



Mike Long

Professor of SLA

School of Languages, Literatures, and Cultures
3124 Jiménez Hall
University of Maryland
College Park, MD 20742

Phone: (301) 405-4036

mlong5@umd.edu

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Education

- LL.B. (Bachelor of Laws), with honors, *University of Birmingham*
- P.G.C.E. (Post-Graduate Certificate in Education) *University of London*, Institute of Education, Department of English as a Foreign Language
- M.A. in Linguistics (Applied Linguistics), with distinction, *University of Essex*
- Ph.D. in Applied Linguistics *University of California, Los Angeles (UCLA)*
- Doctorate Honoris Causa, *Stockholm University*, 2009

Work Experience

Present position

- Professor of SLA, School of Languages, Literatures, and Cultures, *University of Maryland*

Previous positions

Academic appointments

- 1980-82 Assistant Professor, *University of Pennsylvania*
- 1982-85 Assistant Professor, *University of Hawai'i at Manoa*

- 1985-90 Associate Professor, *University of Hawai'i at Manoa*
- 1990-2003 Full Professor, *University of Hawai'i at Manoa*
- 2003-2009 Professor of SLA & Director, *School of Languages, Literatures, and Cultures, University of Maryland*
- 2009-present Professor of SLA, *University of Maryland*

Visiting appointments

- 1980 summer *University of New Mexico*, Department of Linguistics (Visiting Assistant Professor, LSA/TESOL Summer Institute)
- 1981 summer *University of Hawai'i at Manoa*, Department of English as a Second Language (Visiting Assistant Professor)
- 1982 summer *Northwestern University*, Department of Linguistics (Visiting Assistant Professor, TESOL Summer Institute)
- 1983 summer *University of Hawai'i at Manoa*, Department of English as a Second Language (Assistant Professor, Summer Program)
- 1984 summer *Columbia University*, Teachers College (Visiting Assistant Professor, ABC (American/British/Canadian) TESOL Workshops)
- 1985 summer *Georgetown University*, Department of Linguistics (Visiting Assistant Professor, LSA/TESOL Summer Institute)
- 1986 summer *University of Hawai'i at Manoa*, Department of English as a Second Language (Associate Professor, TESOL Summer Institute)
- 1987 summer *Concordia University*, Sir George Williams Campus, Montreal TESL Centre (Visiting Associate Professor, TESL Canada Summer Institute)
- 1998 *Inter-University Centre of Postgraduate Studies*, Dubrovnik, Yugoslavia (Visiting Professor)
- 1988-89 *Temple University Japan*, Tokyo (Visiting Professor)
- 1990 summer *Michigan State University* (Visiting Professor, TESOL Summer Institute)
- 1990 fall *University of Copenhagen*, Department of Linguistics (Visiting Professor)

- 1991 summer *University of British Columbia*, Vancouver (Visiting Professor, Noted Scholar Program)
- 1992 summer *Escuela de Administracion de Empresas*, Barcelona (Visiting Professor, Mediterranean Summer Institute)
- 1992 summer *University of Copenhagen*, Department of Linguistics (Co-director, Second Language Acquisition Seminar)
- 1993 fall *University of Western Australia* (Professor, Graduate School of Education)
- 1994 summer *La Trobe University*, Melbourne (Visiting Professor, Australian Linguistics Institute)
- 1996 summer *Escuela de Administracion de Empresas*, Barcelona (Visiting Professor, Mediterranean Summer Institute)
- 1997 spring *Georgetown University*, Linguistics Department, Adjunct Professor
- 1996-97 *Johns Hopkins University*, National Foreign Language Center, Washington, D.C. (Mellon Fellow)
- 1997 summer *Universitat de Barcelona* (Visiting Professor)
- 1998 summer *Edith Cowan University* (Visiting Professor, Distinguished Scholar Program)
- 2000 summer *Escuela de Administracion de Empresas*, Barcelona (Visiting Professor, Mediterranean Summer Institute)
- 2001 summer *Universidad del Pais Vasco*, Donostia/San Sebastian (Visiting Professor, Cursos Europeos de Verano)
- 2002 summer *Nagoya Daigaku* (Nagoya University), Japan (Visiting University Research Fellow)
- 2009 summer *Universitat de Barcelona* (Visiting Professor)
- 2011 summer *Beijing University of Foreign Studies* (Visiting Professor)

Research Interests

- epistemological issues and theory change in SLA
- age differences, maturational constraints and sensitive periods;
- SLA processes, e.g., stabilization/fossilization, in interlanguage development

- negative feedback (models and recasts) in second language acquisition
- language aptitude
- the advanced learner
- second language research methods
- learner needs analysis
- Task-Based Language Teaching
- Instructed SLA (ISLA)

Sample publications

Books and monographs

Long, M. H. (1977). *Face to Face*. London: Evans Bros.

