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BIO CURRENT PUBLICATIONS CV/WEBPAGE FREQUENTLY TAUGHT COURSES

John M. Murphy

CURRICULUM VITAE

Name: John M. Murphy
Rank: Professor
Department: Applied Linguistics and English as a Second Language
Institution: Georgia State University

I. EDUCATION

Teachers College, Columbia University
Department of Curriculum and Teaching

Program in Teaching English to Speakers of Other Languages (TESOL)

Master of Arts (1979)

Master of Education (1983)

Doctor of Education (1985)

Dissertation: An Investigation into the Listening Strategies of ESL College Students, Specializations in:

(a) Teaching English to Speakers of Other Languages

(b) Second Language Teacher Education

Saint Joseph's University, Philadelphia, Pa.

Bachelor of Arts (1974), Literature (with K-12 certification to teach English and Spanish)

II. PROFESSIONAL CREDENTIALS

Professor, current, Georgia State University

Associate Professor, 1994-2004, Georgia State University

Assistant Professor, 1998-1994, Georgia State University

Assistant Professor, 1986-1988, Brooklyn College, CUNY

Lecturer, 1979-1985, Brooklyn College, CUNY

Lecturer, 1974-1977, Pontificia Universidad Católica Madre y Maestra, Santiago, Dominican Republic

III. TEACHING EXPERIENCE

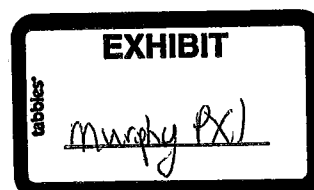
1988-Present, Georgia State University
Department of Applied Linguistics and ESL

1979-1988, Brooklyn College of the City University of New York, English as a Second Language Program of the Department of Educational Services

1977-1988, Public School Teacher of English to Speakers of Other Languages, Pemberton Township Junior High School; Pemberton, New Jersey (full time)

1974-1977, Lecturer, Pontificia Universidad Católica Madre y Maestra, Department of English as a Second Language (ESL), Santiago, Dominican Republic

Short Term Teaching Experience:



ESADE University, Department of Languages
Summer of 1995
Barcelona, Spain
MATESOL Teacher Development Courses
Barcelona, Spain

Academy for Educational Development
Invited Consultancy
In collaboration with Fulbright Commission
Summer of 1996, Short-term professional consultancy; two plenary addresses
as professional symposia
Cairo, Egypt

IV. ADMINISTRATIVE EXPERIENCE (ACADEMIC)

Director of Graduate Studies, AL/ESL (Spring 2000-Fall 2004)

Co-Director (with Harry Dangle) of GSU's *Center for Teaching and Learning* (1995-1998)

A. Departmental Services

Third Year Review of Department Chair, Chair (2003)

Executive AL/ESL Committee, Member, (1997-2000; 2002-2005)

Reappointment Committee for Tenure-track Associate Professor for 2005, Member (2004)

Proposal to initiate AL/ESL Master's International Program in collaboration with the Peace Corps, sole committee member (successful) (1999-2000)

Acting Chair, several times each year, for brief periods of time (1996-present)

Search Committee, Associate Professor, Member (2003)

Search Committee, three tenure-track assistant professor positions (resulted in the hire of one position), Chair (2002)

Search Committee for Visiting Assistant Professor to teach in the graduate program (2002)

Search Committee, tenure-track assistant professor position, (successful, resulted in the hire of one assistant professor), Chair (2001)

Search Committee, Temporary ESL Faculty Position, Chair (1995)

Graduate Assistantships Appointment Committee, Chair (2000-2004)

Graduate Assistantships Appointment Committee, Member (1996-1999)

Annual Review of Lecturers, Chair (2003)

Annual Review of Lecturers, Member (1998-2002)

PhD Admissions Committee, Member (2002, 2003)

Committee on planning and implementing orientation session for new graduate students, chair (2000-2004)

Committee to revise MA program brochure, Member (2003, 2004)

Committee to revise MA poster, Member (2003)

3rd year review of Dr. Sara Weigle, Member (2000)

Committee on faculty governance, AL/ESL Bylaws (2000)

Reappointment reviews of AL/ESL Lecturers, Chair (2000-2003)

Annual Evaluation committee for faculty colleagues as Assistant Professors, Chair (2003)

Annual Evaluation committee for Dr. Sara Weigle as Assistant Professor, Chair (2003)

Continuing appointment review of Dr. Nan Jiang as Assistant Professor, Chair, (2003)

Formative classroom observation and post observation mentoring of graduate teaching assistants, (1998-2001)

AL/ESL Program Review Committee, Member (1999)

Program Review Committee for section on quality of the curriculum, Chair (1999)

PhD Manual Committee, Member (2003)

PhD Proposal Committee, Member (2001)

Program Review Committee, Member (2001)

Program Review Committee for section on graduate program, Chair (2001)

