

**Curriculum Vitae**  
Dr. Peter I. De Costa

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**RESEARCH AND TEACHING INTERESTS**

Role of identity and ideology in second language acquisition (SLA); ethics in applied linguistics; qualitative methodology in applied linguistics; language policy and planning; World Englishes; learner and teacher emotions.

**EDUCATION**

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| 2011 | Ph.D. | University of Wisconsin-Madison (Madison, WI), Second Language Acquisition                                       |
| 2004 | M.A.  | Nanyang Technological University, National Institute of Education (Singapore), Applied Linguistics               |
| 2002 | M.Ed. | Harvard University (Cambridge, MA), Administration, Planning, and Social Policy                                  |
| 1997 | PGDE  | Nanyang Technological University, National Institute of Education (Singapore), Postgraduate Diploma in Education |
| 1995 | B.A.  | National University of Singapore (Singapore), English  |

## PROFESSIONAL HISTORY

2018 to present	Associate Professor, Joint appointment: Department of Linguistics, Languages and Cultures (75%); Department of Teacher Education (25%), Michigan State University
2013-2018	Assistant Professor, Department of Linguistics & Germanic, Slavic, Asian, and African Languages (renamed the Department of Linguistics, Languages and Cultures in Summer 2021), Michigan State University
2015-2019 (every Summer)	Visiting Fellow, English Language and Literature Department, National University of Singapore, Singapore
2010-2013	Visiting Assistant Professor, Graduate School of Translation, Interpretation, and Language Education, Middlebury Institute of International Studies at Monterey, Monterey, CA
2011 (Summer)	Research Associate, Center for Research in Pedagogy and Practice, Nanyang Technological University, National Institute of Education, Singapore. Project: “Adolescent English Literacy in Asia”
2009-2010; 2004-2007	Graduate Teaching Assistant, University of Wisconsin-Madison, Madison, WI
2009 (Aug)	Visiting Affiliate, Asia Research Institute, National University of Singapore, Singapore. Project: “Globalization and Migration in Asia”
2008; 2005-2007 (Summer)	Instructor, English Language & Literature Academic Group, Nanyang Technological University, National Institute of Education, Singapore
2006 (Jul)	Research analyst, National Institute of Education, Singapore. Project: “Inter-ethnic Relations in Singapore Schools”
2003-2004	Teaching Fellow, English Language & Literature Academic Group, Nanyang Technological University, National Institute of Education, Singapore
1997-2001; 2002	Department Chair (Acting), Level Head, Teacher, Director of Career Guidance, and Student Council Advisor, Hwa Chong Junior College (now Hwa Chong Institution), Singapore
Sep 2001-May 2002	Recruitment consultant, Government of Singapore Investment Corporation, Boston, MA.
Feb-May 2002	Researcher, Financial Aid Office, Harvard University, Cambridge, MA.

## PUBLICATIONS

### Refereed Journal Articles

- Lee, H., & De Costa, P.I. (in press). When language teacher emotions and language policy intersect: A critical perspective. *System*. 10.1016/j.system.2022.102745
- Ding, X., De Costa, P.I., & Tian G. (2022) Spiral emotion labor and teacher development sustainability: A longitudinal case study of veteran College English lecturers in China. *Sustainability*, 14, 1455. <https://doi.org/10.3390/su14031455>
- Nazari, N., & De Costa, P.I. (2021). Contributions of a professional development course to language teacher identity development.: Critical incidents in focus. *Journal of Teacher Education*. <https://doi.org/10.1177/00224871211059160>
- Cui, Y., & De Costa, P.I. (2021). Becoming Uyghur elites: How Uyghur women in a mainstream Chinese university negotiate their gendered identities. *Journal of Language, Identity, and Education*. <https://doi.org/10.1080/15348458.2021.1988607>
- De Costa, P.I. (2021). Anti-Asian racism: How it affects TESOL professionals like you and me. *TESOL Journal*, 12(3), 1-4.
- De Costa, P.I. (2021). Indigenous language revitalization: How education can help reclaim ‘sleeping’ languages. *Journal of Language, Identity, and Education*, 20(5), 355-361.
- Kessler, M., De Costa, P.I., Isbell, D., & Gajasinghe, K. (2021). Methods showcase article: Conducting a netnography in second language acquisition research. *Language Learning*, 71(4), 1121-1148
- Phyak, P., & De Costa, P.I. (2021). Indigenous language education in neoliberal times: Identities, ideologies, and activism. *Journal of Language, Identity, and Education*, 20(5), 291-295.
- De Costa, P.I., Green-Eneix, C., & Li, W. (2021). Embracing diversity, inclusion, equity and access in EMI-TNHE: Towards a social justice- centered reframing of ELT. *RELC Journal*, 52(2), 227-235.
- De Costa, P.I., Green-Eneix, C., & Li, W. (2021). Problematizing language policy and practice in EMI and transnational higher education: Challenges and possibilities. *Australian Review of Applied Linguistics*, 44(2), 115-128.
- De Costa, P.I., Sterling, S., Lee, J., Li, W., & Rawal, H. (2021). Research tasks on ethics in applied linguistics. *Language Teaching*, 54, 58-70.
- Al-Hoorie, A.H., Hiver P., Kim T.-Y., & De Costa P.I. (2021). The identity crisis in language motivation research. *Journal of Language and Social Psychology*, 40(1), 136-153.