Long, M. H., Allen, W., Cyr, A., Lemelin, C., Ricard, E., Spada, N., & Vogel, P (1980). *Reading English for Academic Study*. Rowley, Mass.: Newbury House.

Krashen, S. Scarcella, R. C., & Long, M. H. (eds.) (1982). *Child-adult differences in second language acquisition*. Rowley, Mass.: Newbury House.

Seliger, H. W., & Long, M. H. (eds.), (1983). *Classroom-oriented research on second language acquisition*. Rowley, Mass.: Newbury House.

Bailey, K. M., Long, M. H., & Peck, S. (eds.) (1983). *Second language acquisition studies*. Rowley, Mass.: *Second language acquisition studies*.

Long, M. H., Brock, C., Crookes, G., Deicke, C., Potter, L., & Zhang, S. (1984). *The effect of teachers' questioning patterns and wait-time on pupil participation in public high school classes in Hawaii for students of limited English proficiency. Technical Report No. 1*. Honolulu: Center for Second Language Classroom Research, Social Science Research Institute, University of Hawai'i at Manoa.

- Long, M. H. (1985). *Bibliography of Research on Second Language Classroom Processes and Classroom Second Language Acquisition. Technical Report No. 2.* Honolulu: Center for Second Language Classroom Research, Social Science Research Institute, University of Hawai'i at Manoa.
- Long, M. H., & Richards, J. C. (eds.) (1987). *Methodology in TESOL: A reader.* Rowley, Mass.: Newbury House.
- Chaudron, C., Crookes, G., & Long, M. H. (1988). *Reliability and validity in second language classroom research. Technical Report No. 8.* Honolulu: Center for Second Language Classroom Research, Social Science Research Institute, University of Hawai'i at Manoa.
- Larsen-Freeman, D., & Long, M. H. (1991). *An introduction to second language acquisition Research.* London: Longman. (Spanish translation, 1994; Japanese translation, 1996; Chinese edition, 2000).
- Doughty, C. J., & Long, M. H. (eds.) (2003). *The handbook of second language acquisition.* Oxford: Blackwell.
- Long, M. H. (ed.) (2005). *Second language needs analysis.* Cambridge: Cambridge University Press.
- Long, M. H. (2007). *Problems in SLA.* Mahwah, NJ: Lawrence Erlbaum.
- Long, M. H. & Doughty, C. J. (eds.) (2009). *The handbook of language teaching.* Oxford: Wiley-Blackwell.
- Granena, G., & Long, M. H. (eds.) (2013). *Sensitive periods, language aptitude, and ultimate L2 attainment.* Amsterdam and Philadelphia: John Benjamins.
- Long, M. H. (2015). *Second language acquisition and Task-Based Language Teaching.* Oxford: Wiley-Blackwell.

Jordan, G., & Long, M. H. (to appear). *English Language Teaching for Adults. The way it is now, and the way it could be*. Newcastle: Cambridge Scholars Publishing.

Ahmadian, M. J., & Long, M. H. (eds.). (to appear). *The Cambridge Handbook of Task-Based Language Teaching*. Cambridge: Cambridge University Press.

