

Mari Haneda

Curriculum Vitae

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Dept. of Curriculum & Instruction
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University Park, PA 16802
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I. EDUCATION

Graduate Degrees Earned

Ph.D.	Second Language Education Department of Curriculum, Teaching & Learning	Ontario Institute for Studies in Education/University of Toronto, Canada	2000
M.Ed.	Second Language Education Department of Curriculum	Ontario Institute for Studies in Education, Canada	1995

II. ACADEMIC HISTORY

Post-Doctorate Academic Employment

2013 August – Present	Associate Professor <i>Tenured</i>	ELL/World Languages Education & Applied Linguistics Second Language Education + Language, Culture, & Society Graduate Emphases Co-Director of the ESL Program Specialist Certificate Dept. of Curriculum & Instruction, College of education Penn State University
2009-2011	Associate Professor	Foreign/Second Language Teaching School of Teacher Education, College of Education Florida State University
2009-2011	Associate Professor <i>Tenured</i>	Foreign, Second, Multilingual Language Education Language, Society, & Education Graduate Emphases School of Teaching & Learning, College of Education & Human Ecology, Ohio State University
2004-2009	Assistant Professor	Foreign/Second Language Education Language, Society, & Education Graduate Emphases School of Teaching & Learning, College of Education & Human Ecology, Ohio State University
2003-2004	Assistant Professor	English as a Second Language Education Dept. of Teaching, Learning, and Teacher Education College of Education & Human Sciences University of Nebraska-Lincoln
01-05/2003	Visiting Assistant Prof	Bicultural and Bilingual Studies, University of Texas, San Antonio
2000-2002	Postdoctoral Fellow	Center for Research on Education, Diversity & Excellence in Education at the University of California, Santa Cruz

III. PUBLICATIONS

Edited Journal Issues

Edited Books

Haneda, M., & Nassaji, H. (Eds.). (under contract, forthcoming). *Perspectives on language as action: Essays in honour of Merrill Swain*. Bristol, UK: Multilingual Matters.

Edited Journal Issues

Edited volume

Haneda, M. (Ed.). (2017). Dialogic learning and teaching across diverse contexts: Promises and challenges. A special themed issue in *Language and Education*, 31(1), 1-92.

Haneda, M. (Ed.). (2014). Academic language and English learners: Theory and practice. A special themed section in *Linguistics and Education*, 24, 88-154.

Haneda, M. (Ed.) (2009). Learning over time: Empirical and theoretical issues in the investigation of classroom talk and interaction. A special themed issue in *Language and Education*, 23(4), 291-390.

Refereed Journal Articles

Haneda, M., & Sherman, B. (forthcoming, 2018 online first). ESL teachers' acting agentively through job crafting. To appear in *Journal of Language, Identity, and Education*.

Haneda, M. (2017). Introduction. Dialogic learning and teaching across diverse contexts: Promises and challenges. *Language and Education*, 31(1), 1-5.

Haneda, M., Teemant, A., & Sherman, B. (2017). Instructional coaching through dialogic interaction: Helping a teacher to become agentive in her practice. *Language and Education*, 31(1), 46-64.

Haneda, M., & Sherman, B. (2016). A job-crafting perspective on teacher agentive action. *TESOL Quarterly*, 50(3), 745-754.

Haneda, M., & Alexander, M. (2015). ESL teacher advocacy beyond the classroom. *Teaching and Teacher Education*, 49, 149-158.

Haneda, M. (2014). Introduction: Why should we care about academic language? *Linguistics and Education*, 26, 88-91.

Haneda, M. (2014). From academic language to academic communication: Building on English learners' resources. *Linguistics and Education*, 26, 126-135.

Haneda, M., & Nespors, J. (2013). Strangers and professionals: Positioning discourse in ESL teachers' work. *Urban Review*, 45, 251-272.

Haneda, M. & Wells, G. (2012). Some key pedagogic principles for helping ELLs to succeed in school. *Theory into Practice*, 51(4), 297-304.

Haneda, M. & Wells, G. (2010). Learning science through dialogic inquiry: Is it beneficial for English-as-additional-language students? *The International Journal of Educational Research*, 49(1), 10-21.