Curriculum Consultant, oral communication courses, intensive English program (1997-2000)

Committee on graduate student exchange program with Bogazici University, Turkey, Chair, (1998-1999)

AL/ESL Promotion and Tenure Committee (1996-1997)

Interim Associate Department Chair (April-June 1995)

B. University Services (highlights only)

Organizer, Invited Lecture Series of the College of Arts and Sciences (2004)

Speaker: Professor Clifford Hill of Teachers College, Columbia University; Topic: Educational Assessment in a Digital Age

Chair, Center for Teaching and Learning Committee on Campus Conversations about Teaching at GSU, Associates from Fine Arts/Communications, Applied Linguistics, and Humanities departments (1999)

Proposal Writer (with Harry Dangle), additional funding for the Center through New Funding Plan of the office of the Provost, successful, \$50,000 (1998)

Committee Memberships

Promotion and Tenure Committee for College of Arts and Sciences Social and Behavioral Sciences Area (2005 - 2006)

Advisory Board of the Center for Teaching and Learning (1998-2002)

Scholarship of Teaching Grant Review Committee, Center for Teaching and Learning (1995-2000)

Faculty Award for Excellence in Teaching Committee, Center for Teaching and Learning (1995-2000)

University Senate (1999-2001)

Diversity Committee (Fall 2004-present)

Bylaws committee of College of Arts & Sciences (2000-2001)

Teacher Education Advisory Council (1996-1997)

Arts and Sciences Learning Support Council (1996-1997)

Teaching, Learning, and Technology Roundtable (1997)

SACC Committee (1996)

Interim Classroom Group (1996)

Geoscience Education Faculty Search Committee (1996-1997)

Arts and Sciences Curriculum Committee (1996-1997)

CPUA Promotion and Tenure Committee (1995-1997)

Senate Library Advisory Committee (1995-1996)

C. External Services--reviewer

TESOL Journal, Editorial Board Member, 1993-2003

Guest Co-Editor, Special Issue on "Sustained Content Language Teaching, *TESOL Journal*, 10 (2/3).

Argos (Revista de la División de Ciencias Sociales y Humanidades), La Universidad Simón Bolívar, Caracas, Venezuela, Editorial Board Member, 2002-present

TESOL Quarterly, Occasional Reader, 1991-present

English for Specific Purposes, Occasional Reader, 1994-present

Journal of Second Language Writing, Occasional Reader, 1992-2001

TESL Canada Journal, Occasional Reader, 1992-1998

Editorial Board Member, Basic Communication Course Annual, 1991-1995

D. External Services--other

Reviewer for Research Grant Application

Social Sciences and Humanities Research Council of Canada,
For a proposed project investigating the improvement of *English oral language ability in engineers and computer specialists*, (amount requested \$115,000) (completed Feb 25, 2005).

External Reviewer for Academic Programs

Program Reviewer: University of Massachusetts, Boston, Department of Applied Linguistics,
February-March, 2004

Primary author of final report (submitted June 1, 2004)

Referee for Book Publishers:

Book prospectus for Lawrence Erlbaum Associates. A professional development book titled,
"Researching second language classrooms." (2004)

Two book prospectuses for Cambridge University Press. ESL classroom textbooks focused on
the teaching of pronunciation. (1999)

Other Significant Professional Service:

External Evaluator for Faculty Promotion and Tenure

Candidates award of Tenure and Promotion to associate Professor, Kent State Univertisy,
completed Fed, 2005

Candidate's award of tenure and promotion to associate professor, University of Minnesota,
completed fall, 2003

Candidate's promotion to **full professor**, San Francisco State University, completed fall 2000

Candidate's promotion to associate professor, York University, Toronto, Canada, completed
fall 2000

Candidate's award of tenure and promotion to associate professor, Brooklyn College of the
City University of New York, completed fall 1997

Candidate's award of tenure and promotion to associate professor, Brigham Young University,
Hawaii, completed fall 1996

V. COURSES TAUGHT (1988-2004 at GSU)

AL 9400: Theory and Research in Second Language Teacher Education

AL 8900: Practicum in Teaching ESL/EFL

AL 8600: Practical Observation (Introduction to Classroom Centered Research for Language
Teachers)

AL 8480: Classroom Practices in ESL/EFL

AL 8450: Approaches to Teaching ESL and EFL to Adults

AL 8320: Sound System of English: Phonetics/Phonemics

AL 8250: Second Language Acquisition

AL 4011: Phonetics/Phonology

VI. INTELLECTUAL CONTRIBUTIONS

a. Publications - Journal Articles

Invited Article in a Peer-Refereed Journal

Murphy, J. M., and Stoller, F. L. (2001a). Sustained content language teaching: An emerging definition. *TESOL Journal*, 10(2/3), 3-7.

