Publications

Books

Hall, C. J., Smith. P. H. and Wicaksono, R. (2025). *Mapping applied linguistics. A guide for students and practitioners* (3rd edn). London and New York: Routledge.

Cunningham, C. and Hall, C. J. (Eds) (2021). *Vulnerabilities, challenges and risks in applied linguistics*. Bristol: Multilingual Matters.

Hall, C. J. and Wicaksono, R. (Eds) (2020). *Ontologies of English. Conceptualising the language for learning, teaching, and assessment*. Cambridge: Cambridge University Press.

Hall, C. J., Smith. P. H. and Wicaksono, R. (2017). *Mapping applied linguistics. A guide for students and practitioners* (2nd edn). London and New York: Routledge.

Merrison, A. J., Griffiths, P., Bloomer, A. and Hall, C. J. (2014). *Introducing language in use* (2nd edn). London and New York: Routledge.

Hall, C. J., Smith. P. H. & Wicaksono, R. (2011). *Mapping applied linguistics. A guide for students and practitioners*. London and New York: Routledge.

Hall, C. J. (2005). *An introduction to language and linguistics. Breaking the language spell*. London and New York: Continuum.

Hall, C. J. (1992). *Morphology and mind. A unified approach to explanation in linguistics*. London and New York: Routledge. [Re-issued 2014 in the *Routledge Library Editions: Linguistics* series.]

Book chapters

Hall, C. J. and Wicaksono, R. (2024). Ontologies of English as an International Language. In Selvi, A. F. and Galloway, N. (eds), *The Routledge handbook of teaching English as an international language*. London: Routledge.

Hall, C. J. (2023). English as a Lingua Franca as an expression of linguistic diversity: A cognitive perspective. In Mertins, B. and Delucchi, R. (eds), *Diversity in cognition* (pp. 119-146). Lausanne: Peter Lang.

Cunningham, C. and Hall, C. J. (2021). Introduction. In Cunningham, C. and Hall, C. J. (eds), *Vulnerabilities, challenges and risks in applied linguistics*. Bristol: Multilingual Matters.

Hall, C. J. and Cunningham, C. (2021). Afterword. In Cunningham, C. and Hall, C. J. (eds), *Vulnerabilities, challenges and risks in applied linguistics*. Bristol: Multilingual Matters.

Hall, C. J. (2021). Incorporating ontological reflection into teacher education about English for global learners. A rationale and some guiding principles. In Bayyurt, Y. (ed.), *Bloomsbury World Englishes, Volume 3: Pedagogies* (pp. 11-26). London: Bloomsbury.

Hall, C. J. (2020). An ontological framework for English. In Hall, C. J. and Wicaksono, R. (eds), *Ontologies of English. Conceptualising the language for learning, teaching, and assessment* (pp. 13-36). Cambridge: Cambridge University Press.

Wicaksono, R. and Hall, C. J. (2020). Using ontologies of English. In Hall, C. J. and Wicaksono, R. (eds), *Ontologies of English. Conceptualising the language for learning, teaching, and assessment* (pp. 368-375). Cambridge: Cambridge University Press.

Hall, C. J. and Wicaksono, R. (2020). Approaching ontologies of English. In Hall, C. J. and Wicaksono, R. (eds), *Ontologies of English. Conceptualising the language for learning, teaching, and assessment* (pp. 3-12). Cambridge: Cambridge University Press.

Hall, C. J. (2018). The psycholinguistics of English. In Seargeant, P., Hewings, A. and Pihlaja, S. (eds). *Routledge handbook of English Language Studies* (pp. 406-419). London: Routledge.

Hall, C. J. (2018). Cognitive perspectives on English as a Lingua Franca. In Jenkins, J., Baker, W. and Dewey, M. (eds). *Routledge handbook of English as a Lingua Franca* (pp. 74-84). London: Routledge.

Hall, C. J. and Reyes, A. (2009). Cross-linguistic influence in L2 verb frames: the effects of word familiarity and language proficiency. In Benati, A. and Roehr, K. (eds), *Issues in second language proficiency* (pp. 24-44). London: Continuum.