- Peña-Pincheira, R., & De Costa, P.I. (2021). Language teacher agency for educational justice-oriented work: An ecological model. *TESOL Journal*, 12(2), 1-13.
- De Costa, P.I., Park, J.S., & Wee, L. (2021). Why linguistic entrepreneurship. *Multilingua*, 40(2), 139-153.
- Li, W., & De Costa, P.I. (2021). Problematizing enterprise culture in global academic publishing: Linguistic entrepreneurship through the lens of two Chinese visiting scholars in a U.S. university. *Multilingua*, 40(2), 225-250.
- Deng, M., & De Costa, P.I. (2020). “We are fundamentally different”: Investigating the language ideologies and language practices of an international STEM scholar. *I-LanD Journal*. DOI: 10.26379/IL2020001\_003
- De Costa, P.I. (2020). Linguistic racism: Its negative effects and why we need to contest it. *International Journal of Bilingual Education and Bilingualism*, 23(7), 833-827.
- De Costa, P.I., Green-Eneix, C., & Li, W. (2020). Problematizing EMI language policy in a transnational world: China’s entry into the global higher education market. *English Today*. doi:10.1017/S026607842000005X
- Ustuk, O., & De Costa, P.I. (2020). Reflection as meta-action: Lesson study and EFL teacher professional development. *TESOL Journal*. DOI: 10.1002/tesj.531
- Rawal, H., & De Costa, P.I. (2019). ‘You are different and not mainstream’: An emotion-based case study of two South Asian English language learners. *International Multilingual Research Journal*, 13(4), 209-221.
- De Costa, P.I., Park, J.S., & Wee, L. (2019). Linguistic entrepreneurship as affective regime: organizations, audit culture, and second/foreign language education policy. *Language Policy*, 18(3), 387-406.
- De Costa, P.I. (2019). Commentary: Elite multilingualism, affect and neoliberalism. *Journal of Multilingual and Multicultural Development*, 40(5), 453-460.
- Han, Y., De Costa, P.I., & Cui, Y. (2019). Exploring the language policy and planning/SLA interface: Ecological insights from an Uyghur youth in China. *Language Policy*, 18(1), 65-86.
- Kennedy, L., Oviatt, R., & De Costa, P.I. (2019). Refugee youth’s identity expressions and multimodal literacy practices in a third space. *Journal of Research in Childhood Education*, 33(1), 56-70.
- De Costa, P.I., Rawal, H., & Li, W. (2018). Broadening the second language teacher agenda: International perspectives on teacher emotions. *Chinese Journal of Applied Linguistics*, 41(4), 401-409.

- Ding, X., De Costa, P.I. (2018). Faith-based teacher emotional experiences: A case study of a veteran English lecturer in China. *Chinese Journal of Applied Linguistics*, 41(4), 529-548.
- De Costa, P.I. (2018). Toward greater diversity and social equality in language education research. *Critical Inquiry in Language Studies*, 15(4), 302-307.
- De Costa, P.I., & Crowther, D. (2018). Second language acquisition and World Englishes: Dialogue and engagement. *World Englishes*, 37(1), 19-33.
- Bolton, K., & De Costa, P.I. (2018). World Englishes and Second Language Acquisition: Introduction. *World Englishes*, 37(1), 2-4.
- Norton, B., & De Costa, P.I. (2018). Research tasks on identity and language education. *Language Teaching*, 51(1), 90-112.
- Eickoff, L., & De Costa, P.I. (2018). Collaborative teaching reflection: Insights on a globalized partnership. *ELT Journal*, 72(2), 121-130.
- De Costa, P.I., Rawal, H., & Zaykovskaya, I. (2017). Introduction: Study abroad in contemporary times: Toward greater methodological diversity and innovation. *System*, 71(6), 1-6.
- Zaykovskaya, I., Rawal, H., & De Costa, P.I. (2017). Learner beliefs for successful study abroad experience: A case study. *System*, 71(6), 113-121.
- Li, W., & De Costa, P.I. (2017). Professional survival in a neoliberal age: A case study of an EFL teacher in China. *Asia TEFL Journal*, 14(2), 277-291.
- Maloney, J., & De Costa, P.I. (2017). Imagining the Japanese heritage learner: A scalar perspective. *Language, Discourse, & Society*, 9(1), 35-52.
- Crowther, D., & De Costa, P.I. (2017). Developing mutual intelligibility and conviviality in the 21<sup>st</sup> century classroom: Insights from ELF and IC. *TESOL Quarterly*, 51(2), 450-460.
- De Costa, P.I., Singh, J., Milu, E., Wang, X., Fraiberg, S., & Canagarajah, S. (2017). Pedagogizing translingual practice: Prospects and possibilities. *Research in the Teaching of English*, 51(4), 464-472.
- De Costa, P.I., & Norton, B. (2017). Identity, transdisciplinarity, and the good language teacher. *Modern Language Journal*, 101-S, 3-14.
- Supasiraprapa, S., & De Costa, P.I. (2017). Metadiscourse and identity construction in a teaching philosophy: A critical case study of two MATESOL students. *TESOL Quarterly*, 51(4), 868-896.