Refereed Journal Articles

Murphy, J. M. (2004a). Attending to word-stress while learning new vocabulary. *English for Specific Purposes Journal*, 23(1), 67-83.

Murphy, J. M., and Kandil, M. (2004). Word-level stress patterns in the academic word list. *System: An International Journal of Educational Technology and Applied Linguistics*, 32(1), 61-74.

Weigle, S. C., and Murphy, J. M. (2003). Mentoring and support for GTAs in ESL programs: An exploratory study of current practices. *Journal of Graduate Teaching Assistant Development*, 9(3), 121-134.

Murphy, J. M. (1997). Phonology courses offered by MATESOL programs in the United States. *TESOL Quarterly*, 31(4), pp. 741-764.

Murphy, J. M. (1996a). Integrating listening and reading instruction in English for academic purposes (EAP) programs. *English for Specific Purposes*, 15(2), 105-120.

Murphy, J. M. (1994a). Principles of second language teacher education: Integrating multiple perspectives. *Prospect: A Journal of Australian TESOL*, 9(1), 7-28. [First appeared in print in April, 1995, after process of consideration for promotion to assistant professor and tenure was completed].

Murphy, J. M. (1993a). An ESL oral communication lesson: One teacher's techniques and principles. *Basic Communication Course Annual*, 5, pp. 157-181.

Murphy, J. M. (1993b). Using modern technological resources for communicative purposes. *TESOL Journal*, 2(4), 11-14.

Nelson, G., and Murphy, J. M. (1993a). Peer response groups: Do L2 writers use peer comments in revising their drafts? *TESOL Quarterly*, 27(1), 135-141.

Nelson, G., and Murphy, J. M. (1993b, Winter). Writing groups and the less proficient ESL student. *TESOL Journal*, 2(2), 23-26.

Nelson, G., and Murphy, J. M. (1992). An L2 writing group: Task and social dimensions. *Journal of Second Language Writing*, 1(3), 171-193. [Lead article].

Murphy, J. M. (1992a). An Etiquette for the non-supervisory observation of L2 classrooms. *Foreign Language Annals*, 25(3), 215-225.

Murphy, J. M. (1992b). From caterpillar to butterfly: Using modern technology within the current paradigm of ESL instruction. *TESL Canada Journal*, 9(2), 80-98.

Murphy, J. M. (1992c). Preparing ESL students for the basic speech course: Approach, design & procedure. *English for Specific Purposes*, 11(1), 51-70.

Murphy, J. M. (1991a). Oral communication in TESOL: Integrating speaking, listening & pronunciation. *TESOL Quarterly*, 25(1), 51-75.

Murphy, J. M. (1989). Listening in a second language: Hermeneutics & inner speech. *TESL Canada Journal*, 6(2), 27-44. [Lead article].

Murphy, J. M. (1987). The listening strategies of English as a second language college students. *Research & Teaching in Developmental Education*, 4(1), 27-47.

b. Publications - Books/Monographs/Chapters

Books

Murphy, J. M. (2005). *Essentials in teaching academic oral communication*. Houghton Mifflin: Boston, MA.

Murphy, J. M., and Byrd, H. P. (Eds.). (2001a). *Understanding the courses we teach: Local perspectives on English language teaching*. Ann Arbor, Michigan: University of Michigan Press. For detailed description see: <http://www.gsu.edu/~wwwesl/understanding/>

For reviews of Murphy & Byrd (2001a) see:

Scovel, T. (2002). Book review of *Understanding the courses we teach: Local perspectives on English language teaching* by John Murphy and Patricia Byrd (eds.), *TESOL Quarterly*, 36(4), 635-636.

Gomes de Matos, F. (Nov./Dec., 2001). Personal stories in English language teaching: A review of " *Understanding the courses we teach: Local perspectives on English language teaching*. Ann Arbor, Michigan: *ESL Magazine*, p. 20. Bridge Press: Annapolis, MD.

Chapters in Books: Theory or Research Focused

Murphy, J. M. (2001a). A time for local perspectives (chapter one). In J. M. Murphy and H. P. Byrd (Eds.), *Understanding the courses we teach: Local perspectives on English language teaching* (pp. 3-10). Ann Arbor, Michigan: University of Michigan Press.

Murphy, J. M. (2001b). Background and general principles (chapter two). In J. M. Murphy and H. P. Byrd (Eds.), *Understanding the courses we teach: Local perspectives on English language teaching* (pp. 11-26). Ann Arbor, Michigan: University of Michigan Press.

Murphy, J. M. (2001c). Precursors to the Understanding collection (chapter three). In J. M. Murphy and H. P. Byrd (Eds.), *Understanding the courses we teach: Local perspectives on English language teaching* (pp. 27-32). Ann Arbor, Michigan: University of Michigan Press.

