

# SUSAN M. CONRAD

September 2013

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

Professor, Department of Applied Linguistics, Portland State University, Portland, Oregon  
Fall 2007 – present. Associate Professor, Fall 2001 – Spring 2007  
Acting Chair of Department of Applied Linguistics, Oct. 2013 – May 2014

Assistant Professor of Applied Linguistics, Dept of English, Iowa State University, Ames, Iowa  
Fall 1996 – Spring 2001. Promotion to Associate Professor with tenure approved May 2001

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

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

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

Curriculum Coordinator and ESL Instructor, Central Washington University  
Asia University America Program and University ESL Program, Ellensburg, Wash. 1990-92

ESL Instructor and Level Leader, American Language Program, Columbia University  
New York. Summers 1989, 1990

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

ESL Composition Instructor, Monterey Peninsula College, Monterey, California.  
Spring 1988

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

#### SHORT-TERM TRAINING POSITIONS

**Trainer, *English and Communication Skills for Engineers***

Higher Education Engineering Alliance Program – July 2010, July 2011, Aug. 2012

Week-long training for Vietnamese engineering faculty. Project funded by USAID, Intel, and the government of Vietnam; offered by Arizona State University and Portland State University.

**Workshop Leader, *An Introduction to Corpus Linguistics for Language Teachers***

Monterey Institute of International Studies, California – Feb. 12-13, 2010

Two-day workshop for graduate students and faculty.

**Workshop Leader, *Discourse Analysis and Corpus Linguistics***

Suranaree University of Science and Technology, Nakhon Ratchasima, Thailand – July 2006

Eleven workshops in discourse analysis and corpus linguistics for faculty and students.

**Workshop Leader, *How to Use Corpora in Language Teaching***

Tuscan Word Center, Pescia, Italy – October 2002

Half-day workshop for European doctoral students.

**Instructor, *Faculty Workshop in Corpus Linguistics and Concordancing***

Monterey Institute of International Studies, California – Summer 2000

Week-long workshop for faculty in TESOL and Translation and Interpretation.

**Workshop Leader, *Using Corpus-based Research and Materials***

Instituto Chileno Británico de Cultura, Universidad Metropolitana de Ciencias de la Educación, and high schools, Chile – May 2000

Workshops for high school teachers and university faculty.

**Presenter, Corpus Linguistics Seminars**

American Cultural Center (ICANA), Asociación Argentina de Cultura Inglesa (ACCI, British Cultural Center), and the Circolo Italiano, Buenos Aires, Argentina – May 2000

Hour-long seminars for university faculty and EFL teachers.

**Workshop Leader, Teaching English to Children**

YMCA English-teaching Programs, Tainan and Taipei, Taiwan – December 1999

Day-long training sessions for EFL teachers.

**Teacher Training Coordinator, Monterey Volunteers Overseas**

Monterey Institute of International Studies – June 1988

Week-long training for pre-service EFL teachers.

**Trainer, Center for Reassessment and Training (CREST)**

U.S. Peace Corps, Washington DC – May-June 1988

Week-long training and evaluation of pre-service Peace Corps volunteers.

**Teacher Training Director, U.S. Peace Corps/Lesotho Pre-Service Training**

Lesotho, Africa – December 1985-January 1986

Two-month in-country training for Peace Corps volunteers.

<b>PUBLICATIONS</b>
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**Books**

Conrad, S., & Biber, D. (with Daly, K. & Packer, S.). (2009). *Real grammar: A corpus-based approach to English grammar*. New York: Pearson Education.

Biber, D., & Conrad, S. (2009). *Register, genre, style*. Cambridge University Press.

Conrad, S., Biber, D., & Leech, G. (2002). *Workbook for the Longman student grammar of spoken and written English*. Harlow, England: Pearson Education.

Biber, D., Conrad, S., & Leech, G. (2002). *The Longman student grammar of spoken and written English*. Harlow, England: Pearson Education.

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

Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus linguistics: Investigating language structure and use*. Cambridge: Cambridge University Press.

## Monograph

Biber, D., Conrad, S., Reppen, R., Byrd, P., Helt, M., Clark, V., Cortes, V., Csomay, E., & Urzua, A. (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., & Biber, D. (Eds.) (2001). *Multi-dimensional studies of register variation in English*. Harlow, England: 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. (under review). Register variation. In D. Biber & R. Reppen (Eds.), *Cambridge handbook of English corpus linguistics*. Cambridge: Cambridge University Press.

Conrad, S. (in press). Expanding multi-dimensional analysis with qualitative research: A case study from civil engineering. In T. Berber Sardinha & M. Veirano (Eds.), *Multi-dimensional analysis, 25 years on*. Amsterdam: John Benjamins.

Conrad, S., & Pfeiffer, T. (in press). Writing spotlight. In D. Dowling, A. Carew & R. Hadgraft (Eds.), *Engineering your future: An Australian guide* (2<sup>nd</sup> ed.). Milton, Australia: Wiley.