Chapters in books

- Long, M. H. (1975). Group work and communicative competence in the ESOL classroom. In Burt, M., & Dulay, H. (eds.), *On TESOL '75: New directions in second language learning, teaching and bilingual education* (pp. 211-23). Washington, D.C.: TESOL. Reprinted in Scarcella, R. C., Andersen, E., & Krashen, S. D. (eds.), *Developing communicative competence in a second language* (pp. 303-15). Cambridge, Mass.: Newbury House/Harper and Row, 1990.
- Long, M. H., Adams, L., McLean, M., & Castanos, F. (1976). Doing things with words: verbal interaction in lockstep and small group classroom situations. In Fanselow, J., & Crymes, R. (eds.), *On TESOL '76* (pp. 137-53). Washington, D.C.: TESOL. Reprinted in Allwright, D., *Observation in the language classroom* (pp. 153-71). Harlow, Essex: Longman, 1988.
- Long, M. H. (1977). Teacher feedback on learner error: mapping cognitions. In Brown, H. D., Yorio, C. A., & Crymes, R. (eds.), *On TESOL '77. Teaching and learning English as a Second Language: Trends in research and practice* (pp. 278-94). Washington, D.C.: TESOL. Reprinted in Robinett, B. W., & Schachter, J. (eds.), *Second language learning: Contrastive analysis, error analysis, and related aspects* (pp. 446-65). Ann Arbor: University of Michigan Press, 1993.
- Hatch, E. M., & Long, M. H. (1980). Discourse analysis, what's that? In Larsen-Freeman, D. (ed.), *Discourse analysis in second language research* (pp. 1-40). Rowley, Mass.: Newbury House.
- Long, M. H. (1983). Native speaker/non-native speaker conversation in the second language classroom. In M. Clark, M., & Handscombe, J. (eds.), *On TESOL*

'82. *Pacific perspectives on language learning* (pp. 207-25). Washington, D.C.: TESOL. Reprinted in Long, M. H., & Richards, J. C. (eds.), *Methodology in TESOL. A book of readings* (pp. 339-54). New York: Newbury House/Harper and Row, 1987.

Long, M. H. (1983). Training the second language teacher as classroom researcher. In J. E. Alatis, J. E., Stern, H. H., & Strevens, P. D. (eds.), *GURT '83. Applied linguistics and the preparation of second language teachers: Towards a rationale* (pp. 281-97). Washington, D.C.: Georgetown University Press.

Long, M. H., & Sato, C. J. (1983). Classroom foreigner talk discourse: forms and functions of teachers' questions. In Seliger, H. W., & Long, M. H. (eds.), *Classroom-oriented research on second language acquisition* (pp. 268-85). Rowley, Mass.: Newbury House.

Long, M. H., & Sato, C. J. (1984). Methodological issues in interlanguage studies: an interactionist perspective. In Davies, A., Criper, C., & Howatt, A. P. R. (eds.), *Interlanguage* (pp. 253-80). Edinburgh: Edinburgh University Press.

Long, M. H. (1985). Input and second language acquisition theory. In Gass, S. M., & Madden, C. (eds.), *Input and second language acquisition* (pp. 377-93). Rowley, Mass.: Newbury House.

Long, M. H. (1985). A role for instruction in second language acquisition: task-based language teaching. In Hyltenstam, K., & Pienemann, M. (eds.), *Modeling and assessing second language development* (pp. 77-99). Clevedon, Avon: Multilingual Matters.

Brock, C., Crookes, G., Day, R. R., & Long, M. H. (1986). Differential effects of corrective feedback on second language performance. In Day, R. R. (ed.), *"Talking to learn": Conversation in second language acquisition* (pp. 229-36). Rowley, Mass.: Newbury House.

- Pica, T., & Long, M. H. (1986). The linguistic and conversational performance of experienced and inexperienced teachers. In Day, R. R. (ed.), *"Talking to learn": Conversation in second language acquisition* (pp. 85-98). Rowley, Mass.: Newbury House.
- Long, M. H., & Crookes, G. (1987). Intervention points in second language classrooms. In Das, B. (ed.), *Patterns of interaction in classrooms in Southeast Asia* (pp. 177-203). Singapore: Regional English Language Centre.
- Long, M. H. (1988). Instructed interlanguage development. In L. M. Beebe (ed.), *Issues in second language acquisition: Multiple perspectives* (pp. 115-41). Cambridge, MA: Newbury House/Harper and Row.
- Long, M. H. (1990). Task, group and task-group interactions. In Anivan, S. (ed.), *Language teaching methodology for the nineties* (pp. 31-50). Singapore: Regional English Language Centre/Singapore University Press.
- Long, M. H. (1991). The design and psycholinguistic motivation of research on foreign language learning. In Freed, B. (ed.), *Foreign language acquisition research and the classroom* (pp. 309-20). Lexington, Mass.: D. C. Heath.
- Long, M. H. (1991). Focus on form: A design feature in language teaching methodology. In de Bot, K., Ginsberg, R. B., & Kramsch, C. (eds.), *Foreign language research in cross-cultural perspective* (pp. 39-52). Amsterdam: John Benjamins.
- Long, M. H. (1992). Second language acquisition. In Bright, W. (ed.), *Oxford International Encyclopaedia of Linguistics* (pp. 16-19). Oxford: Oxford University Press.
- Long, M. H. & Crookes, G. (1993). Units of analysis in syllabus design: The case for task. In Crookes, G., & Gass, S. M. (eds.), *Tasks in pedagogical context. Integrating theory and practice* (pp. 9-54). Clevedon, Avon: Multilingual Matters.