- Haneda, M. (2009). Enculturation into Discourses by East Asian students in a graduate TESOL program. *TESL Canada Journal*, 27(1), 64-84.
- Haneda, M. (2009). Introduction: Learning over time – empirical and theoretical investigations of classroom talk and interaction. *Language and Education*, 23(4), 291-294.
- Haneda, M. (2009). Learning about the past and preparing for the future: A longitudinal investigation of a grade 7 “sheltered” social studies class. *Language and Education*, 23(4), 335-352.
- Haneda, M & Monobe, G. (2009). Bilingual and biliteracy practices: Japanese adolescents living in the United States. *The Journal of Asian Pacific Communication*, 19(1), 7-29.
- Wells, G. & Haneda, M. (2009). Contributions of inquiry to second language learning. *Cultura y Educación*, 21(2), 141-156.
- Haneda, M. (2008). Contexts for learning: English language learners in a US middle school. *The International Journal of Bilingual Education and Bilingualism*, 11(1), 75-94.
- Haneda, M. & Wells, G. (2008). Learning an additional language through dialogic inquiry. *Language and Education*, 22(2), 114-136.
- Haneda, M. (2007). Modes of engagement in foreign language writing: An activity theoretical perspective. *Canadian Modern Language Review*, 64(2), 297-327.
- Haneda, M. (2006). Classrooms as communities of practice: A re-evaluation. *TESOL Quarterly*, 40(4), 807-817.
- Haneda, M. (2006). Becoming literate in a second language: Connecting home, community, and school literacy practices. *Theory into Practice*, 45(4), 337-345.
- Haneda, M. (2005). Some functions of triadic dialogue in the classroom: Examples from L2 research. *Canadian Modern Language Review*, 62(2), 313-333.
- Haneda, M. (2005). Investing in foreign-language writing: A study of two multicultural learners. *Journal of Language, Identity, and Education*, 4(4), 269-290.
- Haneda, M. (2004). The joint construction of meaning in writing conferences. *Applied Linguistics* 25(2), 178-219.
- Haneda, M. (2002). Learning culture through ethnographic inquiry: A response to Roumiana Ilieva “Living with ambiguity”. *TESL Canada Journal* 19(2), 92-97.
- Haneda, M. (2000). Modes of student participation in an elementary school science classroom: From talking to writing. *Linguistics and Education* 10(4), 1-27.
- Haneda, M. & Wells, G. (2000). Writing in “knowledge-building” communities. *Research in the Teaching of English*, 34(3), 430-457.
- Haneda, M. (1997). Second language learning in a ‘community of practice’: A case study of adult Japanese learners. *Canadian Modern Language Review*, 54(1), 11-27.

Haneda, M. (1996). Peer interaction in an adult second language class: An analysis of collaboration on a form-focused task. *Japanese-Language Education Around the Globe Vol.6*, 101-123.

Book Chapters

Haneda, M, Sherman, B., & Teemant, A. (accepted). Assisted performance through instructional coaching: A critical sociocultural perspective. To appear in M. Haneda & Nassaji, H. (Eds.), *Perspectives on language as action: Essays in honour of Merrill Swain*.

Haneda, M. (2008). Educating the whole child: English language learners in a middle school. In J. Scott, Straker, D., & Katz, L. (Eds.), *Affirming students' right to their own language: Bridging educational policies and language/language arts teaching practices* (pp. 232-246). Mahwah, NJ: Lawrence Earlbaur

Wells, G. & Haneda, M. (2005). Extending instructional conversation. In O'Donnell, C. R., & Yamauchi, A. (Eds.), *Culture and context in human behavior change* (pp. 151-178). New York: Peter Lang.

Encyclopedia Entries

Haneda, M. (2014). Dialogic inquiry. In D. Coghlan. & M. Brydon-Miller. (Eds.), *The encyclopedia of action research*. (pp. 256-259). Thousand Oaks, CA: Sage.

Haneda, M., & Wells, G. (2013). Teacher talk and dialogic inquiry in second language classrooms. C.A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (pp. 1692-1695). Wiley-Blackwell.

Reviews and Essays

Haneda, M. (2009). Afterword. In M. Farr, L. Seloni, & J. Song (Eds.), *Ethnolinguistic Diversity and Literacy Education*. Routledge/Taylor-Francis.

Haneda, M. (2006). A review of *Crossing the curriculum: Multilingual learners in college classrooms*. *English for Specific Purposes*, 25, 498-501.

Haneda, M. (2004). Making sense of children's lives: A review of *Riding through the Storm*. *Linguistics and Education* 15, 173-175.

Haneda, M. (1998). Action research and the role of a colleague. *Orbit* 29(3), 16-17. Toronto: OISE Press.

Haneda, M. (1996). Review of *Making sense of functional grammar*. *TESOL Journal* 6(2), 44-45.

Under Review/Preparation

Journal Articles/Book Chapters

Blair, A., Haneda, M., & Bose, F. (resubmitted). English-medium instruction settings as sites of multilingual and multimodal meaning-making.

Haneda, M., Bose, F., Sherman, B., & Teemant, A. (in preparation). Expertise in instructional coaching: Toward transformative practices.

Kim, M., & Haneda, M. (in preparation). The TOEIC speaking test incarnated: Test-mediated ideologies and English learning activities in the job market.

IV. PRESENTATIONS

Peer-Reviewed Conference Presentations

Haneda, M., & Nespor, J. (Accepted). Occupational erasure and the work of invisible teaching. Paper to be presented at XIX ISA World Congress of Sociology. July 2018, Toronto, CA.

Haneda, M., & Canagrajah, S. (Accepted). Multimodality: From a structuralist to a poststructuralist approach to academic communication. Colloquium (co-organizer) to be presented at the Annual Conference of American Association for Applied Linguistics, Chicago, IL.

Bose, F., & Haneda, M. (Accepted). Academic repertoires of emergent bilingual children in different classroom spaces. Paper to be presented at the Annual Conference of American Association for Applied Linguistics, Chicago, IL.

Haneda, M., Sherman, B., Amory, M., Blair, A., & Bose, F. (April, 2017). Representing video-recordings of face-to-face interaction: Researcher subjectivity and reflexivity. Paper presented at the Annual Conference of American Association for Applied Linguistics, Portland, Oregon.

