

Undergraduate Certificate – Additional information form

Note: Certificate programs offered at the University of Arizona, at the undergraduate or graduate level, are not approved as eligible programs for federal student financial aid. Although students enrolled in certificate programs are not eligible for any federal student aid programs, students may be eligible for private loans, outside scholarships, and University of Arizona department funding. For more information, please see [Federal Student Financial Aid Eligibility for Programs](#).

I. General Information

- a. Proposed Title of Certificate: Teaching English as a Global Language
- b. CIP Code: 13.1401 Teaching English as a Second/Foreign Language
- c. Anticipated first admission term: Fall 2020

II. Requested by SBS, English

III. Program Affiliation— none

IV. Certificate Description

With the rapid growth of English as the premier global language and the continued development of international Englishes, the field of TESOL (Teaching English to Speakers of Other Languages) is currently undergoing a shift in how it conceptualizes English, from a hegemonic system that privileges native speakers to a heterogeneous yet unified communication system with diffuse international centers of use, development, and ownership—English as a global language. Teachers with foundational training in this new perspective are in high demand and often have an advantage over teachers with more traditional training. Moreover, students with coursework framed in this perspective have an advantage when applying for and completing graduate level studies in TESOL. Undergraduates majoring in fields like English, Linguistics, and

similar humanities and social sciences often consider a year or two abroad as a career booster, and some are interested in teaching as a career, but do not wish to commit to full certification or graduate studies immediately for a variety of reasons. To provide these students with a means to this goal that reflects developments in the field, we propose an undergraduate Certificate in Teaching English as a Global Language (TEGL) comprised of four foundational courses framed in a global Englishes perspective: Introduction to the English Language, English Sociolinguistics, English Grammar, and TESOL. These courses have been, and are currently, offered by the English Department, and have evolved over the past few years to reflect new perspectives.

V. Purpose

While several of our peer institutions offer undergraduate degrees, minors, and certificates in TESOL or applied linguistics, UA offers only 1) a research-oriented, 30 credit hour (10 course) MA TESL degree and 2) a 15-credit hour (5 course) graduate certificate, both by the English Department, and a 100-seat-time-hour practice-oriented, non-credit certificate offered independently by CESL. UA offers no for-credit recognition of coursework in TESOL at the undergraduate level, putting it at a disadvantage compared to several of its peer institutions and to ASU, which has such a certificate. While the English Department has plans to develop a full minor in TEGL eventually, we believe demand is high now for an undergraduate certificate recognizing the completion of foundational coursework in TEGL. Increasingly every year we are approached by undergraduates wishing to gain some sort of certification in TESOL, and while we attempt to accommodate high achieving undergraduates by allowing participation in 500-level graduate courses, our enrollments in the aforementioned courses, especially ENGL 455: Introduction to TESOL, show us there is more than adequate interest to support a certificate.

VI. Target Audience(s)

a. Describe the target audience(s) for this certificate and the specific audience needs this certificate aims to address. Address the relevant points below based on your target audience(s).

- i. Does this certificate meet the needs of an **industry or workforce partner**? Explain the industry needs this certificate is proposing to address. Provide a list of industry partners with whom you are working and confirmation of this support.

The target audiences include the undergraduates majoring in English, Linguistics, Education, and related disciplines in humanities and social sciences. This proposed certificate is not part of any collaboration with an industry or workforce partner.

- ii. Does this certificate provide an **introductory pathway to an existing graduate degree**? Provide the name(s) of the degree(s).

Some of the undergraduates who choose to enroll in this certificate program may want to pursue a graduate degree in TESOL. Our department offers a fully online graduate certificate (please see: <https://english.arizona.edu/graduate-certificate-tesl>) and an on the ground master's degree in TESL/TEFL (please see: <https://english.arizona.edu/ma-tesl>)

- iii. Does this certificate serve as **professional development for the targeted audience**? Explain how this certificate will help the audience develop professionally.

The undergraduate certificate is designed to fully equip students with the skills and knowledge needed to become TESOL professionals. With its focus on teaching, as entry-level certification the TEGC Certificate may enhance employability for international TEFL positions and may enhance employability for community ESL volunteer and entry-level employment in the US, although an MA or state certification is usually required for more lucrative positions here. The Certificate prepares students for further study and certification in the field of TESOL, providing them with an updated foundation framed in a Global Englishes perspective. Because it is grounded in this updated perspective, the Certificate gives students an advantage in applying to graduate level degree study.

In short, the coursework will help students develop strong expertise in TESOL so that they can choose one of the many career paths available to TESOL professionals. They can teach English as a global language in the U.S. or abroad, hold administrative positions in English language programs, design and develop teaching materials for publishers or companies, develop community-based language programs in the U.S. or abroad, pursue graduate studies, among others.

VII. Certificate Requirements

Minimum total units required <i>*minimum 12 units</i>	12
Minimum upper-division units required <i>*minimum 6 units of credit must be upper division UA coursework</i>	9
Total transfer units that may apply to the certificate.	Up to 6 with approval from the EAL program director
List any special requirements to declare/admission to this certificate (completion of specific coursework, minimum GPA, interview, application, etc.)	<ul style="list-style-type: none"> • A high school diploma or equivalent is required for admission to an undergraduate certificate. • Students with sophomore standing and a minimum 2.5 grade point average would be eligible to enroll in the certificate. • Second language speakers of English must have a minimum TOEFL iBT score of 75 to enroll. • Students enrolled in any degree program are allowed to complete the certificate; no concurrent enrollment in

	a degree program is required.
Certificate requirements. List all required certificate requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p>The Certificate would include the following four courses for 12 credit hours:</p> <p>1) English 255: Introduction to the English Language (3) OR Ling 201: Introduction to Linguistics (3) 2) English 355: English Sociolinguistics (3) 3) English 406: Modern English Grammar (3) OR Ling 300 Introduction to Syntax (3) OR (NEW) English 408 Acquiring English as a Global Language (3) 4) English 455: Introduction to TESOL (3)</p>
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	NA

<p>Additional requirements (provide description)</p>	<p>A teaching portfolio must be completed and submitted by each student for a successful completion of the undergraduate certificate. Teaching portfolios serve multiple purposes: They allow TESOL professionals to present themselves as a teaching professional to others, showcase their teaching strengths, demonstrate their knowledge base as a teacher, and reflect on their own teaching and continued professional development.</p> <p>As a requirement for the undergraduate certificate, all students enrolled in the certificate program will complete a digital teaching portfolio. At minimum, the portfolio should include:</p> <ul style="list-style-type: none"> · current CV · teaching philosophy · diversity statement · 2-3 lesson plans, · (optional) other professional materials of the student's choice--e.g., teaching materials; handouts, slides, or poster presented at an academic conference, sample student feedback, etc.
<p>Any double-dipping restrictions (Yes/No)? If yes, provide description. <i>*A maximum of 6 units may double-dip with a degree requirement (major, minor, General Education) or second certificate.</i></p>	<p>Certificate coursework may double dip with up to 6 units (2 courses) applied towards another major, minor, gen ed requirements, or certificate. Students will be advised to take courses from the list above.</p>