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- Long, M. H. (1994). The process of foreign language acquisition. In Husen, T., & Postlethwaite, T. N. (eds.), *The International Encyclopedia of Education* (pp. 2331-39). 2nd edition. Oxford: Pergamon.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In Ritchie, W. C., & Bahtia, T. K. (eds.), *Handbook of second language acquisition* (pp. 413-68). New York: Academic Press. Reprinted in Ortega, L. (ed.), *Second language acquisition: Critical concepts in linguistics*. London: Routledge, 2011.
- Long, M. H. (1996). Authenticity and learning potential in L2 classroom discourse. In Jacobs, G. M. (ed.), *Language classrooms of tomorrow: Issues and responses* (pp. 148-69). Singapore: SEAMEO Regional Language Centre.
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- Long, M. H. (2000). Focus on form in Task-Based Language Teaching. In Lambert, R.H. & Shohamy, E. (eds.) *Language Policy and Pedagogy* (pp. 179-92). Amsterdam/Philadelphia: John Benjamins.
- Long, M. H. (2000). Second language acquisition theories. In M. Byram (ed.), *Encyclopedia of language teaching* (pp. 527-34). London: Routledge.
- Doughty, C. J., & Long, M. H. (2000). Eliciting second language speech data. In Menn, L., & Bernstein Ratner, N. (eds.), *Methods for studying language production* (pp. 149-77). Mahwah, NJ: Lawrence Erlbaum Associates.
- Long, M. H. (2000). Acquisition and teaching. In Byram, M. (ed.), *Encyclopedia of language teaching* (pp. 4-5). London: Routledge.
- Long, M. H., & Norris, J. M. (2000). Task-based teaching and assessment. In Byram, M. (ed.), *Encyclopedia of language teaching* (pp. 597-603). London: Routledge.
Reprinted in Van den Branden, K., Bygate, M., & Norris, J. M. (eds.), *Task-Based Language Teaching. A reader* (pp. 135-42). Amsterdam: John Benjamins, 2009.
- Doughty, C. J., & Long, M. H. (2003). The scope of inquiry and goals of SLA. In Doughty, C. J., & Long, M. H. (eds.), *Handbook of second language acquisition* (pp. 3-15). Oxford: Blackwell.
- Long, M. H. (2003). Stabilization and fossilization in interlanguage development. In Doughty, C. J., & Long, M. H. (eds.), *Handbook of second language acquisition* (pp. 487-535). Oxford: Blackwell.
- Long, M. H., & Doughty, C. J. (2003). SLA and cognitive science. In Doughty, C. J., & Long, M. H. (eds.), *Handbook of second language acquisition* (pp. 866-70). Oxford: Blackwell.

- Long, M. H. (2003). Second language acquisition. In Kaplan, R. (ed.), *Oxford International Encyclopedia of Linguistics [OIEL]* (2nd ed.). Oxford: Oxford University Press.
- Long, M. H. (2003). Español para fines específicos: Textos o tareas? [Spanish for specific purposes: Texts or tasks?] In K. Jauregui (ed.), *Espanol para fines especificos. Actas del 11 CIEFE, Amsterdam* (pp. 15-39). Madrid: Ministerio de Educacion y Ciencia del Reino de Espana.
- Long, M. H. (2005). A rationale for learner needs analysis (pp. 1-16). In Long, M. H. (ed.), *Second language needs analysis*. Cambridge: Cambridge University Press.
- Long, M. H. (2005). Methodological issues in learner needs analysis (pp. 19-76). In Long, M. H. (ed.), *Second language needs analysis*. Cambridge: Cambridge University Press.
- Chaudron, C., Doughty, C. J., Kim, Y., Kong, D-K., Lee, J., Lee, Y-G., Long, M. H., Rivers, R., and Urano, K (2005). A task-based needs analysis of a tertiary Korean as a foreign language program. In Long, M. H. (ed.), *Second language needs analysis* (pp. 225-61). Cambridge: Cambridge University Press.
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- Long, M. H. (2007). Second and foreign language education. In Mathinson, S., & Ross, W. (eds.), *Battleground schools: An encyclopedia of conflict and controversy* (pp. 249-54). Westport, CT: Greenwood Press.
- Long, M. H., Jackson, S., Aquil, R., Cagri, I., Gor, K., Lee, S-Y., & Koran, J. (2007) Linguistic Correlates of Proficiency (LCP) Project 2: Interim findings. *TTO 028*

Technical Report, Center for Advanced Studies of Language (CASL), University of Maryland.