Haneda, M., Bose, F., & Sherman, B. (April, 2016). Promoting teacher agency through instructional coaching: A cross-case analysis. Paper presented as part of the symposium at the Annual Conference of American Association for Applied Linguistics, Orlando, Florida.

Boyd, M. & Haneda, M. (March, 2015). Dialogic interaction across the curriculum: Promises and challenges. Symposium (co-organizer) presented at the Annual Conference of American Association for Applied Linguistics, Toronto, Canada.

Haneda, M., & Teemant, A. (March, 2015). Interactional dynamics of instructional coaching conversation: One teacher's story. Paper presented as part of the symposium at the Annual Conference of American Association for Applied Linguistics, Toronto, Canada.

Monobe, G., Vetere, T., Haneda, M. (March, 2015). Overcoming the "model minority" myth: The case of an emergent bilingual child. Paper presented at the Annual Conference of American Association for Applied Linguistics, Toronto, Canada.

Haneda, M. (March, 2014). "Acting interculturally": A case for promoting multilingualism among ESL teachers. Paper presented at the Annual Conference of American Association for Applied Linguistics, Portland, Oregon.

Haneda, M. (September, 2013). From academic language to academic communication: Multi-modal meaning making in secondary classrooms. Paper presented at XXth Sociocultural Theory and Second Language Learning Working Group Meeting, Penn State University.

Haneda, M., & Mizuno, M. (March, 2013). Is multilingual competence important for ESL teachers? Paper presented at the Annual Conference of American Association for Applied Linguistics, Dallas.

Wells, G., Haneda, M., & Cheng, Y-H. (March, 2013). Challenges in managing authority and equality in instructional conversation. Paper presented at the Annual Conference of the American Association for

Applied Linguistics, Dallas.

Nespor, J., & Haneda, M. (April, 2012). Sutures and threads: Turning points and unfolding lines in the paths into ESL teaching. Paper presented at the American Educational Research Association. Vancouver, BC, Canada.

Haneda, M. (March, 2012) Academic language: What is it, who needs it, and why? Paper presented as part of the symposium, "Academic language and English language learners: Theory and practice" at the Annual Conference of American Association for Applied Linguistics, Boston (symposium organizer/presenter)

Nespor, J., Haneda, M., Cheng, Y-H., & Mizuno, M. (April, 2011). Re-imagining teaching: Occupational identity and the construction of practice among ESL teachers in urban and suburban school districts. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

Haneda, M., Nespor, J., Cheng, Y-H., & Mizuno, M. (April, 2011). Migrating discourses: Policy, social movements, and public narratives of immigration and ESL teaching. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

Haneda, M. (March, 2010). Doing and talking history with English language learners. Paper presented at the Annual Conference of the American Association for Applied Linguistics, Atlanta.

Wells, G. & Haneda, M. (April, 2009). Authority and equality in instructional conversation. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego.

Haneda, M. & Wells, G. (March, 2009). Learning science through dialogic inquiry: Is it beneficial for ELLs? Paper presented as part of symposium, "Gaining access and sustaining engagement in science discourse: Supporting English language learners" organized by Juliet Langman at the Annual Conference of the American Association for Applied Linguistics, Denver.

Haneda, M. (September, 2008). Broadening participation structures for English language learners: A longitudinal investigation. Paper presented as part of symposium, "Learning over time: Empirical and methodological issues in the investigation of classroom talk and interaction," at the International Society for Cultural and Activity Research, the University of California, San Diego. (Symposium organizer/presenter)

Haneda, M. (June, 2008). Classroom chronotopes: Using microethnographic discourse analysis to connect concepts of time and space to reading comprehension. Symposium presented at the 20th Annual Conference on Ethnographic and Qualitative Research in Education, Cedarville, Ohio. (Discussant)

Haneda, M. (April, 2007). Learning over time and space: Conceptual and methodological issues in researching classroom discourse. Symposium presented at the Annual Meeting of the American Educational Research Association, Chicago. (Symposium organizer/discussant)

Haneda, M. (April, 2007). Learning experiences of adolescent English language learners across the curriculum. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

Haneda, M. (April, 2006). A case study of university foreign-language writers: Task investment and

composing strategies. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

Haneda, M. (July, 2005). Negotiating positional and asserted identities: A qualitative study of immigrant youths in a US middle school. Paper presented at the Thinking Qualitatively Conference, Edmonton, Canada.

Haneda, M. (November, 2004). Integrating science and social studies with ESL: A case study of a grade 3 class. Paper presented at the National Council of Teachers of English Annual Convention, Indianapolis.

Haneda, M. (April, 2004). Teaching English language learners through an integrated curriculum. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego.

Haneda, M. (April, 2002). Distributing expertise in writing conferences. Paper presented at the Annual Conference of the American Association for Applied Linguistics, Salt Lake City.

Haneda, M. (August, 2001). The multiple contexts of second-language literacy learning. Paper presented at the Interdisciplinary Literacy Conference: Researching Literacy and Language in School and Community, University of California, Santa Barbara.

Haneda, M. (April, 2000). Talk, text, and language proficiency in L2 writing conferences. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.
 Haneda, M. (April, 1999). An investigation of intertextual links among speech, writing and context in a foreign-language class. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal.