Murphy, J. M., and Byrd, H. P. (2001b). A framework for discussion, part one (chapter four), In J. M. Murphy and H. P. Byrd (Eds.), *Understanding the courses we teach: Local perspectives on English language teaching* (pp. 33-51). Ann Arbor, Michigan: University of Michigan Press.

Murphy, J. M., and Byrd, H. P. (2001c). A framework for discussion, part two (chapter five), In J. M. Murphy and H. P. Byrd (Eds.), *Understanding the courses we teach: Local perspectives on English language teaching* (pp. 52-68). Ann Arbor, Michigan: University of Michigan Press.

Murphy, J. M., and Byrd, H. P. (2001d). Looking forward: connectivity through the internet (chapter twenty-four), In J. M. Murphy and H. P. Byrd (Eds.), *Understanding the courses we teach: Local perspectives on English language Teaching* (pp. 446-452). Ann Arbor, Michigan: University of Michigan Press.

Murphy, J. M. (2001d). "Reflective teaching in English language teaching". In M. Celce-Murcia, (Ed.), *Teaching English as a second or foreign language* (3rd edition) (pp. 499-515). Heinle & Heinle, Boston, MA.

Chapters in Books: Pedagogy Focused and Professional Development Chapters

Murphy, J. M. (2003a). A roller coaster ride well worth the risk: First time editing a book. In P. Byrd and G. Nelson (Eds.), *Sustaining professionalism: Professional development in language education series* (pp. 43-50). Alexandria, VA: TESOL.

Murphy, J. M. (2003b). Pronunciation. In D. Nunan (Ed.) *Practical English language teaching* (pp. 111-128). New York: McGraw-Hill.

Murphy, J. M. (1998a). "Dealing with problems in an L2 teacher education course." In J. C. Richards (Ed.), *Teaching in action: Case studies from second language classrooms* (pp. 10-16). Alexandria, VA: TESOL.

Murphy, J. M. (1996b). Teaching pronunciation dramatically: Using excerpts from plays. In V. Whiteson (Ed.), *New ways of using drama and literature in language teaching* (pp. 119-122). Alexandria, VA: TESOL.

Murphy, J. M. (1995a). Directed listening thinking activity. In D. Nunan (Ed.), *New ways in teaching listening* (pp. 106-110) Washington, DC: TESOL.

Murphy, J. M. (1994b). Considering the job market. In Kathleen M. Bailey (Ed.), *New ways in teaching speaking* (pp. 282-285). Washington, DC: TESOL.

Murphy, J. M. (1994c). Introducing vowel symbols through information-gap procedures. In Kathleen M. Bailey (Ed.), *New ways in teaching speaking* (pp. 233-240). Washington, DC: TESOL.

Murphy, J. M. (1994d). Personalities from around the world. In Kathleen M. Bailey (Ed.), *New ways in teaching speaking* (pp. 298-300). Washington, DC: TESOL.

Murphy, J. M. (1993c). Facilitating seminar discussions with a 'designated reader.' In D. Freeman & S. Cornwell (Eds.), *New ways in teacher education* (pp. 105-107). Washington, DC: TESOL.

Murphy, J. M. (1993d). Introducing trainees to the topic of lesson planning. In D. Freeman & S. Cornwell (Eds.), *New ways in teacher education* (pp. 108-111). Washington, DC: TESOL.

Additional Contributions to Professional Development Books

Murphy, J. M. (1998b). Specialist comments on a case study titled, "Peer Reviews with the instructor: Seeking alternatives in writing". In J. C. Richards (Ed.), *Teaching in action: Case studies from second language classrooms* (pp. 239-240). Alexandria, VA: TESOL.

Murphy, J. M. (1998c). Specialist comments on a case study titled, "Giving effective written feedback to ESL global writing errors". In J. C. Richards (Ed.), *Teaching in action: Case studies from second language classrooms* (264-266). Alexandria, VA: TESOL.

Murphy, J. M. (1998d). Specialist comments on a case study titled, "Building confidence in spoken English". In J. C. Richards (Ed.), *Teaching in action: Case studies from second language classrooms* (pp 319-320). Alexandria, VA: TESOL.

Murphy, J. M. (1998e). Specialist comments on a case study titled, "Teaching English Pronunciation". In J. C. Richards (Ed.), *Teaching in action: Case studies from second language classrooms* (346-347). Alexandria, VA: TESOL.

Book Reviews

Murphy, J. M. (1996c). Book review of *Pronunciation* by Clement Laroy, *Modern Language Journal*, 80(2), 255-256.

Murphy, J. M. (1995b). Book review of "Pronunciation pedagogy and theory: New Views, New Directions, by Morley (ed.), *Language Learning*, 45(2), pp. 345-353.

Other Significant Publications

Murphy, J. M. (2004b). Word-level stress in EAP oral communication. *Houghton Mifflin Academic Success Newsletter*, 1(2), 1-5 [Lead article].