Kanno, K., Hasegawa, T., Ikeda, K., Ito, Y., & Long, M. H. (2007). Relationships between prior language-learning experience and variation in the linguistic profiles of advanced English-speaking learners of Japanese. In Brinton, D., & Kagan, O. (eds.), *Heritage Language: A New Field Emerging* (pp. 165-80). Mahwah, NJ: Lawrence Erlbaum.

Long, M. H., Gor, K., Lee, S-Y., Cook, S., Dovina, T., & Koran, J. (2008). Draft Inventory of the Linguistic Correlates of Proficiency for Learners and Heritage Speakers of Russian for ILR Levels 2 to 4. *TTO 2128 Technical Report*. Center for Advanced Studies of Language (CASL), University of Maryland.

Long, M. H. (2009). Language teaching. In Long, M. H. & Doughty, C. J. (eds.), *Handbook of language teaching* (pp. 3-5). Oxford: Wiley-Blackwell.

Lee, S-Y., Moon, J., & Long, M. H. (2009). Linguistic correlates of proficiency in Korean as a second language. *어학연구 Language Research* 45.,319-348.

Long, M. H. (2009). Methodological principles for language teaching. In Long, M. H. & Doughty, C. J. (eds.), *Handbook of language teaching* (pp. 373-94). Oxford: Blackwell.

Gor, K., & Long, M. H. (2009). Input and second language processing. In Ritchie, W. C., & Bahtia, T. J. (eds.), *The new handbook of second language acquisition* (pp. 445-72). New York: Academic Press.

Long, M. H., & Ross, S. (2009). Input elaboration: a viable alternative to “authentic” and simplified texts. In Namai, K., & Fukada, Y. (eds.), *Toward the fusion of language, culture and education: From the perspectives of international and interdisciplinary research. A festschrift for Yasukata Yano*. (pp. 307-25). Tokyo: Kaitakusha.

- Long, M. H. (2011). Second language acquisition. In Hogan, P. C. (ed.), *The Cambridge Encyclopedia of the Language Sciences* (pp. 728-31). Cambridge: Cambridge University Press.
- Long, M. H., & Adamson, D. (2012). SLA research and Arizona's Structured English Immersion policies. In Valdez, G., and Faltis, C. (eds.), *Implementing educational language policy in Arizona: An examination of legal, historical and current practices in SEI* (pp. 39-55). Clevedon, Avon: Multilingual Matters.
- Long, M. H. (2013). Identifying language needs for TBLT in the tourist industry. In Bosch, G. (ed.), *Teaching foreign languages for tourism: Research and practice* (pp. 21-44). Berlin: Peter Lang.
- Long, M. H. (2013). Needs analysis. In Chapelle, C. (ed.), *The Concise Encyclopedia of Applied Linguistics*. Oxford: Wiley-Blackwell.
- Granena, G., & Long, M. H. (2013). Introduction and overview. In Granena, G., & Long, M. H. (eds.), *Sensitive periods, language aptitude, and ultimate L2 attainment* (pp. ix-xv). Amsterdam and Philadelphia: John Benjamins.
- Long, M. H. (2013). Maturation constraints on child and adult SLA. In Granena, G., & Long, M. H. (eds.), *Sensitive periods, language aptitude, and ultimate L2 attainment* (pp. 3-41). Amsterdam and Philadelphia: John Benjamins.
- Long, M. H. (2013). Some implications of research findings on sensitive periods in language learning for educational policy and practice. In Granena, G., & Long, M. H. (eds.), *Sensitive periods, language aptitude, and ultimate L2 attainment* (pp. 259-271). Amsterdam and Philadelphia: John Benjamins.
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- Long, M. H. (2015). Experimental perspectives on classroom interaction. In Markee, N. (ed.), *Handbook of classroom discourse and interaction* (pp. 60-73). Oxford: Wiley-Blackwell.
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- Lee, S-Y., Moon, J., & Long, M. H. (2016). Syntactic competence of heritage speakers at advanced levels of oral proficiency: evidence from L2 Korean. *언어와 정보사회 (Language & Information Society)* 27, 235-260.
- Long, M. H. (2017). Interaction in the L2 classroom. In Leontas, J. (ed.), *TESOL Encyclopedia of English language teaching*. Oxford/Washington, D.C.: Wiley/TESOL International.
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- Long, M. H. (2019). The many contributions of Peter Skehan. In Wen, Z., & Ahmadian, M. (eds.), *Researching L2 task performance and pedagogy. In honor of Peter Skehan*. Amsterdam: John Benjamins.
- Long, M. H., Lee, J., & Hillman, K. K. (2019). Task-based language learning. In Schwieter, J. W., & Benati, A. (eds.), *Cambridge handbook of language learning* (pp. 500-526). Cambridge: Cambridge University Press.
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Long, M. H. (2020). Enhanced incidental and implicit L2 acquisition for international students. In Rastelli, S., & Bagna, C. (Eds.), *Manifesto per l'insegnamento della lingua italiana agli student internazionali. Otto commenti* (pp. 23-41). Ospedaletto-Pisa