Haneda, M. (March, 1999). Case studies of revision. Paper presented at the Annual Conference of the American Association for Applied Linguistics, Stamford, Connecticut.

Haneda, M. (October, 1998). Modes of meaning in writing conferences. Paper presented at the 5th Conference on Sociocultural Theory and Second Language Learning, Indiana University-Purdue University at Indianapolis.

Haneda, M. (July, 1998). Teacher-student writing conferences in a foreign-language classroom: An analysis of interpersonal meaning in conference talk. Paper presented at the 10th Euro-International Systemic Functional Workshop, University of Liverpool, England.

Haneda, M. (July, 1998). Intertextual links among talk, text, and context: An analysis of teacher-student writing conferences and students' subsequent revisions. Paper presented at the International Conference Speech, Writing and Context: Literary and Linguistic Perspectives, University of Nottingham, England.

Haneda, M. (March, 1998). An analysis of lexical choice in the composing processes of adult JFL learners. Paper presented at the Annual Conference of the American Association for Applied Linguistics, Seattle.

Haneda, M. (October, 1997). A lexical error analysis of JFL writing. Paper presented at the 17th Annual Second Language Research Forum, East Lansing, MI.

Haneda, M & Wells, G. (July, 1997). Beyond mere words: Negotiating the meaning of a science

experiment. Paper presented with Gordon Wells at the 24th International Systemic Functional Congress, Toronto, Canada.

Haneda, M. (July, 1997). Vocabulary problems: A lexical error analysis of texts by advanced learners of JFL. Paper presented at the Annual Conference of the Linguistic Society of America, Toronto, Canada. (peer-reviewed)

Haneda, M. (June, 1997). Grammar instruction from the inside: Inductive and deductive teaching approaches from the L2 learner's point of view. Paper presented at the 28th Annual Conference of the Canadian Association of Applied Linguistics in the Learned Societies Conference, St-John, Newfoundland.

Haneda, M. (March, 1997). Modes of student participation in an elementary school science classroom: A microgenetic analysis of student/teacher oral interaction and the students' writing. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

Haneda, M. (March, 1997). A lexical error analysis of texts by intermediate to advanced learners of JFL. Paper presented at the Association of Teachers of Japanese Seminar in the Association for Asian Studies Annual Meeting, Chicago.

Haneda, M. (October, 1996). An inquiry into the univocal and dialogic modes of grammar instruction: Incorporating the L2 learner's point of view. Paper presented at the 16th Annual Second Language Research Forum, Tuscon, Arizona.

Haneda, M. (May, 1996). Exploring the process of development of language learning strategies among adult learners of JFL. Paper presented at the Annual Conference of the Canadian Association of Second Language Teachers, Toronto.

Invited Presentations

Haneda, M. (October, 2016). Supporting teacher agency through instructional coaching. Invited speaker, LL ED 590 (first year doctoral seminar), Penn State University.

Haneda, M. (October, 2015). Supporting professional development of in-service teachers through longitudinal instructional coaching. Invited speaker for the Humphrey Fellows' seminar, Penn State University.

Haneda, M. (October, 2014). ESL teachers' pushing boundaries: Improving educational opportunities for English learners. Invited speaker, LL ED 590 (first year doctoral seminar), Penn State University.

Haneda, M. (May, 2014). Learning science through dialogic inquiry. Paper presented at the Discourse Analysis in Education Conference, Columbus, Ohio.

Haneda, M. (May, 2014). Reimagining discourse analysis in diverse contexts of classroom learning. Panelist. Discourse Analysis in Education Conference, Columbus, Ohio.

Haneda, M. (Feb., 2014). Working with English learners: The advantage of ESL teachers being multilingual. Paper presented at Applied Linguistics Roundtable, Penn State University.

Haneda, M. (November, 2013). From Academic language to academic communication. Invited speaker, LL ED 590 (first year doctoral seminar), Penn State University.

Haneda, M. (May, 2012). Speaking academically?: Talking science in a grade 8 classroom. Paper presented at the Discourse Analysis in Education Conference, Columbus, Ohio.

Haneda, M. (May, 2012). Panelist for “Discourse, education and the evolving contexts of multiple languages and cultures” at the Discourse Analysis in Education Conference, Columbus, Ohio.

Haneda, M. (Feb & May, 2011). Social constructivist approach to the education of English language learners in mainstream classes. Invited lectures for master of education students (Aspire Project), School of Teaching & Learning, Ohio State University.

Haneda, M. (March, 2008). Toward equitable education: Inquiring into second-language learning and teaching. Guest speaker for 937.45 (first-year doctoral seminar), School of Teaching & Learning, Ohio State University.

Haneda, M. (June, 2007). CREDE standards as an analytical tool: A comparative analysis of teaching practices. Invited presentation at 2007 CREDE Seminar, the Center for Research on Education, Diversity & Excellence, Graduate School of Education, University of California-Berkeley.

Haneda, M. (February, 2005). Investing in foreign-language writing: A study of two learners. Invited talk, Martha L. King Center Brown Bag Lunch Seminar, School of Teaching & Learning, Ohio State University.

Haneda, M. (November, 2004). Functions of talk in an elementary ESL class. Guest speaker for Edu T & L 901, School of Teaching & Learning, Ohio State University.