Hall, C. J. and Ecke, P. (2003). Parasitism as a default mechanism in vocabulary acquisition. In J. Cenoz, B. Hufeisen and U. Jessner (eds). *The multilingual lexicon* (pp. 71-85). Dordrecht: Kluwer.

Hall, C. J. (2000). Prefixation, suffixation and circumfixation. In G. Booij, Lehmann, C. and Mugdan, J. (eds), *Morphology. An international handbook on inflection and word formation*, vol. 1 (pp 535-545). Berlin and New York: De Gruyter.

Hall, C. J. (1997). Palabras concretas, palabras abstractas y rasgos categoriales en el léxico mental bilingüe [Concrete words, abstract words and categorial features in the bilingual mental lexicon]. In R. Barriga and P. M. Butragueño (eds), *Varia lingüística y literaria: 50 años del CELL, Tomo 1. Lingüística* (pp. 363-381). Mexico City: Colegio de México Press.

Hall, C. J. (1997). La explicación en sintaxis y morfología formales: Papeles contrastivos para la psicolingüística [Explanation in formal syntax and morphology: Contrasting roles for psycholinguistics]. In M. Pool (ed.), *Estudios de lingüística formal* (pp. 113-137). Mexico City: Colegio de México Press.

Hall, C. J. (1996). La estrategia parasítica: Un modelo psicolingüístico del aprendizaje de vocabulario [The parasitic strategy: A psycholinguistic model of vocabulary learning]. In S. Cuevas and J. Haidar (eds) *La imaginación y la intelegencia en el lenguaje: Homenaje a Roman Jakobson* (pp. 229-238). Mexico City: INAH.

Hall, C. J. (1988). Integrating diachronic and processing principles in explaining the suffixing preference. In J. A. Hawkins (ed.) *Explaining Language Universals* (pp. 321-349). Oxford: Basil Blackwell.

Journal articles

Martínez, M., Clarke, L., Hamilton, L. and Hall, C. J. (2024). Fostering crosslinguistic knowledge about language in young learners: effects of explicit L2 Spanish grammar learning on L1 English grammar. *Language Awareness*, 33(2), 304-327.

Hall, C. J., Gruber, A. and Qian, Y. (2023). Modelling plurilithic orientations to English with pre-service teachers: An exploratory international study. *TESOL Quarterly*, 57, 4, 1167-1196. https://doi.org/10.1002/tesq.3181.

Ecke, P. and Hall, C. J. (2021). Bilingual aspects of the Ontogenesis Model: Parasitic connections at all levels of representation? (Commentary on Bordag et al., 2021). *Bilingualism: Language and Cognition*. https://doi.org/10.1017/ S1366728921000675.

Ecke, P. and Hall, C. J. (2021). The Parasitic Model: Lexical acquisition and its impact on morphosyntactic transfer (Commentary on Schwartz and Sprouse, 2021). *Linguistic Approaches to Bilingualism*. http://doi.org/10.1075/lab.20088.eck.

Hall, C. J. and Cunningham, C. (2020). Educators' beliefs about English and languages beyond English: from ideology to ontology and back again. *Linguistics and Education*, 57, 1-14.

Hall, C. J., Joyce, J. and Robson, C. (2017). Investigating the lexico-grammatical resources of a non-native user of English: the case of *can* and *could* in email requests. *Applied Linguistics Review*, *8,* 1, 35-59.

Hall, C. J., Wicaksono, R., Liu, S., Qian, Y. and Xu, X. (2017). Exploring teachers' ontologies of English. Monolithic conceptions of grammar in a group of Chinese teachers. *International Journal of Applied Linguistics*, *27*, 1, 87-109.

Ecke, P. and Hall, C. J. (2014). The Parasitic Model of L2 and L3 vocabulary acquisition: evidence from naturalistic and experimental studies. *Fórum Linguístico, 11*, 3, 360-372.

Hall, C. J. (2014). Moving beyond accuracy: from tests of English to tests of 'Englishing'. *ELT Journal*, *68*, 4, 376-385.