Conrad, S. (2011). Variation in corpora and its pedagogical implications. In V. Viana, S. Zyngier & G. Barnbrook (Eds.), *Perspectives on corpus linguistics* (pp. 47-62). Amsterdam: John Benjamins.

Conrad, S. (2010). 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., & Levelle, K. (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., & Conrad, S. (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., Conrad, S., & Cortes, V. (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, England: Pearson Education.
- Conrad, S., & Biber, D. (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, England: Pearson Education.
- Biber, D., & Conrad, S. (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, England: Pearson Education.

- Biber, D., & Conrad, S. (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., & Biber, D. (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., & Conrad, S. (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 and Refereed Conference Proceedings

- Mull, J. & Conrad, S. (2012). Student use of concordancers for grammar error correction. *ORTESOL Journal*, 30, 5-14.
- Conrad, S., Pfeiffer, T., & Szymoniak, T. (2012). Preparing students for writing in civil engineering practice. *Proceedings of the 2012 American Society for Engineering Education Conference*, retrievable at <http://www.asee.org/search/proceedings>
- Conrad, S., & Pfeiffer, T. (2011). A preliminary analysis of student and workplace writing in civil engineering. *Proceedings of the 2012 American Society for Engineering Education Conference*, retrievable at <http://www.asee.org/search/proceedings>
- Conrad, S., Dusicka, P., & Pfeiffer, T. (2010). Work in progress: Understanding student and workplace writing in engineering. *Proceedings of the American Society for Engineering Education Zone IV Conference*, retrievable at <http://web.me.unr.edu/asee2010/Proceedings.pdf>
- Conrad, S., Dusicka, P., Pfeiffer, T., & Evans, R. (2009). Work in progress – A new approach for understanding student and workplace writing in engineering. *Proceedings of the 39<sup>th</sup> Annual ASEE/IEEE Frontiers in Education Conference*, retrievable at <http://fie-conference.org/fie2009/>
- Conrad, S., & Biber, D. (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., Conrad, S., & Cortes, V. (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 22: Discourse and Dialog*, 75-95.
- Biber, D., Conrad, S., Reppen, R., Byrd, P., & Helt, M. (2002). Speaking and writing in the university: A multi-dimensional comparison. *TESOL Quarterly*, 36, 9-48. And (2003). The Authors Respond: Strengths and goals of multidimensional analysis. (Response to M. Ghadessy). *TESOL Quarterly*, 37, 151-155. [Reprinted in W. Teubert & R. Krishnamurthy (Eds.) (2007). *Corpus Linguistics: Critical Concepts in Linguistics*. London: Routledge.]
- Biber, D., Reppen, R., & Conrad, S. (2002). Developing linguistic literacy: Perspectives from corpus linguistics and multi-dimensional analysis. *Journal of Child Language*, 29, 458-462.
- Biber, D., & Conrad, S. (2001). Quantitative corpus-based research: Much more than just bean counting. *TESOL Quarterly*, 35, 331-336.
- 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., & Goldstein, L. (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., Conrad, S., & Reppen, R. (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., Conrad, S., & Reppen, R. (1994). Corpus-based approaches to issues in applied linguistics. *Applied Linguistics*, 15, 169-189.
- Goldstein, L., & Conrad, S. (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. (2010). Review of *Write Like a Chemist: A Guide and Resource*, by Marin Robinson, Fredricka Stoller, Molly Costanza-Robinson, James K. Jones. *English for Specific Purposes*, 29(3), 217-20.
- 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 and Newsletters (Non-refereed Publications)

- 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., & Biber, D. (2000). What you need to know about academic writing -- Part Two. *EL Gazette*, No. 245, 10.
- Biber, D., & Conrad, S. (2000). What you need to know about academic writing -- Part One. *EL Gazette*, No. 244, 8.
- Conrad, S., & Rosser, C. (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.



<b>PROFESSIONAL PRESENTATIONS</b>
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\* denotes invited presentations

*Is There a Role for Multi-Dimensional Analysis in Mixed Methods Educational Research?* Paper presented at the 2013 American Association for Corpus Linguistics Conference, San Diego, CA. January 19, 2013

\**Applying Corpus Linguistics across Disciplines: A Case Study from Civil Engineering.* Plenary address at the Asia Pacific Corpus Linguistics Conference, Auckland, New Zealand. February 16, 2012

\**Applying Linguistics to Communication Problems: A Case Study from Engineering.* Invited presentation at Victoria University of Wellington, School of Linguistics and Applied Language Studies (speaker series), Wellington, New Zealand. February 24, 2012

\**Corpus Linguistics: One Perspective on the Good, the Bad, and the Ugly.* Invited presentation at University of Oregon, Department of Linguistics (speaker series), Eugene, OR. October 28, 2011