VIII. Current Courses

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
ENGL 255	3	Introduction to the English Language	Basic concepts in the study of the English language: history, semantics, phonology, morphology, syntax, and discourse. English in its social context: regional and social varieties, language acquisition, and English as an international language.	NA	In-person	F	

LING 201	3	Introduction to Linguistics	Fundamentals of linguistics; phonetics, phonology, morphology, syntax, semantics and language acquisition; provides basis for further study in the field.	NA	In-person	F, W, Sp, Su	
ENGL 355	3	English Sociolinguistics	Study of English form and use in relation to social and cultural contexts. Topics include regional and social dialectology, attitudes toward variation and change, strategies of interaction, gender and language use, and politeness, power and politics.	NA	In-person/online	Sp	

LING 300	3	Introduction to Syntax	Fundamentals of syntactic analysis. Central notions of generative grammar. Aspects of the structure of English and other languages.	NA	In-person	F, Sp	
ENGL 406	3	Modern English Grammar	Introduction to the nature of grammar and approaches to the description of English grammar, emphasizing Chomsky's transformational-generative model. Focus is on grammatical structure, but scope includes phonology and social/historical factors which influence the form and use of English in various contexts. Includes practice in phonemic transcription and sentence diagramming.	NA	In-person/online	F, Sp	

ENGL 455	3	Introduction to TESOL	A general overview of the profession covering prominent theories, methodologies, and procedures influencing the field.	NA	In-person/online	F, Su	
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IX. New Courses Needed

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typical Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
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ENG 408	3	Acquiring English as a Global Language	This course gives an introduction to the basics in research and learning theories involved in the acquisition of English as a global language and culture(s). The goal is to provide course participants an interdisciplinary knowledge base about the major theories of second language acquisition and learning. TESOL professionals who are knowledgeable about the complexities of the process of second language acquisition are better equipped to assess and implement appropriate methodologies to meet the needs of English language learners in a variety of contexts.	NA	In-person	In development	Spring 2021	Sp		Dr. Dwight Atkinson Dr. Hayriye Kayi-Aydar Dr. Jonathon Reinhardt Dr. Christine Tardy Dr. Shelley Staples
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*In development (D); submitted for approval (S); approved (A)

Subject description for new prefix (if requested). Include your requested/preferred prefix, if any: none

X. Faculty & Resources

a. Current Faculty

Faculty Member	Involvement	UA Vitae link or "CV attached"
Hayriye Kayi-Aydar	Teach ENGL 408 (NEW); ENGL 355; ENGL 455;	CV attached
Shelley Staples	Teach ENGL 255; 406; 408	CV attached
Christine Tardy	Teach ENGL 355; 455; 408	CV attached
Jonathon Reinhardt	Teach ENGL 255; 406; 408; Faculty Advisor	CV attached
Dwight Atkinson	Teach ENGL 355; 408	CV attached

b. **Additional Faculty** – Describe the additional faculty needed during the next three years for the initiation of the program and list the anticipated schedule for addition of these faculty members.

None are anticipated, except potentially SLAT PhD students or adjunct lecturers if enrollments exceed current capacity.

c. **Library Acquisitions Needed** – Describe additional library acquisitions needed during the next three years for the successful initiation of the program. - NA

d. **Physical Facilities & Equipment** -Assess the adequacy of existing physical facilities and equipment available for the proposed certificate. Include special classrooms, laboratories, physical equipment, computer facilities, etc. Describe additional physical facilities and equipment that will be required or are anticipated during the next three years for the proposed program.

The existing physical facilities and equipment will be adequate for the proposed certificate. No special classrooms or laboratories will be needed. No additional physical facilities and equipment will be required or are anticipated during the next three years for the proposed program.

e. **Other Support** - Describe other support currently available for the proposed certificate. Include support staff, university and non-university assistance. List additional staff and other assistance needed for the next three years. The EAL director will coordinate the portfolios and full-time EAL faculty will review all the portfolios.

If enrollment demands exceed our current faculty capacity to teach the courses, we may coordinate with the Writing Program and with the GID PhD program in SLAT for doctoral level students to teach some of the courses through GATships. In the future if there is need or demand, we may approach CESL and/or CoH to coordinate potential complementary offerings.

f. **Marketing & Recruitment** - Provide a detailed and robust marketing strategy for this certificate.

The four courses have had an estimated average enrollment of 20 students every year (80 total), with approximately 25% of those students taking 2 of the courses and 10% taking 3 or 4. Once we advertise the certificate, we believe there would be 30-40 students in the program, with 10-15 certificate graduates a year.

We plan on advertising the TEGL certificate and recruiting students through a number of ways: a) emailing flyers and brochures to program directors and department heads of the target programs and disciplines; b) distributing flyers and brochures in local TESOL and other educational conferences that undergraduate students might attend; c) visiting new student/program orientations in numerous target departments/programs and talking to their undergraduates directly; and d) using social media (e.g., [U of Arizona English Applied Linguistics Facebook Page](#)).

g. **Financial** - Provide a copy of the budget for the certificate including start-up costs and the anticipated costs for the first three years. Include some indication of how this fits with the overall department budget.

We do not anticipate needing additional instructors at this time—funds will only be spent on promotion and advertising (flyers only). The English department will allocate \$250.00 for the flyers.

XI. Student Learning Outcomes and Assessment

Students completing the TEGL Undergraduate Certificate will be able to:

- Explain, identify, and apply foundational concepts in linguistics, including basic phonology, morphosyntax, pragmatics, and language history and change, as well as introductory concepts in global Englishes including official English, L2 acquisition, and ESL education. (Relevant required coursework: ENGL 255, ENGL 355; Possible measures: Teaching portfolio (e.g., teaching philosophy, observation reports))
- Explain and distinguish between introductory concepts in sociolinguistics and global Englishes, including multilingualism, language contact, language planning and policy, regional and social variation, gender and language, politeness, and pragmatics, as well as concepts in global Englishes including International English, English as a lingua franca, and New Englishes.

(Relevant required coursework: ENGL 355, ENGL 455; Possible measures: Teaching portfolio (e.g., lesson plans, observation reports, teaching philosophy))

- Analyze English usage and how grammar is used to enable and facilitate communication, as well as concepts key to teaching EGL including issues of standardization, variation, change, and L1 influence. (Relevant required coursework: ENGL 406, ENGL 455; Possible measures: Teaching portfolio (e.g., lesson plans, observation reports, teaching philosophy), ENGL 406 Curriculum Project.
- Identify major issues and apply introductory concepts in TESOL, including the different contexts of learning and instruction (including online instruction), the impact of global Englishes on the field, learner differences, common teaching methodologies, teaching the skills areas (reading, writing, listening, speaking, grammar, pronunciation), culture, and assessment. (Relevant required coursework: ENGL 406, ENGL 455, ENGL 408; Possible measures: Teaching portfolio (e.g., lesson plans, observation reports, teaching philosophy), ENGL 406 Curriculum Project.
- Analyze and evaluate the appropriateness of specific English language instructional practices based on principles of second language acquisition theory and research. (Relevant required coursework: ENGL 455, ENGL 408; Possible measures: Teaching portfolio (e.g., lesson plans, observation reports, teaching philosophy)).