Hall, C. J. (2013). Cognitive contributions to plurilithic views of English and other languages. *Applied Linguistics, 34*, 211-231.

Hall, C. J., Schmidtke, D. and Vickers, J. (2013). Countability in world Englishes. *World Englishes, 32*, 1, 1-22.

Hall, C. J., Wicaksono, R., Liu, S., Qian, Y. and Xu, X. (2013). English reconceived: Raising teachers' awareness of English as a 'plurilithic' resource through an online course. *British Council ELT Research Papers,* 13–05.

Ecke, P. and Hall, C. J. (2013). Tracking tip-of-the-tongue states in a multilingual speaker: Evidence of attrition or instability in lexical systems? *International Journal of Bilingualism*, *17*, 6, 734-751.

Hall, C. J., Smith, P. H. and Wicaksono, R. (2012). Mapping applied linguistics from the bottom up: A conversation. *ELT Research, 26,* 24-26.

Hall, C. J., Newbrand, D., Ecke, P., Sperr. U., Marchand, V. and Hayes, L. (2009). Learners' implicit assumptions about syntactic frames in new L3 words: The role of cognates, typological proximity and L2 status. *Language Learning, 59*, 1, 153-202.

Sills, R. and Hall, C. J. (2005). Cambios léxicos en el véneto de Chipilo, Puebla: una perspectiva psicolingüística [Lexical change in the Veneto of Chipilo, Puebla: A psycholinguistic perspective]. *Lingüística Mexicana, II*, 2, 277-293.

Hall, C. J. (2002). The automatic cognate form assumption: Evidence for the Parasitic Model of vocabulary development. *International Review of Applied Linguistics, 40*, 69-87.

Hall, C. J. (2001). Lenguaje, mente y cultura: Reflexiones sobre las fronteras lingüísticas y la enseñanza de idiomas en el umbral del siglo XXI [Language, mind and culture: Reflections on linguistic borders and language teaching at the threshold of the 21st century]. *Estudios de Lingüística Aplicada*, *33*, 13-30.

Ecke, P. and Hall, C. J. (2000). Lexikalische Fehler in Deutsch als Drittsprache: Translexikalischer Einfluß auf 3 Ebenen der Mentalen Reprasentation [Lexical errors in German as a third language: Crosslexical influence at three levels of mental representation]. *Deutsch als Fremdsprache, 37*, 1: 30-36.

Hall, C. J. (2000). El léxico mental: El diccionario detrás del diccionario [The mental lexicon: The dictionary behind the dictionary]. *Morphé 19-20*, 95-112.

Hall, C. J. (2000). Publication trends in *MEXTESOL Journal*, 1994-1999. MEXTESOL Journal, *23*, 4, 51-68.

Nelson, G. and Hall, C. J. (1999). Complimenting in Mexican Spanish: Developing grammatical and pragmatic competence. *Spanish Applied Linguistics*, *3*, 1, 91-121.

Ecke, P. and Hall, C. J. (1998). Tres niveles de la representación mental: Evidencia de errores léxicos en estudiantes de un tercer idioma [Three levels of mental representation: Evidence from lexical errors in L3 learners]. *Estudios de Lingüística Aplicada*, *28*, 15-26.

Hall, C. J. (1995). Formal linguistics and mental representation: Psycholinguistic contributions to the identification and explanation of morphological and syntactic competence. *Language and Cognitive Processes, 10*, 2, 169-187.

Hall, C. J. (1994). Phrase structure and the teaching of English. *MEXTESOL Journal*, *18*, 1.

Hall, C. J. and Schultz, M. (1994). Los errores de marco sintáctico: Evidencia del Modelo Parasítario del léxico mental en un segundo idioma [Syntactic frame errors: Evidence for the Parasitic Model of the second language mental lexicon]. In *Memorias del II Congreso Nacional de Lingüística*, special issue of *Estudios de Lingüística Aplicada, 12,* 19/20, 376-389.

Hall, C. J. (1993). Who's afraid of Noam Chomsky? A tutorial review for teachers of English. *MEXTESOL Journal*, *16*, 4.