Haneda, M. (November, 2003). Transitioning from a doctoral student to a faculty member. Guest speaker for a doctoral seminar, Dept. of Teaching, Learning, and Teacher Education, the University of Nebraska-Lincoln.

Haneda, M. (February, 2003). Routinized language practice as guided participation. Paper presented at the Bi-Annual Meeting of Cultivating New Voices Among Scholars of Color, San Antonio, Texas.

Haneda, M. (March, 2001). Reconceptualizing professional development as collaborative inquiry. Paper presented as part of the invited symposium at the Annual Conference of the American Association of Applied Linguistics, St. Louis, MI.

Haneda, M. (May, 2000). Why include case studies?: Foreign language learners' different approaches to revision. Paper presented at the Modern Language Center Informal Seminar, OISE/UT, Canada.

Haneda, M. (February, 1999). The paradigm dialogue: Quantitative and qualitative research methodologies in second language education. Modern Language Center Informal Seminar, OISE/UT, Canada.

Haneda, M. (March, 1996). How effective is L2 task-based learning in a university class?: An analysis of collaboration on a form-focused task. Paper presented at the Language Teaching Strategies Atelier, Faculty of Arts & Science, University of Toronto, Canada.

V. RESEARCH PROJECTS

2017-current	<i>Developing semiotic repertoires in academic communication: A case of multilinguals</i>
2017-current	<i>The sustainability of critical sociocultural teaching practices</i>
2014-current	<i>Investigating the interactional dynamics of instructional coaching (PI)</i>
2012-2013	<i>Academic communication in secondary school language arts and science lessons (PI)</i>
2009-2011	<i>ESL teaching practices in elementary schools in a Midwestern metropolis. (Co-PI)</i>
2006-2009	<i>Supporting English language learners in middle-school social studies classes. (PI)</i>
2004-2006	<i>Enculturation experiences of international MA/TESOL students in a US graduate program (PI)</i>
2003-2004	<i>A case study of middle-school English language learners' experiences across the curriculum (PI)</i>
2001-2003	<i>Learning an additional language through scientific inquiry in elementary schools. (PI)</i>
1998-2000	<i>Negotiating meaning in writing conferences: An investigation of a university Japanese-as-a-foreign-language class - doctoral dissertation (PI)</i>

VI. ACADEMIC PROJECTS

Academic Honors & Awards

2015	Outstanding Reviewer, Linguistics and Education
2006	Finalist, National Academy of Education/Spencer Postdoctoral Fellowship
2002-04	Cultivating New Voices Among Scholars of Color Fellow, National Council of Teachers of English
2001-03	Social Sciences and Humanities Research Council of Canada Postdoctoral Award
2001	Steve Cahir Award (Award for Outstanding Writing Research by a New Scholar), Writing and Literacies SIG, the American Educational Research Association
1997-99	Social Sciences and Humanities Research Council of Canada Doctoral Fellowship
1996-97	Ontario Teachers' Federation 50th Anniversary Scholarship, Ontario Institute for Studies in Education
1996	Ontario Institute for Studies in Education Scholarship (Declined)
1995-96	Ontario Institute for Studies in Education Scholarship
1994	Japanese Language Educator Scholarship, Japan Foundation
1993	Teaching Innovations Award, University of Toronto
1992	Summer Pedagogy Fellowship, Columbia University, New York

Grants

2015-2016	College of Education Research Initiation Grant, Penn State University (\$ 8689.25)
2014-2015	Curriculum & Instruction Research Incentive Grant, Penn State University (\$ 1810.00)
2010-11	Collaborative Course Development Grant, College of Education & Human Ecology, Ohio State University (\$ 2,000)
2008-10	Research on Writing and Composition in 21 st Century Context Grant (\$ 4,500)
2006-08	NCTE Research Foundation Grant (\$12,870)
2004-05	Layman Awards, University of Nebraska-Lincoln (Declined) (\$ 9,280)
2003-04	Faculty Seed Grant, University of Nebraska-Lincoln (\$ 9,970)
2001-03	Social Sciences and Humanities Research Council of Canada Postdoctoral Award 74,906)

VI. ADVISING & COMMITTEES

PENN STATE UNIVERSITY (August 2013-present)***Ph.D. Advising*****Advisor: 2 (1 completed)**

- 2016 Brandon Sherman (Curriculum & Instruction)
Dissertation defense: September 29, 2016
“Agency and ideology, and information/communication technology: English language instructor use of instructional technology at a South Korean college”
- Frances Nebus Bose (Curriculum & Instruction)

Master’s & Undergraduate Advising**Advisor: 8 (3 completed)**

- 2015 Angela R. Garritano (Curriculum & Instruction)
“Implementing early language programs K-6” (Master’s Research Paper)
- 2016 Daniel Snare (Schreyer Honors College)
“Bridging the gap: Providing effective instruction for English language learners in the social studies classroom” (Honor’s thesis), thesis advisor
- 2017 Ruth Newhouse (Curriculum & Instruction), M.S. in Language, Culture, and Society
Faculty advisor; second reader for master’s thesis
“Variation of teacher and student use of Spanish words in English vocabulary instruction”
- 2016-current Rebecca Watford (Curriculum & Instruction), World Campus M.Ed. program
“Why won’t they speak?: An insightful look into factors that promote spoken L2 output and reasonable goals for oral L2 production in young, novice learners” (Master’s Research Paper)
- 2017 Nicholas Dondero (Curriculum & Instruction), World Campus M.Ed. program
- 2017 Joel Bermudez (Curriculum & Instruction), World Campus M.Ed. program
- 2017 Sunny Hamichi (Curriculum & Instruction), World Campus M.Ed. program
- 2017 Alana Friz (Schreyer Honors College)
Second reader for undergraduate honor’s thesis