XII. Certificate Outcomes and Assessment

An individual with a Bachelor's degree in English, Linguistics, or similar humanities or social science fields with the Certificate can secure entry-level employment teaching in language schools or programs internationally. While graduate certificates or Master's degrees in the field are often necessary for continued employment and advancement, tens of thousands of short-term (1 or 2 year) teaching positions all over the world need only a Bachelor's in English, Linguistics, or a similar field with some preparation, like the TEGL Certificate.

The four course areas that comprise the undergraduate TEGL Certificate are foundational for continued education and certification in the field, whether at UA or another university. For students desiring further training before entering employment, the TEGL Certificate may be combined with non-credit offerings like UA CESL's 100-seat-

hour non-credit summer TESL certificate and/or with graduate offerings like our 15 CH graduate certificate in TESL, as the TEGl Certificate does not replicate, but offers preparatory content, for those certificates. Moreover, because of the updated content and foundational nature of its coursework, the TEGl Certificate provides an advantage for those seeking admission into competitive graduate degree programs, like our MA in TESL degree.

Students with international experience have a great advantage in securing employment in many fields. However, even without international experience, the certificate develops highly marketable 21st century employment skills applicable to working in a globalized economy, including intercultural competence, global citizenship, and language awareness. A recent news story captures a surprising but notable growing phenomenon as English becomes internationalized—native speakers whose English is difficult to comprehend because they do not have experience adjusting their usage for an international audience: <http://theconversation.com/why-native-english-speakers-fail-to-be-understood-in-english-and-lose-out-in-global-business-54436>.

The TEGl certificate program assessment will use students' teaching portfolios, along with a variety of other measures from other program activities (e.g., course performance, exit survey, etc.) to show that students have met the program outcomes. While a number of portfolio materials will be completed as part of required assignments in TEGl courses, other components will be addressed in numerous workshops regularly offered by the EAL faculty (e.g., CV workshops, job market workshop, etc.)

XIII. Certificate Demand

a. What is the anticipated student enrollment for this certificate by the third year the certificate is offered? Please provide measurable indicators of student interest in the certificate (survey results of current students or alumni) and with reference to similar programs elsewhere. Provide market analysis or other tangible evidence to support projected enrollment numbers.

The four courses have had an estimated average enrollment of 20 students every year (80 total), with approximately 25% of those students taking 2 of the courses and 10% taking 3 or 4. Once we advertise the certificate, we believe there would be 30-40 students in the program, with 10-15 certificate graduates a year.

A recent market analysis results (Burning Glass reports) based on both nation- and state-wide employment data between the years 2014 and 2020 project a steady increase in the employment numbers for TESOL professionals until 2028. This market analysis results also indicate that the state of Arizona is one of the top-five locations with the highest level of demand. Based on the high demand for employment in the state and nation, we expect to see strong student interest in the certificate.

b. What community needs, preparation for professional certification exams, degree program recruitment, or employability enhancements will this certificate provide? Please provide evidence of feedback from potential employers regarding the value of the proposed program.

With its focus on teaching, as entry-level certification the TEGL Certificate may enhance employability for international TEFL positions and may enhance employability for community ESL volunteer and entry-level employment in the US, although an MA or state certification is usually required for more lucrative positions here. The Certificate prepares students for further study and certification in the field of TESOL, providing them with an updated foundation framed in a Global Englishes perspective. Because it is grounded in this updated perspective, the Certificate gives students an advantage in applying to graduate level degree study.

c. Will there be any collaboration with other departments or universities to maximize resources? If there is collaboration, please include a memo of support from the applicable parties.

If enrollment demands exceed our current faculty capacity to teach the courses, we may coordinate with the Writing Program and with the GID PhD program in SLAT for doctoral level students to teach some of the courses through GATships. In the future if there is need or demand, we may approach CESL and/or CoH to coordinate potential complementary offerings.

XIV. Contacts and Administration

a. List the name and contact information for the primary point of contact for the certificate.

Hayriye Kayi-Aydar, PhD.
Associate Professor of English Applied Linguistics

hkaydar@arizona.edu

b. List the name and contact information for the person or persons who will serve in the role of Director of Undergraduate Studies (DUS) for the certificate. (This is not always the same as the DUS for affiliated programs or head of the managing academic unit.)

Jonathon Reinhardt, PhD.

Associate Professor of English Applied Linguistics

jonrein@email.arizona.edu

Dwight Atkinson

Professor, English Applied Linguistics and PhD Program in Second Language Acquisition & Teaching

Education

1994	Ph.D in Applied Linguistics, University of Southern California
1989	M.A. in Applied Linguistics, University of Southern California
1987	M.Ed in TESOL/Secondary English Education, Temple University
1979	B.A. in Classics, Kenyon College

Recent Publications (* = peer reviewed)

Atkinson, D. (2019). Beyond the brain: Intercorporeality and co-operative action for SLA studies. *Modern Language Journal*, 103, 724-738.

*Atkinson, D., & Shvidko, E. (2019). Natural pedagogy in second language learning and teaching. *TESOL Quarterly*, 53, 1083-1114.

Atkinson, D. (2019). Second language acquisition beyond borders? The Douglas Fir Group searches for transdisciplinary identity. *Modern Language Journal*, 103, 113-121.

Atkinson, D., & Tardy, C. (2018). Second language writing at the crossroads: Finding a way in the field. *Journal of Second Language Writing*, 42, 86-93.

Shvidko, E., & Atkinson, D. (2018). From Student to scholar: Making the leap to writing for publication. In P. Habibie & K. Hyland (Eds.), *Novice writers and scholarly publication: Authors, mentors, gatekeepers* (pp. 155-176). London: Palgrave.

*Atkinson, D., Churchill, E., Nishino, T., & Okada, H. (2018). Language learning great and small: Environmental support structures and learning opportunities in a sociocognitive approach to second language acquisition/teaching. *Modern Language Journal*, 102, 471-493.

*Atkinson, D. (2018). Theory in second language writing. In J. Lontas (ed.), *TESOL Encyclopedia of English Language Teaching*. New York: Wiley. 10.1002/9781118784235.eelt0524

*Atkinson, D. (2017). Where it all begins: Doctoral studies as professional development in second language writing. In P. K. Matsuda, S. Snyder, & K. O'Meara (eds.), *Professionalizing Second Language Writing* (pp. 21-32). Anderson, SC: Parlor Press.