Hall, C. J. (1986). The stem-first preference in lexical processing: A diachronic perspective. In J. Connor-Linton, C. J. Hall and M. McGinnis (eds), *SCOPIL, 11*: *Social and Cognitive Perspectives on Language* (pp. 221-248). Los Angeles: USC.

Hall, C. J. (1985). Morphology, syntax and logical form: Towards the resolution of a border conflict. In G. M. Gilligan, M. A. Mohammad and I. Roberts (eds), *SCOPIL, 10*: *Studies in Syntax* (pp. 56-72). Los Angeles: USC.

Other

Hall, C. J. and Wicaksono, R. (2024). *Changing Englishes: An interactive course for teachers* (v.03). Online at: www.changingenglishes.online.

Hall, C. J. and Wicaksono, R. (2020). *Changing Englishes: An interactive course for teachers* (v.02.1). Online at: www.changingenglishes.online.

Hall, C. J., O'Brien, D. and the LIdIA Policy Forum (2015). *Making higher education more Deaf-friendly. LIdIA Position Statement and Position Paper 01*. York: York St John University. Available online at: www.yorksj.ac.uk/lidia/policy.

Hall, C. J. and Wicaksono, R. (2013). *Changing Englishes: An interactive course for teachers*. Online at: www.yorksj.ac.uk/changing-englishes.

Hall, C. J. (2012). Testing Englishes: Time to move from monolithic myth to plurilithic reality? *IATEFL TEASIG Newsletter*, 52*,* 19-22. [Republished in Lussi Bell, M. (Ed.) (2024), *Best of TEASIG, Vol. 3* (pp. 13-17). Faversham, UK: IATEFL. Online at https://www.iatefl.org/resources/best-teasig-volume-3-digital-copy.]

Hall, C. J. (1992). *Making the right connections: Vocabulary learning and the mental lexicon*. Washington D.C.: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 363 128).

Conference papers

Plenary/keynote addresses and invited lectures

The ideological and ontological beliefs of EAL educators (Invited lecture, with Clare Cunningham). English Department Seminar Series, Hong Kong Polytechnic University, October 2021 (online).

Atrás del pizarrón en la enseñanza del inglés. Enfrentando nuestras creencias ontológicas y ideológicas ('Behind the blackboard in ELT. Confronting our ontological and ideological beliefs') (Plenary). Applied Linguistics Programme 10th Anniversary Conference, University of Nayarit, Mexico, December 2020 (online).

Behind the blackboard in ELT. Confronting our ontological and ideological beliefs (Plenary). III Virtual Forum on Research in English Language Teaching, University of Veracruz, Mexico, November 2020 (online).

English as a Lingua Franca as an expression of linguistic diversity: a cognitive perspective (Keynote). Conference on Diversity in Cognition, TU University Dortmund, Germany, February 2020.

The many meanings of English: An ontological framework for Applied English Linguistics (Invited lecture). University of Huddersfield, November 2018.

The many meanings of English: An ontological framework for Applied English Linguistics (Keynote). Bonn Applied English Linguistics Conference, University of Bonn, Germany, May 2018.

The many meanings of English. An ontological framework for Applied Linguistics. (Plenary). York St John Postgraduate Forum on Applied Linguistics, York St John University, January 2018.

A cognitive perspective on English as a Lingua Franca (Invited lecture). Center for English as a Lingua Franca, Tamagawa University, Japan, December 2016.

The myth of 'Planet English' (Inaugural professorial lecture). Go York Lecture Series, York St John University, May 2016.

From monolithic accuracy to plurilithic usage: Reconceptualizing grammar for English teacher education (Invited lecture). Centre for Language Education Research, University of Leeds, April 2016.

Conceptualising L2 user English. Evidence from a corpus analysis of one individual's usage (Invited lecture). Kuwait University, Kuwait, March 2016.

What kind of English do learners come to know and use? A usage-based analysis of a tiny fragment of one individual's L2 English grammar (Keynote). York St John Postgraduate Forum on Applied Linguistics, York St John University, January 2016.

