking of stance in speech and writing. In S. Hunston & G. Thompson (Eds.), *Evaluation in Text: Authorial Stance and the Construction of Discourse*. (pp. 56-73). Oxford: Oxford University Press.
- Biber, D. & S. Conrad (1999). Lexical bundles in conversation and academic prose. In H. Hasselgård & S. Oksefjell (Eds.), *Out of Corpora* (pp. 181-190). Amsterdam: Rodopi.

Porter, P., L. Goldstein, J. Leatherman & S. Conrad (1990). An ongoing dialog: Learning logs for teacher preparation. In J. Richards and D. Nunan (Eds.), *Second Language Teacher Education* (pp. 227-240). Cambridge: Cambridge University Press.

Articles in Refereed Journals

Conrad, S. & D. Biber (2004) The frequency and use of lexical bundles in conversation and academic prose. In W. Teubert & M. Mahlberg (Eds. of Thematic Part), *The corpus approach to lexicography. Lexicographica: International Annual for Lexicography, 20*, 56-71.

Biber, D., S. Conrad, & V. Cortes. (2004). "Take a look at...": Lexical bundles in university teaching and textbooks. *Applied Linguistics, 25*, 401-435.

Conrad, S. (2002). Corpus linguistic approaches for discourse analysis. *Annual Review of Applied Linguistics (Discourse and Dialog), 22*, 75-95.

Biber, D., S. Conrad, R. Reppen, P. Byrd, & M. Helt (2002). Speaking and writing in the university: A multi-dimensional comparison. *TESOL Quarterly, 36*, 9-48. [Reprinted in W. Teubert & R. Krishnamurthy (Eds.) (2007). *Corpus Linguistics: Critical Concepts in Linguistics*. London: Routledge.] And (2003). The Authors Respond: Strengths and goals of multidimensional analysis. (Response to M. Ghadessy). *TESOL Quarterly, 37*, 151-155.

Biber, D., R. Reppen & S. Conrad (2002). Developing linguistic literacy: Perspectives from corpus linguistics and multi-dimensional analysis. *Journal of Child Language, 29*, 458-462.

Biber, D. & S. Conrad (2001). Quantitative corpus-based research: Much more than just bean counting. *TESOL Quarterly, 35*, 331-336. [Research Issues section on Corpus-based Research in TESOL]

Conrad, S. (2000). Will corpus linguistics revolutionize grammar teaching in the 21st century? *TESOL Quarterly, 34*, 548-560. Reprinted in W. Teubert & R. Krishnamurthy (Eds.) (2007). *Corpus Linguistics: Critical Concepts in Linguistics*. London: Routledge.

Conrad, S. (1999). The importance of corpus-based research for language teachers. *System, 27*, 1-18.

Conrad, S. & L. Goldstein (1999). ESL student revision after teacher written comments: Texts, contexts, and individuals. *Journal of Second Language Writing, 8*, 147-177. [Nominated for outstanding article of the year award]

Biber, D., S. Conrad & R. Reppen (1996). Corpus-based investigations of language use. *Annual Review of Applied Linguistics, 16*, 115-136.

Conrad, S. (1996). Investigating academic texts with corpus-based techniques: An example from biology. *Linguistics and Education, 8*, 299-326.

Biber, D., S. Conrad & R. Reppen (1994). Corpus-based approaches to issues in applied linguistics. *Applied Linguistics*, 15, 169-189.

Goldstein, L. & S. Conrad (1990). Student input and negotiation of meaning in ESL writing conferences. *TESOL Quarterly*, 24, 443-460. Reprinted in B. Leeds (Ed.) (1995), *Writing in a Second Language* (pp. 173-186). New York: Longman.

Book Reviews

Conrad, S. (2008). Review of *The MICASE Handbook: A Resource for Users of the Michigan Corpus of Academic Spoken English*, by R.C. Simpson-Vlach & S. Leicher. *The Modern Language Journal*, 92(1), 155-156.

Conrad, S. (1998). Review of *The Discourse of Classified Advertising*, by Paul Bruthiaux. *English for Specific Purposes*, 17, 415-418.

Conrad, S. (1994). Review of *Planning Language, Planning Inequality: Language Policy in the Community*, by James W. Tollefson. *The CATESOL Journal*, 7, 93-96.

Conrad, S. (1994). Review of *Grammar in Interaction: Adverbial Clauses in American English Conversations*, by Cecilia E. Ford. *Linguistics*, 32, 353-355.