Murphy, J. M. (1993e). Comments on N. S. Prabhu's. "The dynamics of the language lesson: A reader reacts." *TESOL Quarterly*, 27(2), 310-315.

Murphy, J. M. (1991b). Strategies used by successful SEEK/ESL college students while listening to content-area/academic lectures. *Practical research III: studies in ESL for underprepared college students*. Vol. 3. A regional journal of the City University of New York (CUNY).

Murphy, J. M. (1988). Listening in a second language for academic purposes. *Practical research 2: studies in ESL for underprepared college students*, Vol. 2. (CUNY).

Murphy, J. M. (1985). Examining ESL listening as an interpretive language process. *TESOL Newsletter*. 19(6).

Additional Publications (Non-Peer Refereed)

Murphy, J. M. (1993). A note from the chair of the teacher education interest section of international TESOL: Proposal of a theoretical basis of L2 teaching education. *Teacher Education Interest Section Newsletter*, 8(3), pp. 2, 8.

Murphy, J. M. (1992). A note from the chair of the teacher education interest section of international TESOL: The adjudication process for the TESOL '93 convention. *Teacher Education Interest Section Newsletter*, 8(1), pp. 2, 8.

Reprints

Murphy, J. M. (1994). An Etiquette for the Non-Supervisory Observation of L2 Classrooms. *The Association of Teachers of English of the Czech Republic (ATECR) Newsletter*, 5(3), pp. 36-47. First appeared as: Murphy, J. M. (1992). An Etiquette for the Non-Supervisory Observation of L2 Classrooms. *Foreign Language Annals*, 25(3), 215-225.

Presentations at Professional Meetings

Invited Plenaries

Reflective Teaching in English Language Teaching: The Theory Base. June 7, 2004. Annual Conference of Teachers of English in the Dominican Republic. Santiago, the Dominican Republic.

Reflective Teaching in Action. June 10, 2004. Annual Conference of Teachers of English in the Dominican Republic. Santo Domingo, the Dominican Republic.

The "Speaking Component" (in the integration of speaking, listening, and pronunciation) in second language instruction. October 16-17, 1998. Carolina TESOL Fall Conference. North Carolina State University, Raleigh, NC.

Nonsupervisory (peer) observation of EFL classrooms. June 15, 1996. American Academy for Educational Development in Collaboration with the Fulbright Commission. Cairo, Egypt.

Supervisory observation of EFL classrooms. June 17, 1996. American Academy for Educational Development in Collaboration with the Fulbright Commission. Cairo, Egypt.

Principles and Practices of L2 Teacher Education, June, 1994. Mediterranean Institute in Barcelona, Spain. Jointly sponsored by: Institute of Education, University of London; Teachers College, Columbia University; University of Barcelona; and ESADE, Escuela de Idiomas, Barcelona, Spain. Other plenary speakers included Dr. Henry Widdowson and Dr. Guy Cook, both of the University of London.

"Making a Difference in the ESL Classroom." January, 1994. Alabama-Mississippi TESOL: University of Alabama at Tuscaloosa

Refereed Papers Presented at International, Regional, and State/Local Conferences

Understanding the courses we teach. June 8 (Santiago) and June 11 (Santo Domingo), 2004. Annual Conference of Teachers of English in the Dominican Republic (delivered in both Santo Domingo and Santiago).

Teaching speaking by principles in EFL. June 9 (Santiago) and June 12 (Santo Domingo), 2004. Annual Conference of Teachers of English in the Dominican Republic (delivered in both Santo Domingo and Santiago).

Word-Stress in teaching/learning academic vocabulary. March, 2004. TESOL International, Long Beach, March, 2004. With Magdi Kandil.

Examining entire language courses. March, 2003, TESOL International. Baltimore, MD.

Teaching spoken language for academic purposes. March, 2003, TESOL International. Baltimore, MD.

Defining parameters of sustained content language teaching. TESOL International. Salt Lake City. March, 2002. (with F. Stoller)

Internet-based ESL/EFL teacher preparation activities [incorporating threaded e-mail discussions in teacher education courses]. TESOL International. New York. March, 1999.

Working with ESL Classroom Activity Recipe Texts in L2 Teacher Education Courses: Theory and Practice. March, 1997. TESOL International. Orlando, FL.

Integrating listening and reading instruction in English for academic purposes (EAP) programs. March 30th, 1996. TESOL International. Chicago, IL.

Writing for Publication in Refereed Journals. South East TESOL. New Orleans, Louisiana. September 29th, 1994.

Workshop on ESL Classroom Observation Techniques. Alabama-Mississippi TESOL. January 29th, 1994

Writing for Publication in Refereed Journals. TESOL International. Baltimore, MD. March 9th, 1994

Preparing ESL Students for Oral Communication in Mainstream Academic Courses. Georgia TESOL Spring Conference. Athens, GA. April 22nd, 1994

Principles of Second Language Teacher Education: Integrating Multiple Perspectives. Southeast TESOL, Fort Lauderdale, FL, October 1, 1993. - A "Specially Featured" Presentation.