Ontologies of grammar for TESOL: A usage-based perspective (Invited lecture). English Language Teaching and Research Seminar Series, University of Stirling, October 2015.

Ontologies of ('the' English) language for learning, teaching, and assessment (Keynote). BAAL/CUP Seminar '(De)Constructing Englishes. Exploring the implications of ontologies of the language for learning, teaching, and assessment', York St John University, June 2015.

Reconceptualising grammar for a pedagogy of global Englishes (Invited lecture). Centre for Global Englishes, University of Southampton, April 2015.

Learning (and losing) words in second languages. Parasitic connections in the multilingual mental lexicon (Invited lectures). (a) Soochow University, China; (b) Suzhou University of Science and Technology, China; and (c) Nanchang University College of Science and Technology, China; April 2015.

The lemma as lexical hub: Parasitic connections in the multilingual lexicon (Invited lecture). Lexical Studies Conference, Cardiff University, February 2015.

A 'plurilithic' approach to English. Implications for EAL in UK schools (Invited lecture, with Rachel Wicaksono). 5th National Association for Language Development in the Curriculum (NALDIC) Yorkshire and Humberside Regional Interest Group meeting, York, February 2014.

Testing Englishes (Keynote). 40th National Conference of the Mexican Association of Teachers of English (MEXTESOL), Querétaro, Mexico, November 2013.

Teaching Englishes (Plenary). 40th National Conference of the Mexican Association of Teachers of English (MEXTESOL), Querétaro, Mexico, November 2013.

Changing Englishes for intercultural communication (Plenary). 15th International Conference of the Lithuanian Association of Teachers of English (LAKMA), Vilnius, Lithuania, October 2013.

Changing Englishes and teachers' conceptions of English (Invited seminar). British Council Seminar Series, Manchester, May 2013.

Changing Englishes for international communication (Keynote). HEA Seminar *Changing Englishes in internationalising universities*, York St John University, September 2012.

Cognitive resources and processes in ELF. A construction-based approach (Invited lecture). Launch of the Centre for Global Englishes, University of Southampton, May 2012.

"Mind the gap". Teachers' incompatible conceptions of English as an International Language (Invited lecture). Research Seminar Series, School of Education, University of Leeds, March 2012.

Ontologies of English: Can teachers' beliefs be reconciled? (Invited lecture). Research Seminar Series, Centre for Language Learning Research, University of York, December 2011.

Handling hybridity: British English, China English, English as a Lingua Franca (Invited lectures). (a) British Council, Beijing, China; (b) Suzhou University of Science and Technology, China; and (c) Changshu Institute of Technology, China, September 2010.

Linguistics for theorists of musical understanding (Invited lecture). Research Seminar Series, Leeds College of Music, May 2010.

Multiple Englishes, multiple attainments and the multilingual mind (Invited lecture). Applied Linguistics and Second Language Acquisition Research Seminar Series, University of Greenwich, London, March 2010.

Preparing for TEsSOL (Teaching Englishes to Speakers of Other Languages) (Plenary). 36th National Conference of the Mexican Association of Teachers of English (MEXTESOL), Monterrey, Mexico, October 2009.

"One language and many voices." Which nouns count in English as a Lingua Franca (Keynote). 36th National Conference of the Mexican Association of Teachers of English (MEXTESOL), Monterrey, Mexico, October 2009.

The bilingual lexicon as cognition and culture (Invited lectures): (I) *The Parasitic Model of vocabulary development in additional languages*; (II) *Ultimate attainment in vocabulary development: The challenge from World Englishes*. Adam Mickiewicz University, Poznan, Poland, April 2009.

English for international opportunity: The role of native-speaker norms (Keynote). British Council IELTS Conference, Shanghai, China, December 2008.

Learner lexis, World Englishes and the development of the bilingual lexicon (Invited lecture). Centre for Research in Linguistics and Language Sciences Seminar Series, Newcastle University, November 2008.

World Englishes, vocabulary teaching and the mental lexicon (Keynote). 35th National Conference of the Mexican Association of Teachers of English (MEXTESOL), León, Mexico, October 2008.