Articles in Teacher Magazines/Newsletters

Conrad, S. (2006). What can corpus linguistics offer business English teachers? *IATEFL/BESIG Business Issues*, 5(1), 2-5.

Conrad, S. (2005). Conrad's top ten. *EL Gazette*, No. 310, 13.

Conrad, S. (2002). The corpus and the classroom. *EL Gazette*, No. 265, 13.

Conrad, S. & D. Biber (2000). What you need to know about academic writing -- Part Two. *EL Gazette*, No. 245, 10.

Biber, D. & S. Conrad (2000). What you need to know about academic writing -- Part One. *EL Gazette*, No. 244, 8.

Conrad, S. & C. Rosser (1990). A purpose, an audience, and some fun: Writing for the class next door. *Washington state TESOL Newsletter*, 15(4), 1-3.

Conrad, S. (1989). Speaking to learn: Using business cases in EFL classes. *Association of English Teachers in Korea Bulletin*, 10, 1 & 11.

PRESENTATIONS AT PROFESSIONAL MEETINGS

* denotes invited presentations

A New Corpus of Student Academic Writing. With S. Albers. Paper presented at the American Association of Corpus Linguistics conference, Provo, Utah. October 2008

**Does training in corpus linguistics really affect teacher practices?* Georgia State University, Department of Applied Linguistics and ESL, Atlanta, GA. April 2007

**What can we expect from corpus linguistics in SLA research?* The Pennsylvania State University, Center for Language Acquisition (speaker series), State College, PA. February 2007

**Why Teachers Need to Know about Language Variation.* Plenary address, ORTESOL (Oregon state Teaching English to Speakers of Other Languages) convention. Clackamas, OR. November 2006

Tracking the Impact of Teacher Training in Corpus Linguistics. With E. Lachenmeier. Paper presented at the American Association of Applied Corpus Linguistics conference, Flagstaff, AZ. October 2006

**What Should Business English Teachers Know about Corpus Linguistics?* Plenary address presented at the Second International Conference on Teaching Business English in Eastern Europe: Why and How? Yalta, the Crimea, Ukraine. May 2006

**Investigating the Effects of Teacher Training in Corpus Linguistics.* Paper presented in the Research Interest Section panel on Current Trends in Corpus Linguistics Research, International TESOL Convention, Tampa, FL. March 2006

**Challenges and Possibilities for Corpus Linguistics within SLA.* Paper presented at the Second Conference on Linguistic Informatics: Contributions of Linguistics, Applied Linguistics and Computer Science, Tokyo University of Foreign Studies, Tokyo, Japan. December 2005

**Corpus Linguistics: Methodology or Sub-field?* Plenary panel discussion presenter at the joint annual meetings of the International Computer Archive of Modern and Medieval English and American Association of Applied Corpus Linguistics, Ann Arbor, MI. May 2005.

**Developing a Learner Corpus from the Multi-media Adult ESL Labsite Database: Challenges and Possibilities.* Paper presented at the International Symposium on Corpus Linguistics – Perspectives for the Future, Heidelberg, Germany. October 2004.

When Bad Writing is Good. Paper presented at the American Association for Applied Linguistics conference, Portland, OR. May 2004

**The Impact of Corpus Linguistics on ESL/EFL Grammar Materials.* Paper presented in the materials writers colloquium. Material Writers Interest Section Session at the International TESOL Convention, Long Beach, CA. March 2004

**Corpus Linguistics: Not Just for Linguists.* Plenary address at the Seventh Annual English Conference at the Peaks. Northern Arizona University, Flagstaff, AZ. April 2003

**Language Variation and the Language Classroom.* Keynote address at the First Inter-Varietal Applied Corpus Studies (IVACS) Group International Conference, Limerick, Ireland. June 2002

The Development of the T2KSWAL Corpus and The New Multi-dimensional Analysis of Academic Registers. Papers presented in the colloquium on Speaking and Writing in the University at the American Association for Applied Linguistics Conference, Salt Lake City, UT. March 2002

**Which Words? The Usefulness of Frequencies, Probabilities and Patterns.* Paper presented in the Material Writers Interest Section Session at the International TESOL Convention, Salt Lake City, UT. March 2002

Developing Materials with Corpus Linguistics. Panel presentation at the International TESOL Convention, St. Louis, MO. March 2001

Speaking as Register. Paper presented in the colloquium on The Brahmin and the Elephant: Defining and Assessing Speaking Ability at the Language Testing Research Colloquium/American Association for Applied Linguistics conferences, St. Louis, MO. February 2001