Dissertation Committee Member: 21 (9 completed)***Completed***

- 2014 Mariko Mizuno Alexander (School of Teaching & Learning, Ohio State University)
“The social organization of high school sojourner experiences: At the intersection between corporate transnationalism and educational processes”
- Sungwoo Yang (Curriculum & Instruction)
“The study of variables influencing the effect of English medium instruction on academic content learning and English proficiency development”
- Tania Smotrova (Applied Linguistics)
“Instructional functions of speech and gesture in the L2 classroom”
- 2015 Suyoung Kang (Curriculum & Instruction)
“Demystifying the popular narratives of English fever in South Korea: From mothers’ perspectives”
- 2016 Shannon Shoemaker (Counselor Education)
“Investigating help-seeking of the Indian diaspora in the United States”

- Abby Mueller Dobs (Applied Linguistics)
 “A conversation analytic approach to motivation: Fostering motivations in the L2 classroom through play”
- 2017 Eunjeong Lee (Applied Linguistics)
 “Translingual disposition, negotiation practices, and rhetorical attunement: Multilingual writers’ learning of academic writing” May 4, 2017
- Quian Wu (Applied Linguistics)
 “Communicating emotions in L2 Chinese: A mixed-methods multiple case study of American learners of Chinese studying abroad in China” December 4, 2017
- Lochran C. Fallon (Curriculum & Instruction)
 “Myspedagogy: Applications of mytheory in secondary English and language arts education and teacher education” December 12, 2017

In Progress

- Dingding Jia (Applied Linguistics)
 Miso Kim (Applied Linguistics)
 Daisuke Kimura (Applied Linguistics)
 Jungwan Yoon (Applied Linguistics)
 Naseh Nasrollahi Shahri (Applied Linguistics)
 Michael Amory (Applied Linguistics)
 Tim Vetere (Curriculum & Instruction)
 Yue Christine Lee (Curriculum & Instruction)
 Carolos Alberto Alvis Ruiz (Education Theory & Policy)
 Mary L. Osif-Bleam (Education Theory & Policy)
 Shlong Yan (Learning, Design, and Technology)
 Pia Smal (Counselor Education)

Doctoral Comprehensive Exam *Chair*: 2 (2 completed)

- Brandon Sherman (Curriculum & Instruction)
 Frances Nebus Bose (Curriculum & Instruction)

Doctoral Comprehensive Exam *Committee Member*: 21 (18 completed)

Completed

- Paolo Infante (Curriculum & Instruction)
 Lochran C. Fallon (Curriculum & Instruction)
 Tim Vetere (Curriculum & Instruction)
 Yue Christine Lee (Curriculum & Instruction)
 Lu Yu (Curriculum & Instruction)
 Jonathan Bell (Curriculum & Instruction)
 Shannon Shoemaker (Counselor Education)
 Hsiao-Ying Vickie Chang (Counselor Education)
 Pia Smal (Counselor Education)
 Shlong Yan (Learning, Design, and Technology)
 Abby Mueller Dobs (Applied Linguistics)
 Matt Jadiocki (Applied Linguistics)
 Eunjeong Lee (Applied Linguistics)
 Quian Wu (Applied Linguistics)
 Dingding Jia (Applied Linguistics)
 Daisuke Kimura (Applied Linguistics)

Jungwan Yoon (Applied Linguistics)
 Naseh Nasrollahi Shahri (Applied Linguistics)
 Michael Amory (Applied Linguistics)
 Miso Kim (Applied Linguistics)
 Jamie Kim (Applied Linguistics)
 Jude Sandbulte (Applied Linguistics)

In Progress

Soo Hyeon Kim (Learning, Design, and Technology)

Doctoral Candidacy Exam

Chair: 2 (2 completed)

Brandon Sherman (Curriculum & Instruction)
 Frances Nebus Bose (Curriculum & Instruction)

Committee Member: 7 (7 completed)

Hilario Lomeli, Tim Vetere, Issac Bretz, Yue Christine Lee, Lu Yu, Jonathan Bell (Curriculum & Instruction); Abigail Sims Kahn (Applied Linguistics)

Florida State University (2011-2013)

MA

MA Thesis Advisor: 1

2012 Miray Varol
 “The influence of the Turkish sound system on English pronunciation”

Ohio State University (2004–2011)

Ph.D.