Language, meaning, and modality: A Chomskyan perspective (Keynote). 3rd UDLA Humanities Forum, Puebla, Mexico, March 2005.

Guiding vocabulary learning: Insights from research and theory (Keynote). 31st National Conference of the Mexican Association of Teachers of English (MEXTESOL), Morelia, Mexico, October 2004.

Cross-lexical influence and the teaching of EFL vocabulary (Plenary). 1st International Conference of the National Association of University Teachers of English (ANUPI), Acapulco, Mexico, September 2003.

Understanding the Other through language: Psycholinguistic reflections (Keynote). 12th Calasanz Festival, Universidad Cristóbal Colón, Veracruz, Mexico, August 2003.

Linguistic frontiers and the language teacher: Considerations for the twenty-first century (Plenary). 14th Conference of University Foreign Language Specialists (FEULE), Puebla Autonomous University, Mexico, March 2000.

Beyond the four skills: A psycholinguistic perspective on second language learning (Keynote). 3rd Linguistics Forum, Universidad Autónoma de Tlaxcala, Mexico, November 1998.

Language learning as mental computation (Invited lecture). Centro de Idiomas, Universidad Veracruzana, Orizaba, and Centro de Idiomas, Universidad Veracruzana, Xalapa, Mexico, September 1995.

Frame representation in L2 lexical development (Invited lecture). Language Research Seminar, Centre for Speech and Language, Birkbeck College, London, July 1994.

The mental lexicon: Language, mind and brain (Invited lecture). Symposium on Neurolinguistics, Psycholinguistics and the Psychology of Language: Between Brain and Mind, Puebla Autonomous University, Mexico, November 1993.

Making the right connections: Vocabulary learning and the mental lexicon (Plenary). 7th National Meeting of Foreign Language Lecturers, National Autonomous University, Mexico, September 1992.

Affixes and heads: A study in typology, diachrony and psycholinguistics (Invited lecture). Conference of Researchers in Applied Linguistics, Tlaxcala Autonomous University, Mexico, November 1991.

Linguistics as a cognitive science (Invited lecture). Round Table on Aspects of Psycholinguistics, 2nd Academic Exchange Week, Centre for Research and Teaching in the Language Sciences, Puebla Autonomous University, Mexico, October 1990.

Understanding affixes: The psycholinguistics of historical change (Invited lecture). Cognitive Science Group Research Seminar Series, University of Cambridge, United Kingdom, July 1989.

Psycholinguistic constraints on the development of affixation (Invited lecture). Institute for Philological Research, Mexican National Autonomous University, Mexico City, Mexico, September 1987.

Peer-reviewed conference papers

Language ontology and social justice in applied linguistics. British Association of Applied Linguistics Annual Conference, Queen's University Belfast, September 2022.

Modelling plurilithic orientations to English with trainee teachers: Preliminary findings from a comparative international study (with Alice Gruber and Yuan Qian). British Association of Applied Linguistics Annual Conference, Northumbria University, September 2021 (online).

The ideological and ontological beliefs of EAL educators: a social justice perspective (with Clare Cunningham). Language Education for Social Justice Virtual Conference, University of Jyväskylä, Finland, June 2021 (online).

Analysing teachers' ontologies of English: prospects for teacher education. British Association of Applied Linguistics Annual Conference, Manchester Metropolitan University, August 2019.

English in applied linguistics: An ontological framework. Annual Conference of the American Association for Applied Linguistics, Portland, USA, March 2017.

From monolithic accuracy to plurilithic usage: Reconceptualizing grammar for English teacher education. Annual Conference of the American Association for Applied Linguistics, Orlando, USA, April 2016.

Investigating the dynamic lexico-grammatical resources of a non-native user of English using a longitudinal corpus (with Jack Joyce and Chris Robson). British Association of Applied Linguistics Annual Conference, University of Warwick, September 2014.

Engaging teachers with ELF as individual and social construction. 6th International Conference of English as a Lingua Franca, Rome, Italy, September 2013. (Paper in the Special Symposium on ELF as Individual and Social Construction, organised by Kurt Kohn, University of Tübingen, Germany.)