*Atkinson, D. (2017). Homo pedagogicus: The evolutionary nature of second language teaching. *Language Teaching*, 50, 527-543.

*Atkinson, D. (2016). Second language writing and culture. In R. Manchon & P. K. Matsuda (eds.), *Handbook of Second & Foreign Language Writing* (pp. 545-566). Berlin: DeGruyter-Mouton.

*Douglas Fir Group. (2016). A transdisciplinary framework for SLA in a multilingual world. *Modern Language Journal*, 100 (Supplement), 19-47.

*Nishino, T., & Atkinson, D. (2015). Second language writing as sociocognitive alignment. *Journal of Second Language Writing*, 27, 37-54.

*Atkinson, D. (2015). Writing across cultures: 'Culture' in second language writing studies. In F. Sharifian (ed.), *Routledge Handbook of Language and Culture* (pp. 417-430). London: Routledge.

Recent External Grants

Language Learning Roundtable Grant, 2015, for American Association for Applied Linguistics conference colloquium, "Toward an Integrative Framework for Second Language Acquisition," Toronto, March 2015. (\$12,000, with Paul Kei Matsuda)

Recent Invited Presentations

"What is Qualitative Research? What is It Good for in Second Language Writing?." Keynote address, 13th National Symposium on EFL Writing Research and Teaching, Nanjing University, Nanjing, China. October 2018.

"Teaching as Natural Pedagogy." Invited presentation, Southeast University, Nanjing, China, May 2018.

"From Student to Scholar: Making the Leap to Writing for Publication." Invited presentation, Nanjing University, Nanjing, China, May 2018 (with Elena Shvidko).

"Second Language Acquisition from the Inside Out: An Empirical Study." Invited presentation, Nanjing University, Nanjing, China, May 2018.

"Are Teachers Born or Made? Natural Pedagogy in Second Language Teaching." Keynote address, 10th International ELT Research Conference, Antalya, Turkey, April 2018.

"Are Humans Natural Born Teachers? Natural Pedagogy in Second and Foreign Language Teaching." Invited presentation, UAB Jemison Lecture Series, University of Alabama at Birmingham, Birmingham, AL, USA, Feb 2018.

"What is Teaching and Why do we Teach? Second Language Teaching as Natural Pedagogy." Kanda University Invited Speakers Series, Kanda University of International Studies, Tokyo, Japan, July 2017.

"Natural Second Language Pedagogy?" Invited presentation, Hiroshima University, Hiroshima, Japan, July 2017.

Recent Major Service/Committee Assignments

English Department Council, 2018-2012.

English Department Tenure and Promotion Committee (ad-hoc member), 2017-2019.

Program Director, English Applied Linguistics (MATESL), English Department, U of Arizona, 2015-2017

Disciplinary Dialogues Editor, *Journal of Second Language Writing*, 2012-2017

Current Editorial Board Member: *English for Specific Purposes; Journal of Language, Identity, & Education; Journal of Second Language Writing; English for Research Publication Purposes*

HAYRIYE KAYI-AYDAR
University of Arizona ; Department of English, MLB 428; Tucson, AZ 85721;
hkaydar@email.arizona.edu; (520) 621-1836

CHRONOLOGY OF EDUCATION

2012	UNIVERSITY OF TEXAS, AUSTIN <u>Ph.D. in Foreign Language Education/Teaching English as a Second Language (TESL)</u>
2005	UNIVERSITY OF NEVADA, RENO <u>M.A. in Teaching English to Speakers of Other Languages (TESOL)</u>
2001	MIDDLE EAST TECHNICAL UNIVERSITY <u>B.A. in English Language Teaching</u>

CHRONOLOGY OF EMPLOYMENT

2019-Present	ASSOCIATE PROFESSOR with tenure PROGRAM DIRECTOR University of Arizona, Tucson, AZ. Department of English; Program Area: English Applied Linguistics
2015-2019	ASSISTANT PROFESSOR University of Arizona, Tucson, AZ. Department of English; Program Area: English Applied Linguistics
2012-2015	ASSISTANT PROFESSOR University of Arkansas at Fayetteville, Fayetteville, AR. Department of Curriculum and Instruction Program Area: Culturally and Linguistically Diverse Education / TESOL

PUBLICATIONS (Published or Accepted in Chronological Order)

SCHOLARLY BOOKS

Under contract	Kayi-Aydar, H. & Reinhardt, J. (Eds.). <i>Language teacher development in digital contexts</i> . John Benjamins.
Under contract	Polat, N., Mahalingappa L., Kayi-Aydar, H. (Eds.). <i>Preparation of Teachers of English as an Additional Language (EAL) around the world: Research, policy, curriculum, and practice</i> . Multilingual Matters.
2019	Kayi-Aydar, H. <i>Positioning theory in applied linguistics: Research design and applications</i> . Cham, Switzerland: Palgrave Macmillan.
2019	Kayi-Aydar, H. , Gao, A., Miller, E., Varghese, M., Vitanova, G. (Eds.). <i>Theorizing and analyzing language teacher agency</i> . Bristol, UK: Multilingual Matters.
2010 & 2011	Kayi-Aydar, H. <i>Türkçe ile Yaşam I and II (Life with Turkish I and II)</i> (Unpublished textbooks currently in use at the University of Texas at Austin.)

GUEST EDITED JOURNAL ISSUES

- 2018** Miller, E., **Kayi-Aydar, H.**, Varghese, M., Vitanova, G. (Eds.). Language Teacher Agency. Special Issue of *System*, (X)X.

CHAPTERS IN SCHOLARLY BOOKS AND MONOGRAPHS (REFEREED)