Preparing ESL University Students for Oral Communication Courses. Southeast TESOL, Fort Lauderdale, FL, October 2, 1993.

Gaining Classroom Experience: TESL Graduate Students as Teacher's Aides. TESOL International: Atlanta, GA, April, 14, 1993.

Introducing the topics of Realia and (i + 1) to Pre-service teachers. TESOL International, Atlanta, GA, April, 15, 1993.

A First-Time Teacher Becomes an Exploratory Teacher. TESOL International, Atlanta, GA, April, 16, 1993.

Writing Groups and the Less Proficient ESL Student. (W/ Gayle Nelson). Conference on College Composition and Communication (CCCC): San Diego, CA, March 12, 1993.

Teaching ESL Speech Communication as a Discovery Process: Techniques and Principles. International Speech Communication Association (SCA): Chicago, IL., October 31, 1992

The Introductory Communication Course and Students of English as a Second Language. International Speech Communication Association (SCA): Chicago, IL., November 1, 1992

Introducing ESL Students to the Sound System of English. A Pre-Conference Workshop, Southeast TESOL: Biloxi, Mississippi, October 8, 1992.

Illustrating Uses of Realia: The Tennis Balls Activity. Southeast TESOL: Biloxi, Mississippi, October 9, 1992

Preparing ESL Students for the Basic Speech Course: Approach, Design, and Procedures. International Speech Communication Association (SCA): Atlanta, GA, November 1, 1991.

Introducing ESOL Students to the Sound System of English. Southeast TESOL: Atlanta, GA, October 10, 1991.

Etiquette Guidelines for the Non-Supervisory Observation of L2 Classrooms. International Conference on L2 Teacher Education: Hong Kong, China, April, 1991.

Working with the Sound System of English. Georgia TESOL: Atlanta, GA, April, 1991

Saving the Earth through Project in ESL. TESOL International: New York City, March 25, 1991.

Teaching ESL Speech Communication in Community Colleges. International Speech Communication Association (SCA): Chicago, IL, November 1, 1990

Teaching ESL Speech Communication as a Discovery Process. Georgia State University TESOL Conference, Atlanta, GA, December 18, 1990.

The Oral Communication Classroom: Casting a Wide Net. Georgia State University TESOL Conference, Atlanta, GA, December 18, 1990.

Oral Communication in TESOL: Speaking, Listening & Pronunciation. Southeast Regional TESOL: Louisville, KY, October 18, 1990.

An Etiquette for Visiting/Observing L2 Classrooms In Non-Supervisory Relationships. Southeast Regional TESOL: Louisville, KY, October 19th, 1990.

Learning to Observe One's Own Classroom Practices. Georgia TESOL: Atlanta, GA, April 21, 1990.

Implementing a Framework for the Analysis of Methods. Georgia TESOL: Atlanta, GA, April 21, 1990.

Applying a Framework for the Analysis of Methods: Approach, Design & Procedure. TESOL International: San Francisco, CA, March 8, 1990.

Oral Communication in TESOL. USIA Workshop for International Visitors: TESOL Specialists April, 1989.

Listening in a Second Language: Hermeneutics & Inner Speech. International Speech Communication Association (SCA): San Francisco, CA, November, 1989.

Conducting Inservice Workshops in ESL for Mainstream Classroom Teachers. TESOL International: San Antonio, TX, March, 1989.

Listening in a Second Language: Hermeneutics & Inner Speech. Georgia State University TESOL Conference: Atlanta, GA, December 2, 1988.

Speaking and Listening in the ESL Classroom. Hudson Valley Region Conference on Testing and Evaluation. April, 1987.

The Teacher in the Classroom: Learning to Listen to Students' Needs. Mellon Core Faculty Development Seminars: The City University of New York. June, 1985.

Report on an Investigation into the Listening Strategies of ESL College Students. TESOL International: New York City, March, 1985.

The Teacher in the Classroom: The Art of Learning to Listen. Mellon Core Faculty Development Seminars. The City University of New York. June, 1985.

The ESL Student in the Mainstream Classroom: The Art of Learning to Listen. Mellon Core Faculty Development Seminars. The City University of New York. November, 1983.

An Introduction to ESL Listening Process. LaGuardia Community College Conference on Issues in ESL. April, 1983.

Teaching ESL Pronunciation with the Aid of a Color-Coded Phonemic Chart. TESOL International Conference. Detroit, MI. March, 1983

Teaching Pronunciation to ESL College Students. 40th Annual Convention of the New York State Speech Communication Association. Syracuse, NY. October, 1982.

Other Invited Professional Presentations

Attending to Word-Stress While Learning Academic Vocabulary. April 25, 2003. Department of Communication, University of Georgia, Athens, GA.