Changing Englishes and conceptions of English in a globalizing world: teachers' experiences using an online course (with Rachel Wicaksono). Annual Conference of the American Association for Applied Linguistics, Dallas, USA, March 2013.

Reconciling beliefs about form and function in ELF for English teachers. 5th International Conference of English as a Lingua Franca, Istanbul, Turkey, May 2012. (Paper in the Special Symposium on Approaching Complexity in ELF Research, organised by Robert Baird, University of Southampton.)

Challenging monolithic models of English. An online tutorial. 46th Annual Conference of the International Association of Teachers of English as a Foreign Language, Glasgow, March 2012.

Lexical errors and cross-linguistic influence in the speech of Mexican L3 learners: The case of triple cognates (with Peter Ecke). 7th International Conference on Third Language Acquisition and Multilingualism, Warsaw, Poland, September 2011.

Language disinvention for ELT from the bottom-up, through theory and talk. 16th World Congress of Applied Linguisitcs, Beijing, China, August 2011. (Part of the symposium *Applied Linguistics from the Bottom-up*, co-organised with Patrick H Smith and Rachel Wicaksono.)

World Englishes, ELF, language disinvention and language cognition: Complementary perspectives on L2 learning, teaching and assessment. 6th BAAL Language Learning and Teaching Special Interest Group Conference, King's College London, July 2010.

Which nouns count in English as a Lingua Franca. 3rd International Conference of English as a Lingua Franca, University of Vienna, Austria, May 2010.

What is your problem with English? Conversations about English as an international language in UK universities (with Rachel Wicaksono). 14th Conference of the International Association for World Englishes, Hong Kong, December 2008.

World Englishes, vocabulary teaching and the mental lexicon (with Rachel Wicaksono). 14th Conference of the International Association for World Englishes, Hong Kong, December 2008.

Cross-linguistic influence in L2 verb frames: the effects of word familiarity and language proficiency (with Areli Reyes). 4th BAAL Language Learning and Teaching Special Interest Group Conference, University of Greenwich, July 2008.

Tip-of-the-tongue states in a first, second, and third language: Developmental changes in lexical retrieval (with Peter Ecke). 5th International Conference on Third Language Acquisition and Multilingualism, University of Stirling, September 2007.

Learning and loss in the bilingual mental lexicon: Evidence for a common developmental process (with Rachael Sills). Linguistics Association of Great Britain Annual Meeting, King's College London, August-September 2007.

Article and grammatical gender selection in beginning learners of German as a third language (with Peter Ecke). 5th Annual University of Arizona SLAT Interdisciplinary Roundtable, Tucson, USA, February 2006.

Meaning in second language acquisition: Insights from Conceptual Semantics. 32nd National Conference of the Mexican Association of Teachers of English (MEXTESOL), Zacatecas, Mexico, October 2005.

Language typology and form-frame interactions in the multilingual mental lexicon: Evidence from L3 German and L3 French learners (with Peter Ecke, Lisa Hayes & Denise Newbrand). 4th International Conference on Third Language Acquisition and Multilingualism, University of Fribourg, Switzerland, September 2005.

Psychotypological effects in the acquisition of third language vocabulary (with Lisa Hayes). 8th National Linguistics Conference, Universidad de las Américas Puebla, Mexico, May 2005.

Article and grammatical gender assignment in beginning learners of German as a third language (with Peter Ecke). Annual Conference of the Linguistic Association of the Southwest, New Orleans, USA, September 2004.

Form and syntactic frame interactions in the multilingual mental lexicon (with Peter Ecke). Annual Conference of the American Association for Applied Linguistics, Portland, USA, May 2004.

Lexical change in Veneto: A psycholinguistics perspective (with Rachael Sills). 7th National Linguistics Conference, Guadalajara, Mexico, September 2003.

The parasitic model of vocabulary acquisition: Evidence from L3 errors (with Peter Ecke). 4th International Symposium on Bilingualism, Arizona State University, Tempe, USA, May 2003.