- Proposal accepted** Kirby, S., Chumakova O., & **Kayi-Aydar, H.** Classroom teachers' use of "Reddit" to learn about race. In Griffin, M. & Zinskie C. (Eds.), *Social media: Influences on education* (pp. xx-xx). Information Age Publishing.
- 2019** **Kayi-Aydar, H.** Language teacher agency: Major theoretical considerations, conceptualizations, and methodological choices. In Kayi-Aydar, H., Gao, A., Miller, E. R., Varghese, M., & Vitanova, G. (Eds.), *Theorizing language teacher agency* (pp. 16-21). Bristol, UK: Multilingual Matters.
- 2019** **Kayi-Aydar, H.**, Gao, A., Miller, E. R., Varghese, M., & Vitanova, G. Introduction. In Kayi-Aydar, H., Gao, A., Miller, E. R., Varghese, M., & Gergana, V. (Eds.), *Theorizing language teacher agency* (pp. 1-10). Bristol, UK: Multilingual Matters.
- 2019** **Kayi-Aydar, H.** & Steadman, A. Teacher retention, agency, and professional identities: Narratives of teachers who leave. In Rinke C. & Mawhinney L. (Eds.), *Opportunities and challenges in teacher recruitment and retention* (pp. 173-199). Charlotte, NC: Information Age Publishing Inc.
- 2018** **Kayi-Aydar, H.** Negative emotion discourses in school and family contexts: A narrative inquiry approach to an English learner's stories of experience. In Miller, P. & Risher, T. (Eds.), *Stress and coping of English learners* (pp. 153-171). Charlotte, NC: Information Age Publishing Inc.
- 2018** **Kayi-Aydar, H.**, Endacott, J., & Goering, C. Using Socratic circles to engage English learners in historical inquiry and discussion. In Obenchain K. M. & de Oliveira, L. C. (Eds.), *Teaching history and social studies to English language learners: Preparing pre-service and in-service teachers* (pp. 159-179). Cham, Switzerland: Palgrave Macmillan.
- 2018** **Kayi-Aydar, H.** Positional identities, access to learning opportunities, and multiliteracies: Negotiations in heritage and non-heritage Spanish speaking students' critical narratives. In Lacorte, M. & Zapata, G. C. (Eds.), *Multiliteracies pedagogy and language learning* (pp. 149-175). Cham, Switzerland: Palgrave Macmillan.
- 2015** **Kayi-Aydar, H.** "He's the star!" Positioning as a method of analysis to investigate agency and access to learning opportunities in a classroom environment. In Deters, P., Gao, A., Miller, E. R., Vitanova, G. (Eds.), *Theorizing and analyzing agency in second language learning: Interdisciplinary approaches* (pp. 133-154). Tonawanda, NY: Multilingual Matters.
- 2014** **Kayi-Aydar, H.** Multicultural social justice education through the lens of positioning: English language learners in K-12 contexts. In Mantero, M., Watzke, J. L., & Miller, P. (Eds.), *Readings in language studies: Language and social justice* (pp. 147-161). Grandville, MI: International Society for Language Studies, Inc.

REFEREED JOURNAL ARTICLES (Published or accepted in final form)

(Publications based on work done as a graduate student is marked with an "**")

- 2019** **Kayi-Aydar, H., & Green-Eneix, C.** (2019). Shared identities through translanguaging practices in the multilingual mariachi classroom. *TESOL Journal*, 10(4), 1-17.
- 2019** **Kayi-Aydar, H.** Research timeline: Language teacher identity. *Language Teaching: Surveys and Studies*, 52(3), 281-295. doi: doi.org/10.1017/S0261444819000223
- 2019** **Kayi-Aydar, H. & Goering, C.** Socratic seminars in professional development sessions: Negotiating peripheral participation and membership in building a community of practice. *Action in Teacher Education*, 41(2), 154-171. doi: doi.org/10.1080/01626620.2018.1561547
- 2018** **Kayi-Aydar, H. & Miller, E. R.** Positioning in classroom discourse studies: A state-of-the-art review, *Classroom Discourse*, 9(2), 79-94. Online advance access: doi: 10.1080/19463014.2018.1450275
- 2018** Steadman, A., **Kayi-Aydar, H., & Vogel, S.** From college composition to ESL: Negotiating professional identities, new understandings, and conflicting pedagogies. *System*, 76, 38-48.
doi: doi-org.ezproxy4.library.arizona.edu/10.1016/j.system.2018.04.013
- 2018** **Kayi-Aydar, H.** "If Carmen can analyze Shakespeare, everybody can": Positions, conflicts, and negotiations in the narratives of Latina pre-service teachers. *Journal of Language, Identity & Education*, 17(2), 118-130.
doi: 10.1080/15348458.2017.1415759
- 2017** **Kayi-Aydar, H.** A language teacher's agency in the development of her professional identities: A narrative case study. *Journal of Latinos and Education*. Online advance access: doi: 10.1080/15348431.2017.1406360
- 2015** **Kayi-Aydar, H.** Multiple identities, negotiations, and agency across time and space: A narrative inquiry of a foreign language teacher candidate. *Critical Inquiry in Language Studies*, 12(2), 137-160. doi: 10.1080/15427587.2015.1032076
- 2015** **Kayi-Aydar, H.** Teacher agency, positioning, and English language learners: Voices of pre-service classroom teachers. *Teaching and Teacher Education*, 45, 94-103. doi: 10.1016/j.tate.2014.09.009
- 2014** **Kayi-Aydar, H.** Social positioning, participation, and second language learning: Talkative students in an academic ESL classroom. *TESOL Quarterly*, 48(4), 686-714. doi: 10.1002/tesq.139
- 2013** **Kayi-Aydar, H.** Scaffolding language learning in an academic ESL classroom. *ELT Journal*, 67(3), 324-335. doi: 10.1093/elt/cct016
- 2013** **Kayi-Aydar, H.** "No, Rolanda, completely wrong!": Positioning, classroom participation, and ESL learning. *Classroom Discourse*, 4(2), 130-150. doi: 10.1080/19463014.2013.835271
- *2012** Byun, J.H. & **Kayi-Aydar, H.** Korean college students' reflexive positions toward extensive reading and follow-up activities. *English Language and Literature*, 25(1), 247-267.
- *2011** **Kayi-Aydar, H.** Re-exploring the knowledge base of language teaching: Four ESL teachers' classroom practices and perspectives. *TESL Reporter*, 44(1&2), 25-41.
- *2010** Byun, J. H., & **Kayi-Aydar, H.** An ESL teacher's perspective on recasts: A qualitative exploration of "when" and "how". *English Language & Literature Teaching*, 16(4), 1-18.
- *2010** **Kayi, H.** Recasts in a Turkish foreign language classroom: A way to intrinsic motivation? *Texas Papers in Foreign Language Education*, 14(1), 28-40.

Jonathon Sean Reinhardt

Associate Professor, English Applied Linguistics and PhD Program in Second Language Acquisition & Teaching

Education

Aug 2007 Ph.D. in Applied Linguistics, The Pennsylvania State University
Aug 1992 M.A. in Applied Linguistics/TESOL, University of Illinois at Chicago
May 1989 B.A. in German, University of Illinois at Urbana-Champaign