Vocabulary instruction and speech-pronunciation. April 19, 2002. Conference celebrating Applied Linguistics and English as a second language at Georgia State University.

Speech intelligibility in the teaching of English for academic purposes. March, 1998. Academic session sponsored by the Speech-Pronunciation Interest Section of TESOL International Convention. Topic: Seattle, WA.

Faculty development in teaching English for academic purposes. March, 1997. DeKalb College, Georgia.

Teaching ESL by Principles: State-of-the-Art. September 3rd, 1996. First day of local conference workshops designed for ESL teachers who work in Colombia, S.A. Location: Bradenton, Florida for the New World Language Institute. ICETEX ESL-Teacher Training.

Contemporary theory and practices in the teaching of ESL through task-based approaches. September 4th, 1996. Second day of local conference workshops designed for ESL teachers who work in Colombia, S.A. Location: Bradenton, Florida for the New World Language Institute. ICETEX ESL-Teacher Training.

Participation on Panels

Incorporating attention to speech intelligibility within task-based curricula in the teaching of English for academic purposes. March 1999. Academic session sponsored by the Speech-Pronunciation Interest Section of TESOL International Convention, New York.

Basic Classroom Practices in Teaching Pronunciation. TESOL International Convention. Long Beach, CA. April 1st, 1995. [One of five presenters].

Exploring Perceptions of the Teaching Process. Contribution to an Academic Session on Second Language Teacher Education. TESOL International Convention, Atlanta, GA, April, 15, 1993.

Considering Non-Native Speakers of English. Part of a Short Course on Directing the Basic Communication Course. International Speech Communication Association (SCA): Chicago, IL., October 30, 1992

An Etiquette for the Non-Supervisory Observation of L2 Classrooms. Contribution to an Academic Session on Second Language Teacher Education. TESOL International: Vancouver, Canada. March 4, 1992.

* I was also the co-organizer, along with Donald Freeman, of this Academic Session.].

Colloquium Presentations

Survival Kit for teaching EFL. March, 2004. TESOL International, Long Beach, CA. March, 2004.

Colloquium on "Teacher Preparation" in TESOL: ESL Directors Talk with Teacher Educators." TESOL International Convention. Long Beach, CA. March, 29th, 1995.

Short Courses

Classroom Management, Working with large classes of mixed ability learners. Teacher training initiative for Egyptian EFL teacher educators, funded under the Development Training 2 Project as managed by the Institute for International Development, and financed by the United States Agency for International Development, January 25-February, 2000.

Classroom Management in English Language Teaching. Academy for Educational Development's Integrated English Language Project as awarded to the AL/ESL Department of Georgia State University. Two 17 Short Courses, Fall, 1999.

Second Language Acquisition. Academy for Educational Development's Integrated English Language Project as awarded to the AL/ESL Department of Georgia State University. 12 hours, Fall, 1998.

Second Language Acquisition. Academy for Educational Development's Integrated English Language Project as awarded to the AL/ESL Department of Georgia State University. A series of 2 separate 12 hour short courses. Spring, 1999.

Workshops

Essentials in Teaching Pronunciation in ESL. TESOL International Convention. Preconvention Institute. [One of 6 presenters. Saint Louis, MO, March 2001.

Teaching Speaking by Principles. July 21-23, 2000. TESOL Academy 2000 sponsored by the international TESOL, University of Chicago, Chicago, IL,

Teaching the stress and rhythm component of pronunciation in ESL. March, 2000. Preconvention Institute of TESOL International Convention. Vancouver, Canada. March 2000.

Teaching Speaking by Principles. June 11-13, 1999. TESOL Academy 1999. Sponsored by the international TESOL professional organization in collaboration with the University of Texas at San Antonio.

The vowel sound component in the teaching of pronunciation in ESL. March, 1999. Preconvention Institute of the TESOL International Convention. [One of 6 presenters. New York.

Teaching segmentals in the pronunciation classroom. Preconvention Institute. March 1998. TESOL International Convention. [One of 6 presenters. Seattle, WA.

Teaching stress and rhythm in pronunciation classrooms. Preconvention Institute. March 12th, 1997. TESOL International Convention. [One of 4 presenters. Orlando, FL.

Contemporary theory and practices in the teaching of ESL through task-based approaches. June, 1996. American Academy for Educational Development in Collaboration with the Fullbright Commission. A three hour workshop attended by 20 Egyptian teacher educators.

Teaching by Principles: State-of-the-Art . June, 1996. American Academy for Educational Development in Collaboration with the Fullbright Commission. A three hour workshop attended by 36 American ESL teachers and teacher educators working for the Fullbright Commission in Egypt.

Classroom Practices in the teaching of L2 Pronunciation. March, 1996. (Organizer) Postconvention institute/ International TESOL Convention in Chicago.