Dissertation Advisor: 2

2010 Elizabeth McNally (co-advised with David Bloome)
 “Examining literacy development: differential participation in narratives and literacy practices in one linguistically diverse kindergarten classroom”
 2010 Julie Luebbers (co-advised with George Newell)
 “‘How foreign language pre-service teachers’ development, identities, and commitments bare shaped during teacher education”

Doctoral Dissertation Committee Member: 7

2010 Elizabeth McNally (co-advised with David Bloome)
 “Examining literacy development: differential participation in narratives and literacy practices in one linguistically diverse kindergarten classroom”
 2010 Julie Luebbers (co-advised with George Newell)
 “‘How foreign language pre-service teachers’ development, identities, and commitments bare shaped during teacher education”

Doctoral Dissertation Committee Member: 7

2007 Catherine Crosby
 “The academic literacies experiences of generation 1.5 learners: how three generation 1.5 learners negotiated various academic literacies contexts in their first year of university study”

- 2007 Juyoung Song
“Language ideologies and identity: Korean children's language socialization in a bilingual setting”
- 2008 Courtney Kelly
“Navegando La Frontera/Navigating the border: Literacy practices among and between Latina immigrant and urban, low-income youth in the after-school setting”
- 2010 Sang Kyo Lee
“A study of the effects of two reading environments on L2 readers’ strategic behaviors toward unknown word”
- 2010 Dima Algothani
“Foreign language anxiety in an intermediate Arabic reading course: A comparison of heritage and foreign language learners”
- 2011 Hisroshi Shima
“Japanese sojourners learning English: Language ideologies and identity among middle school students”

Doctoral Comprehensive Exam Chair: 11

- 2007 Jeongsoo Pyo (co-chair with Alan Hirvela)
- 2009 Dima Algothani, Stuart Birkby, Faye D’Silva, Elizabeth McNally,
Julian Vasquez Ocozro, Hui Li, Nadya Tanova
- 2011 Mariko Mizuno, Ying-Hsueh Cheng, Hye-e-joon Yoon

Doctoral Comprehensive Exam Committee Member: 16

- 2006 Hynju Lee
- 2007 I-Chia Chou
- 2008 Tracy Ghoris, Yin Lam Nicole Lee, Ivan Stefano, Yang Yu
- 2009 Hiroshi Shima, Jennifer Yang, Hsiao Feng Tsai, Ming Fang, Adrian Reynolds
- 2010 Huili Hong
- 2011 Liping Su, Hyun Jin Lee, Yi-Boon Chang, Kyong Ha

MA/M.Ed

MA Advisor: 26

- 2006 Myeong Ja Eom, Jung Min Oh, Chad Smith, Saba Sohail, Tusni Tassniyom, Sarah Tatz, Mari Yamazaki
- 2007 Ryan Rittenhouse, Adrian Reynolds
- 2008 Amy Bailey, Katharine Thomas, Margaret Mitchell, Matthew Rees, Hye-e-joon Yoon, Wesley Mills, Yi-Chun Chen
- 2009 Yu-Ting Huang, Yi-Chun Lin, Bethany Thompson, Onsutee Wattanapruck, Catherine Alcorta
- 2010 Pei-Chun Hsieh, Chun-Jung Liang, Dion Peachey
- 2011 Shiao-Chen Tsai, Yun-Chiu Sun

MA/M.Ed Examination Committee Member: 35

- 2005 Book-Yung Kang, So-Won Yoon, Darling Bonita
- 2006 Doung Kim, Yang Yu
- 2007 Hyon Ju Oh
- 2008 Tzu Chen, Quian Du, Bridget Hamilton, Jenna Hire, Lyubov Khramtsova, Heesoo Kim, Na Rae Lee, Peggy Lee, Tzu-Wen Liu, Kyung Park, Rebekah Remp, Li Ting,

	Rita Yeh, Christine Wegner
2009	Chris Maybury, Michelle Vonie, Li-Yi Yeh, Alex Jones, In Hee Kim
2010	Liang-Wei Krista Huang, Heekyung Lee
2011	Gina Scheidegger, Christopher Shulby, Andrea Saunders, Courtney Ruggaber

MA Thesis Committee Member: 1

2005	Hsiao-Wen Wu
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VIII. OTHER ACADEMIC SERVICES

EXTERNAL

Editorial Board Members:

Networks, a refereed international electronic journal of teacher research, 1997-2009

Learning Languages, 2005-2009

Language Arts, 2006-2012

TESOL Quarterly, 2009-2012

Journal of Language, Identity, and Education, 2015 - current

Guest Journal Editorship

Language and Education, 2009, 2017

Linguistic and Education, 2014

External Reviewer for Tenure and Promotion

-Tenure/promotion review to associate professor, Department of Instruction & Leadership in Education, School of Education, Duquesne University, 2015

-Tenure review for associate professor, School of Education, Boston University, 2016

-Tenure/promotion review for associate professor, Mary Lou Fulton Teachers College, Arizona State University, 2017

External Examiner for Doctoral Dissertation

-External examiner for a doctoral dissertation for Sawako Akino, OISE/University of Toronto, 2017

Conference Strand Coordinator

-Bilingual, Immersion, Heritage, and Minority Education Strand, the American Association for Applied Linguistics Annual Conference 2013

Commission/Committee Member

-Member of Commission on Composition (appointed), the National Council of Teachers of English, 2004-05

-Member of the Resolutions Committee (appointed), the American Association for Applied Linguistics, 2005-07

-Member of the Committee on Racism and Bias in the Teaching of English (appointed), the National Council of Teachers of English, 2006-08

-Member of the Inaugural Dissertation Award Committee (elected), 2015-2016, the American Association for Applied Linguistics

Manuscript Reviewer (Peer-Reviewed Journals)