Recent publications

- Reinhardt, J. (2019). *Gameful Second and Foreign Language Teaching and Learning: Theory, Research, and Practice*. Basingstoke, UK: Palgrave-Macmillan.
- Reinhardt, J. & Thorne, S. L. (2019). "Digital literacies as emergent multifarious repertoires". In Arnold, N. & Ducate, L. (eds.), *Engaging language learners through CALL: From theory and research to informed practice*. London: Equinox.
- Reinhardt, J. (2019). State-of-the-art review: Social media in L2 teaching and learning. *Language Teaching*.
- Reinhardt, J. (2017). "Digital gaming". In C. Chapelle and S. Sauro, (Eds.), *Handbook of Technology in Second Language Teaching and Learning*, 202-216. Hoboken, NJ: Wiley-Blackwell.
- Reinhardt, J. (2017). "Social network sites and L2 education." In *The Encyclopedia of Language and Education (Ed. S. May): Vol. 9: Language, Education and Technology*, edited by Steven L. Thorne. Berlin: Springer.
- Reinhardt, J. & Thorne, S. (2017). "Language socialization in digital contexts." In *The Encyclopedia of Language and Education (Ed. S. May): Vol. 8: Language Socialization*, edited by Patricia Duff. Berlin: Springer.
- Reinhardt, J. & Thorne, S. (2016). "Metaphors for digital games and language learning". In F. Farr & L. Murray, (Eds.), *Routledge Handbook of Language Learning and Technology*, 415-430. London: Routledge.
- Reinhardt, J., Warner, C., & Lange, K. (2014). "Digital game literacies in L2 German". In J. Pettes-Guikema and L. Williams, (Eds.), *Digital Literacies in Foreign Language Education*, 159-177. San Marcos, TX: CALICO.
- Reinhardt, J. & Ryu, J. (2013). Using social network-mediated bridging activities to develop socio-pragmatic awareness in elementary Korean. *International Journal of Computer Assisted Language Learning and Teaching*, 3(3), pp. 18-33.
- Reinhardt, J. (2013). An applied genre analysis of office hours consultations. *International Journal of Corpus Linguistics*, 18(3), pp. 301-326.
- Reinhardt, J. (2013). "Digital game-mediated foreign language teaching and learning: Myths, realities and opportunities". In M. Derivry-Plard, P. Faure, and C. Bruderermann (Eds.), *Apprendre les langues à l'université au 21ème siècle*, 161-178. Paris: Riveneuve.
- Reinhardt, J. & Chen, H. (2013). "An ecological analysis of social networking site-mediated identity development". In M.-N. Lamy and K. Zourou, (Eds.), *Social Networking for Language Education*, 11-30. New York: Palgrave Macmillan.
- Reinhardt, J. & Sykes, J. (2012). "Conceptualizing digital game-mediated L2 learning and pedagogy: game-enhanced and game-based research and practice". In H. Reinders (Ed.), *Digital Games in Language Learning and Teaching*, 32-49. New York: Palgrave Macmillan.

Reinhardt, J. (2012). "Accommodating divergent frameworks in analysis of technology-mediated interaction". In M. Dooly and R. O'Dowd (Eds.), *Researching Online Interaction and Exchange in Foreign Language Education: Current Trends and Issues*, 45-77. Frankfurt: Peter Lang.

Sykes, J. & Reinhardt, J. (2012). *Language at Play: Digital Games in Second and Foreign Language Teaching and Learning*. New York: Pearson.

Recent awards and grants

2013-2016 National Science Foundation Cyberlearning: Transforming Education Award (\$50,000). Role: Co-PI (50%). *Partnerships for Indigenous Knowledge and Digital Literacies*.

2010-2014 Center for Educational Resources in Culture, Language, and Literacy, University of Arizona. U.S. Department of Education, Language Resource Centers Title VI Award. Role: Project Co-Director, *Games to Teach: Developing Digital Game-Mediated Foreign Language Literacies*.

Recent invited lectures

Reinhardt, J. (2018). Not all MMOGs are created equal: Evaluating the collaborative L2 learning potential of vernacular multiplayer gameplay. Invited plenary, AZCALL, Tempe, AZ.

Reinhardt, J. (2018). L2 digital literacies: Challenges and potentials. Invited plenary, International Mother Tongue Day, Autonomous University of Ciudad Juarez, Mexico.

Reinhardt, J. (2017). Digital game-mediated L2 learning as everyday practice. Invited plenary, Int'l Symposium on English for Professional Communication and Educational Technology, National Kaohsiung University of Applied Sciences, Taiwan.

Reinhardt, J. (2016). Social media and digital games in the L2 classroom: Everyday agency, awareness, and autonomy. Invited plenary, ASOCOPI, Bogota, Colombia.

Reinhardt, J. (2016). Exploring the "gameful" in foreign/second language teaching and learning. Invited online plenary, SIGATEC, UF Santa Marta, Brazil.

Reinhardt, J. (2015). Digital Games for Language Learning: State of the Art, Research, and Practice. Invited talk, Dept. of Germanic & Slavic Studies, University of Waterloo, ON, Canada.

Reinhardt, J. (2015). Developing New L2 Literacies through Social Media and Digital Game-Enhanced Instruction. Invited talk, ELI, Kanda University of International Studies, Chiba, Japan.

Recent major service or committee assignments

Program Director, English Applied Linguistics (MATESL), English Department, U of Arizona, 2012-2015, 2017-present

Book Review Editor for *Language Learning and Technology*, 2016 to present

Vice-President, Computer-Assisted Language Instructional Consortium, 2018-2019;
President, 2019-2020

Editorial board member of *Language Learning and Technology*, *CALICO Journal*, and *Edinburgh Textbooks in TESOL*

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EDUCATION

- 2014 Ph.D. Applied Linguistics (with honors), Northern Arizona University
2002 M.A. English, University of Virginia
1996 B.A. English (with honors and high distinction), University of Rochester

ACADEMIC APPOINTMENTS

- 2019-present Associate Director of Second Language Writing, Writing Program, Department of English, University of Arizona
2017-present Associate Professor, Department of English, University of Arizona
2016-2017 Assistant Professor, Department of English, University of Arizona
2014-2016 Assistant Professor, Department of English, Purdue University

RECENT PUBLISHED WORK

Books

- Pickering, L., Friginal, E., & Staples, S. (eds.) (2016). *Talking at work: Corpus-based explorations of workplace discourse*. Houndsmills, UK: Palgrave-Macmillan.
Staples, S. (2015). *The discourse of nurse-patient interactions: contrasting the communicative styles of U.S. and international nurses*. Philadelphia: John Benjamins.

Selected Refereed Papers

- Egbert, J., & Staples, S. (2019). Doing multi-dimensional analysis in SPSS, SAS and R. In T. Berber-Sardinha & M. Veirano (Eds.), *Multi-dimensional analysis: Research methods and current issues* (pp. 125-144). London: Bloomsbury.
LaFlair, G., Staples, S., & Yan, X. (2019). Triangulating corpus linguistics and language assessment: Using corpus linguistics to enhance validity arguments. In P. Baker & J. Egbert (Eds.), *Using corpus methods to triangulate linguistic analysis*. New York: Routledge.
Lan, G., Lu, Q., & Staples, S. (2019). Grammatical complexity --- What does it mean and 'so what' for L2 writing classrooms? *Journal of Second Language Writing*, 46, 1-7.
Staples, S. (2019). Using corpus-based discourse analysis for curriculum development: Creating and evaluating a pronunciation course for internationally educated nurses. *English for Specific Purposes Journal*, 53, 13-29.
Staples, S., & Fernandez, J. (2019). Corpus linguistics approach to L2 pragmatics research. In N. Taguchi (Ed.), *Routledge Handbook of Second Language Acquisition and Pragmatics*. New York: Routledge.
Thirakunkovit, S., Rodriguez-Fuetes, R., Park, K., & Staples, S. (2019). A corpus-based analysis of grammatical complexity as a measure of international teaching assistants' oral English proficiency. *English for Specific Purposes Journal*, 53, 74-89.
Venetis, M. K., Staples, S., Robinson, J. D., & Kearney, T. (2019). Provider information provision and breast cancer patient well-being. *Health Communication*, 34, 1032-1042.
Yan, X., & Staples, S. (2019, early view). Fitting MD analysis in an argument-based validity framework for writing assessment: Explanation and generalization inferences for the

ECPE. *Language Testing*.