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- Long, M. H. (1983). Native speaker/non-native speaker conversation and the negotiation of comprehensible input. *Applied Linguistics* 4, 2, 126-41. Reprinted in Candlin, C. N., & Macnamara, T. (eds.), *A reader in applied linguistics*. London: Routledge, 2001.
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- Long, M. H. (1984). Process and product in ESL program evaluation. *TESOL Quarterly* 18, 3, 409-25.
- Long, M. H., & Porter, P. (1985). Group work, interlanguage talk, and second language acquisition. *TESOL Quarterly* 19, 2, 207-27.
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- Long, M. H. (1988). Review of R. Ellis: *Understanding Second Language Acquisition*. Oxford: Oxford University Press, 1985. *Studies in Second Language Acquisition* 10, 1, 79-82.
- Long, M. H. (1989). Second language research: some implications for methodology and class size in teaching Japanese. *AJALT Journal* 12, 22-31.
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Editorial appointments

Associate Editor, *University of Hawai'i Working Papers in ESL*. (1982-1984)

Co-editor (with R. Scarcella) of *Research Reports* section of *Studies in Second Language Acquisition*. Indiana University Press and Cambridge University Press. (1981-1985)

Co-editor (with R. Scarcella) of Series, *Issues in Second Language Research*. Newbury House Publishers. (1982-1992)

Co-editor, *Cambridge Applied Linguistics Series*. Cambridge University Press. (1983-2007)

Editorial Board, *TESOL Quarterly*. Teachers of English to Speakers of Other Languages (TESOL). (1983-1987)

Editorial Board, *Studies in Second Language Acquisition*. Cambridge University Press. (1985-2021)

Editorial Board *Estudios de Linguística Aplicada* (1992 - 2021)

Advisory Board, *Language Teaching Research*. Edward Arnold. (1996 - 2005)

Comité Científico, *Porta Linguarium* (2004 - 2021)

Editorial Board, *Revista Nebrija de Lingüística aplicada a la enseñanza de lenguas* (2005 - 2021)

Editorial Board, *Linguistic Approaches to Bilingualism* (2011 - 2016)

Editorial Board, *Brill Research Perspectives in Multilingualism and Second Language Acquisition* (2014 - 2021)

Editorial Board, *Instructed Second Language Acquisition Research* (2016 - 2021)

Editorial Advisory Board, *Cambridge Elements in Second Language Acquisition* (2018 – 2021)

Awards/Honors

Co-recipient (with Y. Yano and S. Ross), TESOL/Newbury House International Research Prize, 1994.

Mellon Fellowship, National Foreign Language Center, Washington, D.C. (1996-1997)

Doctorate Honoris Causa, Stockholm University, 2009.

Lifetime Achievement Award, International Association for Task-Based Language Teaching, 2017.

Invited plenary/keynote speaker at over 80 national and international conferences: SLRF (three times), PacSLRF, EUROSLA (twice), AILA, AAAL, GURT, TESOL, RELC, CIEFE, FIAPE, Russian Cognitive Science, FAAL, UNTELE, ELE, KOTESOL, KAFLE, LEARN, ISFLTI, IATBLT, Encontro Anual de PLE (Portuguese as a Foreign Language Annual Meeting), Deutsche Gesellschaft für Fremdsprachenforschung, ConnTESOL, etc.