"Pronunciation Teaching: Basic Strategies." May 13, 1995. Georgia TESOL Convention.

Editorial/Reviewer Projects<

Editorship for Journal Publications

Murphy, J. M., & Stoller, F. L. (Eds.) (2001b). Sustained-content language teaching. [Special Issue]. TESOL Journal, 10(2/3).

Grant Submissions and Awards

1998. Internal, GSU. Office of the Provost's New Funding Plan, request for additional funding for GSU's Center for Teaching and Learning, composed and submitted with Dr. Harry Dangle
Amount Awarded: \$50,000

1997 (not awarded). The Comprehensive Program Fund for the Improvement of Postsecondary Education (FIPSE). *Enhancing Teaching through Coaching.* Proposal submitted in collaboration with Dr. Edith Guyton and Dr. Ann Kruger of GSU's College of Education.

1996 (not awarded). The Comprehensive Program Fund for the Improvement of Postsecondary Education (FIPSE). *The Scholarship-of-Teaching Project: Providing Faculty Incentives and Support.* Proposal submitted in collaboration with Dr. Harry Dangel of GSU's College of Education and co-director of the Center for Teaching and Learning.

1996 (not awarded). Faculty Mentoring Grant Application. *Investigating process of second language teacher-learning and teacher cognition.*

1995, Source: College of Public and Urban Affairs (CPUA) Graduate Research Assistantship Program. Title: *Analyzing Video Recordings of EAP Lessons: Tracking Teacher Development Over Time.*
Amount Awarded: \$2,400

1995, GSU Quality Improvement Fund Award. Title: "Request for Lanier Transcribers and Omni-directional Microphones for Language Teacher Development
Amount Awarded: \$4,480

1994 (not awarded). The Comprehensive Program Fund for the Improvement of Postsecondary Education (FIPSE). *Teaching Faculty to Improve Teaching: Introducing Strategies of Reflective Teaching into the Teaching Agendas of Experienced and Novice Teachers*

1991. GSU Quality Improvement Fund Award. Title: "Providing Video Feedback in the Teaching of ESL: Teachers in Training, Teaching Assistants, and ESL Students"
Amount Awarded: \$3,100

1990. Source: Corrections Program of the State of Georgia Department of Education
Title: "Developing Curriculum Alternatives for Teachers of English as a Second Language Who Work in Correctional Institutions"
Amount Awarded: \$3,000

1988. Source: Research Office, Georgia State University. Title: "The Effect of Differences in a Speaker's Pausing Patterns on the Listening Performances of ESL College Students"
Amount Awarded: \$1,500

1988. Source: University Committee on Research of the City University of New York (a PSC-CUNY Research Grant). Title: "Developing Profiles of ESL/SEEK Students as Listeners Academic Lectures: When Are They Ready for the Mainstream?" [though awarded, I forfeited the award when I left CUNY to come to GSU].
Amount Awarded: \$15,000

1987. Source: Office of Special Programs of the City University of New York: SEEK-Retention Research Grant. Title: "An Investigation into the Strategies Used by Successful ESL College Students While Listening to Academic Lectures"
Amount Awarded: \$5,999

VII. PROFESSIONAL AND HONOR ORGANIZATION ACTIVITIES

a. Memberships

International Association of Teachers of English to Speakers of Other Languages (TESOL)

American Association of Applied Linguists

b. Offices/Committees/Presentations

International TESOL

Chair of the TESOL's publications committee (scheduled); to serve as incoming chair (2005), chair (2006-2007), and outgoing chair (2008)

Referee for conference papers submitted to the Speech/Pronunciation Interest Section (1998-2004)

Referee for conference papers submitted to the Second Language Teacher Education Interest Section (1990-2004)

Steering committee to propose a new Speech/Pronunciation Interest Section, member (successful) (1997-1998)

Steering Committee Second Language Teacher Education Interest Section, member (1992-1993)

Chair of the Second Language Teacher Education Interest Section (1991-1992)

Associate Chair of the Second Language Teacher Education Interest Section (1990-1991)

Support for Other International Organizations

Academic Specialist, U. S. Department of State, English Language Specialist Program, in collaboration with the Dominico-Americano professional organization. Presented two plenary addresses at professional conferences in the Dominican Republic on the topic of reflective teaching, also offered a series of three workshops on related topics at the same conferences (June 2004).

Academic Specialist, Academy for Educational Development in collaboration with Fulbright Commission, Cairo, Egypt.

Presented two plenary addresses on the role of teacher observation in English language teaching, also taught four workshops on related topics to English language teachers in Cairo (June 1996).

VIII. HONORS, AWARDS AND RECOGNITION

College Faculty Achievement Award for Excellence in Teaching

College of Urban and Public Affairs, 1999

For selected citation list, see Professional Development Notebook, Section 7 for General Recognition within One's Discipline