**Will Corpus Linguistics Revolutionize Grammar Teaching in the 21st Century?* Invited keynote address. 2nd Annual North American Symposium on Corpus Linguistics, Northern Arizona University, Flagstaff, AZ. March 2000

**Discovering New Language Patterns with Corpus Research: Lexical Bundles.* Paper presented in colloquium on Corpus-based Approaches to Issues in Applied Linguistics at the American Association for Applied Linguistics Conference, Vancouver, BC. March 2000

Increasing Teaching Effectiveness with Modern ELT Reference Materials. Workshop conducted at the Chile conference of the International Association of Teachers of English as a Foreign Language (IATEFL), Santiago, Chile. May 2000

Why Corpus Linguistics Will Revolutionize English Language Teaching in the 21st Century. Paper presented at the Chile conference of the International Association of Teachers of English as a Foreign Language (IATEFL), Santiago, Chile. May 2000

New Perspectives on Grammar in TESOL. Colloquium with D. Biber, M. Celce-Murcia, R. Hughes, and G. Thompson presented at the International TESOL (Teaching English to Speakers of Other Languages) Convention, New York, NY. March 1999

Markers of Stance in Speech and Writing. Paper presented at the International Conference on Speech, Writing, and Context: Literary and Linguistic Perspectives, University of Nottingham, Nottingham, England. July 1998

Perspectives on Spoken and Written Discourse. Colloquium with D. Biber, M. McCarthy, and R. Carter presented at the International TESOL Convention, Orlando, FL. March 1997

A Comparison of Student and Professional Writing in Two Disciplines. Paper presented at the American Association for Applied Linguistics Conference, Orlando, FL. March 1997

Preparing Students for Academic Reading and Writing. Paper presented at the International TESOL Convention, Chicago, IL. March 1996

A Comparison of Register Patterns in Biology and History Academic Writing. Paper presented in the Colloquium on Corpus Linguistics and Language Teaching: Concordancing and Beyond, International TESOL Convention, Chicago, IL. March 1996

Variability in the Use of Adverbials: Register, Semantic, Syntactic Factors. Paper presented in the Colloquium on Corpus-based Perspectives on Discourse, American Association for Applied Linguistics Conference, Chicago, IL. March 1996

What the Grammar Books Don't Tell You. Workshop presented at the French Ministry of Education Program for Teachers of English, Flagstaff, AZ. May 1995

Applying Corpus-Based Research in ESL/EFL Classes. With D. Biber and R. Reppen. Paper presented at the International TESOL Convention, Long Beach, CA. March 1995

Academic Literacies: What Should We Teach in Composition Classes? Paper presented in the Forum on Research in Writing Across the Curriculum, Conference on College Composition and Communication, Washington, D.C. 1995

Variation in Academic Writing: Research Articles and Textbooks across Disciplines. Paper presented at the American Association for Applied Linguistics Conference, Baltimore, MD. March 1994

The Language of Biology for Students and Professionals. Paper presented at the Rocky Mountain Regional TESOL Convention, Salt Lake City, UT. October 1993

Preparing ESL Students to Enter the Biology Discourse Community. With S. Carlin. Paper presented at the Rocky Mountain Regional TESOL Convention, Salt Lake City, UT. October 1993

Non-Academic ESL Students' Attitudes toward Content-Based Instruction. With T. Hacker. Paper presented at the International TESOL Convention, Atlanta, GA. April 1993

Designing Cross-cultural Training Lessons for ESL Classes. With C. Green and J. Epstein. Demonstration presented at the International TESOL Convention, Vancouver, BC. March 1992

Teaching Grammar through Writing Conferences: Form and Meaning Meet. Paper presented at the International TESOL Convention, New York, NY. March 1991

Increasing Effectiveness in Teacher-Student Writing Conferences. Paper presented at the Regional Tri-TESOL Conference, Portland, OR. 1990

Language Power: Real-life Themes, Right-now Tasks. With D. Marino, et al. Panel discussion presented at the Regional Tri-TESOL Conference, Portland, OR. 1990

Teacher as Researcher: Learning from Writing Conferences. With L. Goldstein. Paper presented at the International TESOL Convention, San Francisco, CA. March 1990

Content-based Lessons: Communicative, Effective, Interesting. Paper presented at the Washington State ESOL Conference, Bellevue, WA. 1989

Speaking to Learn: Using Business Cases in ESL Classes. Paper presented at the meeting of the Association of English Teachers in Korea, Seoul, South Korea. January 1989

Topic Nomination and Turn-taking: Control in ESL Writing Conferences. With L. Goldstein. Paper presented at the International TESOL Convention, Chicago, IL. March 1988