- Kwon, H., Partridge, R. S., & Staples, S. (2018). Building a local learner corpus: Construction of a first-year ESL writing corpus for research, teaching, mentoring, and collaboration. *International Journal of Learner Corpus Research*, 4(1), 112-127.
- Kwon, H., Staples, S., & Partridge, R.S. (2018). Source work in the L2 writing classroom: Novice undergraduate L2 writers' use of reporting verbs. *Journal of English for Academic Purposes*, 34, 86-96.
- Shin, J., Velazquez, A., Swatek, A., Staples, S., & Partridge, R. S. (2018). Examining the effectiveness of corpus-informed instruction of reporting verbs in L2 first-year college writing. *L2 Journal*, 10(3), 31-46.
- Staples, S., Biber, D., & Reppen, R. (2018). Using corpus-based register analysis to explore authenticity of high-stakes language exams: A register comparison of TOEFL iBT and disciplinary writing tasks. *Modern Language Journal*, 102(2), 310-332.
- Biber, D., Reppen, R., Staples, S. (2017). Exploring the relationship between TOEFL iBT scores and disciplinary writing performance. *TESOL Quarterly*, 51(4), 948-960.
- LaFlair, G., & Staples, S. (2017). Using corpus linguistics to examine the extrapolation inference: A case study of a high stakes speaking assessment. *Language Testing*, 34(4), 451-475.
- Staples, S., LaFlair, G., & Egbert, J. (2017). A multi-dimensional comparison of oral proficiency interviews to conversation, academic and professional spoken registers. *Modern Language Journal*, 101(1), 194-213.
- Biber, D., Gray, B., & Staples, S. (2016). Predicting patterns of grammatical complexity across textual task types and proficiency levels. *Applied Linguistics*, 37(5), 639-668.
- Staples, S., Egbert, J., Biber, D., & Gray, B. (2016). Academic writing development at the university: Grammatical complexity across level of study, discipline, and genre. *Written Communication*, 33(2), 149-183.
- Staples, S., & Reppen, R. (2016). Understanding L2 writing in first-year composition: A lexico-grammatical analysis across L1s, assignments, and writing quality. *Journal of Second Language Writing*, 32, 17-35.
- Staples, S. (2015a). Examining the linguistic needs of internationally educated nurses: a corpus-based study of lexico-grammatical features in nurse-patient interactions. *English for Specific Purposes Journal*, 37, 122-136.
- Staples, S. (2015b). Spoken corpora. In D. Biber & R. Reppen (Eds.), *The Cambridge handbook of English corpus linguistics* (pp. 271-291). Cambridge: CUP.
- Staples, S. & Biber, D. (2015). Cluster analysis. In L. Plonsky (Ed.), *Advancing quantitative methods in second language research* (pp. 243-274). London: Routledge.
- Staples, S., Egbert, J., Biber, D., & Conrad, S. (2015). Register variation. In D. Tannen, H. Hamilton, & D. Schiffrin (Eds.), *Handbook of discourse analysis* (pp. 505-526). Hoboken, NJ: Wiley-Blackwell.
- Staples, S., Egbert, J., Biber, D., & McClair, A. (2013). Formulaic sequences and academic writing development: Lexical bundles in the TOEFL iBT writing section. *Journal of English for Academic Purposes*, 12(3), 214-225.

RECENT GRANTS

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| 2019-2020 | American Council of Learned Societies Digital Extension Grant, PI: \$149,633 with B. Dilger (Purdue) "Expanding the Corpus and Repository of Writing: An Archive of Multilingual Writing in English" |
| 2019-2021 | University of Arizona Center for Undergraduate Educational Scholarship Grant, |

- PI: \$20,000 “Engaging Language in Foundations Writing: Harnessing Computational Models to Advance Excellence in Teaching, Learning, and Assessment of Writing”
- 2018-2020 Department of Education, CERCLL Language Center Grant, PI; \$44,000 “Multilingual Academic Corpus of Assignments—Writing and Speaking”
- 2018-2020 British Council, IELTS Research Grant, Co-PI; \$44,000 with X. Yan, UIUC “Investigating the cognitive and social aspects of IELTS speaking performances across proficiency levels: Comparing the CAF-based and register-linguistic analyses”
- 2017-2019 University of Arizona RDI Grant, PI; \$9,850, with C. Tardy and V. Subbian “Understanding writing development and identifying needs for second language STEM writers: from first year to engineering writing.”
- 2017-2019 Humanities Without Walls (Mellon Funded Project) Changing Climate Grant, Consultant, \$142,000 with B. Dilger (Purdue) and W. Hart-Davidson (MSU) “Crow: the Corpus & Repository of Writing”

RECENT HONORS

- 2020 Short List: International Language Testing Association Best Article of the Year
- 2019 Short List: International Language Testing Association Best Article of the Year
- 2017 Honorable Mention: *Journal of Second Language Writing* Best Article of the Year
- 2016 Nominated for the AAAL First Book Award for *The Discourse of Nurse-Patient Interactions*

RECENT SERVICE

- Editorship: *TESOL Quarterly*, Brief Reports Co-Editor
- Editorial Board Membership: *Journal of Second Language Writing* (2019-), *TESOL Quarterly* (2018-2019), *Register Studies* (2018-), *Journal of Language, Identity and Education* (2015-)
- Member, AAAL Ethics Guidelines Task Force (Peter De Costa, Chair, 2016-17)
- Strand coordinator for Corpus Linguistics Interest Section, American Association of Applied Linguistics (AAAL, 2015-2019)

Christine M. Tardy
Professor, Department of English
University of Arizona
Tucson, AZ USA

Education

Ph.D., English, primary specialization in English Language and Linguistics
Secondary specialization in Rhetoric and Composition
Purdue University, May 2004
M.A. (with honors), Teaching English as a Second Language
Northern Arizona University, May 1995
A.B. (with high distinction), Russian Language and Literature, minor in Linguistics
University of Michigan, May 1992

Academic Appointments

Professor of English Applied Linguistics, University of Arizona, 2017-present
Associate Professor of English Applied Linguistics, University of Arizona, 2013-2017
Associate Professor of Writing, Rhetoric, and Discourse, DePaul University, 2010-2013
Assistant Professor of Writing, Rhetoric, and Discourse, DePaul University, 2007-2010
Assistant Professor of English, DePaul University, 2004-2007

Recent Publications

Books

Tardy, C. M. (2019). *Genre-based writing: What every ESL teacher needs to know*. Ann Arbor: University of Michigan Press.
Tardy, C. M. (2016). *Beyond convention: Genre innovation in academic writing*. Ann Arbor: University of Michigan Press.
Paltridge, B., Starfield, S., & Tardy, C. M. (2016). *Ethnographic perspectives on academic writing*. Oxford: Oxford University Press.
Tardy, C. M. (2009). *Building genre knowledge*. West Lafayette, IN: Parlor Press.