American Journal of Education, 2017

Applied Linguistics, 2016, 2017

Bilingual Research Journal, 2010

Canadian Modern Language Review, 2000, 2002 – 2006
Educational Inquiry, 2012
The Elementary School Journal, 2010
English Education, 2011 – 2013
English Teaching: Practice and Critique, 2010
Equity and Excellence in Education, 2014
Foreign Language Annals, 2007
Human Development, 2005
International Journal of Applied Linguistics, 2009
International Journal of Bilingual Education and Bilingualism, 2016, 2017
International Journal of Educational Research, 2009, 2017
Journal of English for Specific Purposes, 2008, 2009, 2017
Journal of Language, Identity, and Education, 2013 - 2016
Journal of Literacy Research, 2013, 2014
Journal of Multicultural Education, 2012
Journal of Multilingual and Multicultural Development, 2016
Journal of Teacher Education, 2013, 2014, 2015, 2017
Journal of Second Language Writing, 2012
Journal of Writing Research, 2017
L2 Journal, 2009
Language Awareness, 2009
Language, Culture, and Curriculum, 2014
Language & Education, 2008, 2009, 2013, 2015, 2016, 2017
Language in Society, 2012
Language Learning, 2006, 2008 - 2009, 2012 - 2014
Language Teaching Research, 2015
Linguistics and Education, 2012 - 2017
Modern Language Journal, 2000 - 2013, 2015
Pedagogies: An International Journal, 2010, 2011
Reading Research Quarterly, 2007, 2009
Studies in Language Sciences, 2000
System, 2017
Teaching Education, 2011, 2012
Teacher Educator, 2015, 2017
TESL Canada Journal, 2008 - 2010
TESOL Quarterly, 2006, 2007, 2013 - 2016

Book Manuscript/Chapter Reviewer

Lawrence Erlbaum Publishers, 2000
 John Benjamins Press, 2014
 Routledge, Taylor & Francis Group, 2014
 Sage Publications, 2017

Conference Proposal Reviewer

-Division G (Section 3), American Educational Research Association, 2009
 -Second Language Research SIG, American Educational Research Association, 2005
 -Division C (Section 1); Division G (Section 1); Language & Social Processes SIG; Writing & Literacies SIG, American Educational Research Association, 1999-2007
 -Bilingual, Immersion, Heritage, and Minority Education Strand, the American Association for Applied Linguistics Annual Conference 2012, 2013, 2014

**INTERNAL
UNIVERSITY SERVICE**

Penn State University (2013-present)

2017-2019	College Alternate, Graduate Council, Graduate School, PSU
2017-present	Advisory Board member, the Migrations Studies Project, Dept. of Applied Linguistics
2016 Fall	College Alternate, Graduate Council, Graduate School, PSU
2015-2016	Co-Chair of the Second Language Education Search Committee, Dept. of Curriculum & Instruction
2014-present	Co-Director of the ESL Program Specialist Certificate, Dept. of Curriculum & Instruction
2015-present	Member of the Student Awards Committee, Dept. of Curriculum & Instruction
2015-present	Member of the Curriculum Committee, Dept. of Curriculum & Instruction
2015-2016	Member of the Graduate Studies and Research Policy Committee, College of Education
2014-2015	Member of the Senior Faculty Search Committee, Dept. of Applied Linguistics
2014-2016	Member of the Faculty Council, College of Education
2013-present	Member of the Climate Committee, Dept. of Curriculum & Instruction

Florida State University (2011-2013)

2011- 2013	Member of Graduate Studies Committee, School of Teacher Education
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Ohio State University (2004-2004)

2009-2011	Member of School Equity and Diversity Committee, School of Teaching & Learning, Ohio State University
2008-2011	Co-Convener of the Language, Education, & Society Doctoral Area of Study, School Teaching & Learning, Ohio State University
2008-2011	Member of the College Council, Ohio State University
2008-2009	Member of the College Council Personnel Committee, Ohio State University
2007-2009	Member of the College International Affairs Committee, Ohio State University
2007-2008	Chair of the TESOL Licensure Committee, Foreign/Second Language Education Program, Ohio State University
2007	Discussant, the Graduate Student Symposium, Ohio State University
2006-2008	Manuscript reviewer, Edward Hayes Graduate Research Forum, Ohio State University
2006	Member of the doctoral program proposal committee, School of Teaching & Learning, Ohio State University
2005-2008	Member of School Equity and Diversity Committee, School of Teaching & Learning, Ohio State University
2005	Manuscript reviewer and judge, Edward Hayes Graduate Research Forum, Ohio State University

University of Nebraska-Lincoln (2003-2004)

2003-2004	Member of the organizing committee for the Annual Student Research Conference, Dept. of Teaching, Learning, and Teacher Education, University of Nebraska-Lincoln
2003-2004	Mentor for the UCARE program (Undergraduate Enrichment Program), University

of Nebraska-Lincoln

VIII. PROFESSIONAL AFFILIATIONS

American Association for Applied Linguistics
American Educational Research Association
Teachers of English to Speakers of Other Languages

LANGUAGES

Reading, Writing, Speaking:
English: (Near Native, Near Native, Near Native)
Japanese: (Native, Native, Native)
French: (Intermediate, Elementary, Elementary)