Nonverbal Communication in Lectures: An Aid to Comprehension? Paper presented at the International TESOL Convention, Chicago, IL. March 1988

Eye Gaze in Conversational Turn-taking: A Comparison of Japanese and Americans. With S. Nagaoka. Paper presented at the California TESOL Convention, San Francisco, CA. 1988

An Ongoing Dialog: Using Journals in Teacher Training. With P. Porter, L. Goldstein and J. Leatherman. Paper presented at the California TESOL Convention, Anaheim, CA. 1987

GRANTS AND CONTRACTS

English Language Acquisition by Adult Immigrants: Corpus Development and Analysis
Portland State University Faculty Enhancement Grant -- \$8,610 (2004-05)
Principal Investigator

Academic Literacy Development Project for Portland International Community School
Ecumenical Ministries of Oregon -- \$16,634 (Calendar Year 2002)
Principal Investigator

TOEFL 2000 Spoken and Written Academic Language Corpus
Principal Investigator, Subcontract, Iowa State University with Northern Arizona University
\$13,005 (1998-99), \$42,194 (1999-00)
Co-Investigator, Prime Contract, with Educational Testing Service (\$141,207)

A Computer-assisted Linguistic Investigation of Texts across Academic Disciplines
Iowa State University Research Grant -- \$5,800 (1997-98)
Principal Investigator

Learner-Centered Instructional Technology for Improving ESL Learners' Vocabulary Use
Iowa State University Instructional Development Grant -- \$1,700 (1997-98)
Co-Investigator with C. Chapelle and C. Myers

Travel Grants

Embassy of the United States of America, Kiev, Ukraine – travel to the Crimea, Ukraine, May 2006

Portland State University Professional Travel Grants – travel to conferences, Spring 2002, Spring 2005

Iowa State University Foreign Travel Grant – travel to Nottingham, England, Summer 1998

CONSULTING WORK RELATED TO RESEARCH

Perkins Coie LLC, Portland, Oregon
Expert grammar consultant on legal cases

Georgia State University, Department of Applied Linguistics and ESL – 2003
Corpus linguistics consultant for *Grammar and Vocabulary in History: A Lexicogrammatical Study and Corpus Development Project*

Pearson Education Publishers – Fall 2000
Text difficulty analyst for *Pearson Education's "Test Your English" Placement Test*

AWARDS

Teaching Awards

John Elliot Allen Outstanding Teacher Award, Applied Linguistics, 2005-06 and 2002-03
College of Liberal Arts and Sciences, Portland State University

Research Award

Early Excellence in Research Award, 1999
College of Liberal Arts and Sciences, Iowa State University

SERVICE TO THE PROFESSION

Editorial Advisory Board Member

Corpus & Discourse Series, Birmingham University Press, 2002-present
International Journal of Corpus Linguistics, Fall 2006- Present
TESOL Quarterly, 1999-2002

Reviewer of grant proposals

Centers for Disease Control/Occupational Health & Safety Research special panel, Sp 2004
Government of Ireland, North-South Research Programmes, 2003

Reviewer of article and book manuscripts for

<i>Applied Linguistics</i>	Heinle and Heinle Publishers
<i>English for Specific Purposes</i>	Oxford University Press
<i>Journal of Business & Technical Communication</i>	Palgrave Macmillan Publishers
<i>TESOL Quarterly</i>	

External Reviewer of Promotion/Tenure Files

New York Institute of Technology (2003), Iowa State University (2007)

Conference Strand Leader (text analysis), American Association for Applied Linguistics, 2006

Committee Member, Graduate Student Travel Awards, American Association for Applied Linguistics, 2006-07, 2001-02

Conference proposal reader, American Association for Applied Linguistics Conference, 2001, 1996-1999 (sociolinguistics, technology, discourse, and literacy topic areas)

Conference proposal reader, International TESOL Convention, 1995-1997 (higher education and in-progress sessions)

Committee Member, Ruth Crymes TESOL Fellowship for Graduate Study Award, 1999, 2000

COMPUTER PROGRAMMING AND LANGUAGE EXPERIENCE

Computer Programming, 16 years experience programming in Delphi and Pascal for corpus linguistics

Sesotho (a Bantu language of Southern Africa), two years of study and use in Lesotho

Korean, eight months of study and use in Korea

German, six years of study in high school and university

MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Association for Applied Linguistics (AAAL)

American Society for Engineering Education (ASEE)

Oregon Teachers of English to Speakers of Other Languages (ORTESOL)

Teachers of English to Speakers of Other Languages (TESOL)