Peer-Reviewed Journal Articles

Tardy, C. M., Buck, R. H., Pawlowski, M., & Slinkard, J. R. (2018). Evolving conceptions of genre among first-year writing teachers. *Composition Forum*, 38.
Tardy, C. M., & Whittig, E. (2017). On the ethical treatment of EAL writers: An update. *TESOL Quarterly*, 51(4), 920-930.
Ruecker, T., Shapiro, S., Johnson, E. N., & Tardy, C. M. (2014). Exploring the contexts of writing instruction in TESOL. *TESOL Quarterly*, 48(2), 401-412.
Tardy, C. M. (2012). Voice construction, assessment, and extra-textual identity. *Research in the Teaching of English*, 47(1), 64-99.
Tardy, C. M. (2011). Enacting and transforming local language policies. *College Composition and Communication*, 62(4), 624-661.
Tardy, C. M. (2010). Writing for the world: Wikipedia as an introduction to academic writing. *English Teaching Forum*, 48(1), 12-19, 27.
Tardy, C. M. (2009). "Press 1 for English": Textual and ideological networks in a newspaper debate on U.S. language policy. *Discourse & Society*, 20(2), 265-286.
Tardy, C. M., & Matsuda, P. K. (2009). The construction of author voice by editorial board members. *Written Communication*, 26(1), 32-52.
Matsuda, P. K., & Tardy, C. M. (2007). Voice in academic writing: The rhetorical construction of author identity in blind manuscript review. *English for Specific Purposes*, 26(2), 235-249.

Refereed Book Chapters

- Tardy, C. M. (2019). Appropriation, ownership, and agency: Negotiating teacher feedback in academic settings. In K. Hyland & F. Hyland (Eds.), *Feedback in second language writing: Contexts and issues* (2nd ed.) (pp. 64-82). Cambridge: Cambridge University Press.
- Tardy, C. M. (2019). Is the five-paragraph essay a genre? In N. A. Caplan & A. M. Johns (Eds.), *Changing practices for the L2 writing classroom: Moving beyond the five-paragraph essay* (pp. 24-41). Ann Arbor, MI: University of Michigan Press.
- Tardy, C. M. (2018). We are all reviewer #2: A window into the secret world of peer review. In P. Habibie & K. Hyland (Eds.), *Novice writers and scholarly publication: Authors, mentors, gatekeepers* (pp. 271-289). Palgrave Macmillan.
- Tardy, C. M. (2017). Representations of professionalization in second language writing: A view from the flagship journal. In P. K. Matsuda, K. O'Meara, & S.E. Snyder (Eds.), *Professionalizing second language writing* (pp. 3-20). Parlor Press.
- Tardy, C. M. (2017). Crossing, or creating, divides? A plea for transdisciplinary scholarship. In B. Horner & L. Tetrault (Ed.), *Crossing divides: Exploring translingual writing pedagogies and programs* (pp. 181-189). Utah State University Press.
- Tardy, C. M. (2017). The challenge of genre in the academic writing classroom: Implications for L2 writing teacher education. In J. Bitchener (Ed.), *Teaching writing for academic purposes to multilingual students: Instructional approaches* (pp. 69-83). New York: Routledge.
- Tardy, C. M. (2016). Voice and identity. In R. M. Manchón & P. K. Matsuda (Eds.), *Handbook of second and foreign language writing* (pp. 349-363). Berlin: Mouton de Gruyter.
- Tardy, C. M., & Jwa, S. (2016). EAP and North American composition studies. In K. Hyland & P. Thompson (Ed.), *Handbook on English for Academic Purposes* (pp. 56-68). New York: Routledge.
- Tardy, C. M. (2015). Bending genres (or, when is a deviation an innovation?). In N. Artemeva & A. Freedman (Eds.), *Trends and traditions in genre studies* (pp. 340-364). Winnipeg, Canada: Inkshed.
- Tardy, C. M. (2015). Discourses of internationalization and diversity in US universities and writing programs. In D. Martins (Ed.), *Transnational writing program administration* (pp. 243-264). Logan, UT: Utah State University Press.

Recent Plenaries and Keynotes

- Tardy, C. M. (2019, May). *What is (and could be) thick description in academic writing research?* Plenary presented at the 2019 Ethnographies of Academic Writing: Research and Pedagogy, University of Zaragoza, Zaragoza, Spain.
- Tardy, C. M. (2019, March). *Truthiness, fake news, and hoaxes: What's genre got to do with it?* Plenary presented at the 2019 PEAKS Interdisciplinary Conference, Northern Arizona University, Flagstaff, Arizona.
- Tardy, C. M. (2018, October). *Building identity repertoires in the second language writing classroom.* Plenary presented at the 2018 International Conference on Teaching and Researching EFL Writing, Nanjing University, Nanjing, China.
- Tardy, C. M. (2018, June). *Teaching and learning academic genres: The current (and future?) landscape.* Plenary presented at Norwegian Forum for English for Academic Purposes 2018, Oslo, Norway.

- Tardy, C. M. (2017, February). *Throwing verbal rocks at these mediocrities: What does play have to do with academic writing?* Keynote presented at the Second Language Studies Graduate Student Spring Symposium, Michigan State University, East Lansing, MI.
- Tardy, C. M. (2017, June). *Let's throw some verbal rocks at these mediocrities: A case for play in advanced academic writing.* Plenary presented at the Consortium on Graduate Communication Summer Institution, Monterey, CA.

Recent Professional Service to Professional Organizations

- Co-editor, *Journal of Second Language Writing* (2011-2016), editorial board (2007-2011)
- Editorial board member, *Journal of English for Academic Purposes* (2008-2010, 2019-present), *Journal of Second Language Writing* (2007-2011, 2017-present), *Research in the Teaching of English* (2019-present), *Written Communication* (2009-present)
- AAAL Nominating Committee (Chair, 2018-2019; Member, 2017-2018)

Recent Awards and Grant

- Dean's Award for Excellence in Graduate Teaching, College of Social and Behavioral Sciences, University of Arizona (2017)
- University Research Council Excellence in Teaching Award, DePaul University (2011)
- SBSRI Faculty Small Grant ("Genre Knowledge Development through Collaboration in Academic Writing"), College of Social and Behavioral Sciences, University of Arizona, \$4,980 (2019)
- Faculty Seed Grant with S. Staples (PI), and V. Subbian ("Understanding Writing Development and Identifying Needs for Second Language STEM Writers: From First Year Writing to Engineering Writing"), University of Arizona, \$10,000 (2017)