*Corpus Linguistics for Engineering Education: Writing in Civil Engineering.* Paper presented at the 2011 American Association for Corpus Linguistics Conference, Atlanta, Georgia. October 7, 2011

*A Preliminary Analysis of Student and Workplace Writing in Civil Engineering.* Paper presented at the 2011 American Society for Engineering Education, Vancouver, BC. June 27, 2011

\**Facilitating Learning for ESL Writers – and Native Speakers, Too!* Invited presentation at Lane Community College Spring Faculty Development Day, Eugene, OR. May 6, 2011

*Real English: Teaching How We Really Speak and Write.* Paper presented at the CATESOL conference, Santa Clara, CA. April 23, 2010

*Work in Progress: Understanding Student and Workplace Writing in Engineering.* With T. Pfeiffer. Paper presented at the American Society for Engineering Education Zone IV Conference, Reno, NV. March 26, 2010

*Training New Graduate Students in Applied Linguistics: Teaching Rhetorical Organization through Concordancing.* With K. Sievert and K. Walters. Paper presented at the American Association for Applied Linguistics annual conference, Atlanta, Georgia, March 6, 2010.

*Student and Workplace Writing in Civil Engineering: Applied Linguistics in Engineering Education.* With K. Sievert. Paper presented at the American Association for Applied Linguistics annual conference, Atlanta, Georgia, March 6, 2010.

*\*How Can a Corpus-informed Approach Help Us Deal with Those Poorly-formed, Rule-breaking, Annoying Grammar Features in Conversation?* Paper presented in the Speech/Pronunciation/ Listening Interest Section panel on A Corpus-informed Approach to Teaching Speaking, International TESOL Convention, Denver, CO. March 2009

*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?* Invited presentation at Georgia State University, Department of Applied Linguistics and ESL (speaker series). April 2007

*\*What Can We Expect from Corpus Linguistics in SLA Research?* Invited presentation at The Pennsylvania State University, Center for Language Acquisition (speaker series). 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?* Keynote address at the 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 at the 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. Carkin. 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 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. 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. 1989
- Topic Nomination and Turn-taking: Control in ESL Writing Conferences.* With L. Goldstein. Paper presented at the International TESOL Convention, Chicago, IL. 1988
- Nonverbal Communication in Lectures: An Aid to Comprehension?* Paper presented at the International TESOL Convention, Chicago, IL. 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

## EXTERNALLY-FUNDED GRANTS AND CONTRACTS

### *Preparing Students for Writing in Civil Engineering Practice: Research-based Materials Development and Assessment*

National Science Foundation -- \$588,267 (October 2013 – September 2017)

Principal Investigator

### *A Corpus Linguistics Approach for Assessing Student and Workplace Writing in Civil Engineering*

National Science Foundation -- \$149,769 (May 2009 – September 2011)

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)

## SELECTED CONSULTING WORK

### **Consultant and expert witness** – 2007-present

Occasional consulting and opinion-writing for grammar and vocabulary issues in legal cases for Northwest firms such as Perkins Coie LLC

### **Corpus linguistics consultant**, Georgia State University – 2003

*Grammar and Vocabulary in History: A Lexicogrammatical Study and Corpus Development Project*, Department of Applied Linguistics and ESL

### **Computer programmer and corpus linguist**, Educational Testing Service -- 2000-01

*Linguistic Analysis of the T2K-SWAL Corpus and the Development of Diagnostic Software Tools for Listening and Reading Texts*

## AWARDS

### **Teaching Awards**

John Elliot Allen Outstanding Teacher Award, Applied Linguistics, 2002-03, '05-06 & '10-11  
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

## SELECTED PROFESSIONAL SERVICE ACTIVITIES

### **Reviewer of grant proposals**

Research Grants Council of Hong Kong (General Research Fund) – April 2011  
Centers for Disease Control/Occupational Health & Safety Research special panel, Sp 2004  
Government of Ireland, North-South Research Programmes, 2003

**Editorial Board Member**, Corpus & Discourse Series, Bloomsbury Publishing, 2002-present

### **Editorial Advisory Board Member**

*International Journal of Corpus Linguistics*, Fall 2006- present  
*Analisi Linguistica e Letteraria (Linguistic and Literary Analysis)*, spring 2012 - present  
*TESOL Quarterly*, 1999-2002

### **Reviewer of article and book manuscripts for**

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

### **External Reviewer of Curriculum**

Suranaree University of Science and Technology, School of English Graduate Degree, 2011

### **External Reviewer of Promotion/Tenure Files**

University of Jordan (2012), Iowa State University (2007), New York Institute of Technology (2003)

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

### **Conference Proposal Reader**

American Association for Applied Linguistics Conference, 2014, 2013, 1996-2001  
TESOL Convention, 1995-97

### **Committee Member,**

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

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

## 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)  
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