Writing to read, reading to write. 29th National Conference of the Mexican Association of Teachers of English (MEXTESOL), Monterrey, Mexico, October 2002.

Cross-lexical influence at three levels of representation: Evidence for 'total parasitism' in the multilingual lexicon (with Peter Ecke). Annual Conference of the American Association for Applied Linguistics, Seattle, USA, March 1998.

The mental lexicon: The dictionary behind the dictionary. National Colloquium on Language and the Dictionary, Universidad de las Américas Puebla, Mexico, October 1997.

Three levels of mental representation: Evidence from lexical errors in students of foreign languages (with Peter Ecke). 4th National Linguistics Conference, University of Xalapa, Mexico, October 1997.

Concreteness and categorical features in the bilingual mental lexicon: Evidence for a mixed representational model (with Jaime Spínola and Patrick Smith). 1st International Symposium on Bilingualism, University of Newcastle upon Tyne, UK, April 1997.

Syntactic information in the mental lexicon: Looking for connections between verbs and prepositions (with Patrick Smith and Leslie Lane). 3rd International Meeting on Thought and Language, Guadalajara, Mexico, December 1996.

Connections in the mental lexicon: Two examples (with Patrick Smith, Leslie Lane and Jaime Spínola). 23rd National Conference of the Mexican Association of Teachers of English (MEXTESOL), Zacatecas, Mexico, October 1996.

Verbs and prepositions in the bilingual lexicon: An experimental study (with Patrick Smith and Jaime Spínola). 10th International Congress of the Linguistics and Philology Association of Latin America, Las Palmas de Gran Canaria, Spain, July 1996.

Verbs and prepositions in the bilingual mental lexicon: A preliminary experimental study (with Patrick Smith and Jaime Spínola). 3rd National Linguistics Conference, Puebla Autonomous University, Mexico, October 1995.

Subcategorisation in the mental lexicon: An experimental study (with Patrick Smith and Jaime Spínola). 3rd National Linguistics Conference, Puebla Autonomous University, Mexico, October 1995.

Morphology and the teaching of English. 22nd National Conference of the Mexican Association of Teachers of English (MEXTESOL), Acapulco, Mexico, October 1995.

Thinking as a second language. TESOL and cognitive science. 21st National Conference of the Mexican Association of Teachers of English (MEXTESOL), Ixtapa, Mexico, October 1994.

Syntactic frame errors and the nature of the L2 mental lexicon. International Workshop on Cognitive Models of Language Acquisition, Tilburg University, The Netherlands, April 1994.

Pedagogical implications of the UDLAP vocabulary project (with four graduate students). 20th National Conference of the Mexican Association of Teachers of English (MEXTESOL), Puerto Vallarta, Mexico, October 1993.

Phrase structure and the teaching of English. 20th National Conference of the Mexican Association of Teachers of English (MEXTESOL), Puerto Vallarta, Mexico, October 1993.

Syntactic frame errors: Evidence for the parasitic model of the second language mental lexicon (with Moya Schultz). 2nd National Linguistics Conference, El Colegio de México, Mexico, August 1993.

Evidence for the parasitic strategy of L2 vocabulary learning and for the Triad Model of lexical representation. 10th International Conference of the Linguistics and Philology Association of Latin America, Veracruz, Mexico, April 1993.

Who's afraid of Noam Chomsky? (What every English teacher wanted to know about linguistics but was afraid to ask). 19th National Conference of the Mexican Association of Teachers of English (MEXTESOL), Acapulco, Mexico, October 1992.

The parasitic strategy: a psycholinguistic model of vocabulary learning. Jakobson Colloquium, National School of Anthropology and History, Mexico City, July 1992.

Vocabulary learning and the mental lexicon. 18th National Conference of the Mexican Association of Teachers of English (MEXTESOL), Guadalajara, Mexico, November 1991.

Processing constraints on morphological structure (with Gary Gilligan). Southern California Conference on General Linguistics, University of California at San Diego, USA, April 1985.

Prediction in the language processing mechanism. Postgraduate Conference on Language and Linguistics, University of Newcastle upon Tyne, United Kingdom, May 1983.