- Teng, Y. & De Costa, P. I. (2017). Academic writing and international publication of JARS essentials and 4C principles: Interview with Dr. Peter De Costa. *Contemporary Foreign Languages Studies*, 5, 48-53.
- Waller, L., Wethers, K., & De Costa, P.I. (2017). A critical praxis: Narrowing the gap between identity, theory, and practice. *TESOL Journal*, 8(1), 4-27.
- Wargo, J.M., & De Costa, P.I. (2017). Tracing academic literacies across contemporary literacy sponsors: Mobilities, ideologies, identities, and technologies. *London Review of Education*, 15(1), 101-114.
- Wolff, D., & De Costa, P.I. (2017). Expanding the language teacher identity landscape: An investigation of the emotions and strategies of a NNEST. *Modern Language Journal* 101-S, 76-90.
- De Costa, P.I. (2016). Constructing the global citizen: An ELF perspective. *Journal of Asian Pacific Communication*, 26(2), 238-259.
- De Costa, P. I. (2016). Scaling emotions and identification: Insights from a scholarship student. *Linguistics and Education*, 34, 22-32.
- De Costa, P.I., Park, J.S., & Wee, L. (2016). Language learning as linguistic entrepreneurship: Implications for language education. *The Asia-Pacific Education Researcher*, 25(5-6), 695-702.
- De Costa, P.I., Tigchelaar, M., & Cui, Y. (2016). Reflexivity, emotions and transnational habitus: The case of a 'poor' cosmopolitan Chinese international student. *AILA Review*, 29, 173-198.
- De Costa, P. I., & Jou, Y-S. (2016). Unpacking the ideology of cosmopolitanism in language education: Insights from Bakhtin and Systemic Functional Linguistics. *Critical Inquiry in Language Studies*, 13(2), 73-97.
- Canagarajah, S., & De Costa, P.I. (2016). Introduction: Scales analysis, and its uses and prospects in educational linguistics. *Linguistics and Education*, 34. 1-10.
- Han, Y., De Costa, P.I., & Cui, Y. (2016). Examining the English language policy for ethnic minority students in a Chinese university: A language ideology and language regime perspective. *Current Issues in Language Planning*, 17(3-4), 311-331.
- Mahboob, A., Paltridge, B., Phakiti, A., Wagner, E., Starfield, S., Burns, A., Jones, R.H., & De Costa, P. I. (2016). TESOL Quarterly research guidelines. *TESOL Quarterly*, 50(1), 42-65.
- Manosuthikit, A., & De Costa, P.I. (2016). Ideologizing age in an era of superdiversity: a heritage language practice perspective. *Applied Linguistics Review*, 7(1), 1-25.
- Valmori, L., & De Costa, P.I. (2016). How do foreign language teachers maintain their proficiency?: A grounded theory approach. *System*, 57, 98-108.

- De Costa, P. I. (2015). Re-envisioning language anxiety in the globalized classroom through a social imaginary lens. *Language Learning*, 65(3), 504-532.
- Park, J.H., & De Costa, P.I. (2015). Reframing graduate student writing strategies from an activity theory perspective. *Language and Sociocultural Theory*, 2(1), 25-50.
- De Costa, P. I. (2014). Making ethical decisions in an ethnographic study. *TESOL Quarterly*, 48, 413-422.
- De Costa, P. I. (2014). Cosmopolitanism and English as a lingua franca: Learning English in a Singapore school. *Research in the Teaching of English*, 49, 9-30.
- De Costa, P. I. (2014). Bridging the socio-cognitive divide: Rethinking the willingness to communicate concept from a conversation-based ELF perspective. *Novitas Royal: Research on Youth and Language*, 8, 11-29.
- De Costa, P. I. (2012). Constructing SLA differently: The value of ELF and language ideology in an ASEAN case study. *International Journal of Applied Linguistics*, 22, 205-224.
- De Costa, P.I. (2011). Using language ideology and positioning to broaden the SLA learner beliefs landscape: The case of an ESL learner from China. *System*, 39, 347-358.
- De Costa, P.I. (2011). Cosmopolitanism and learning English: Perspectives from Hye Lan alias Joanne. *Arizona Working Papers in SLA & Teaching*, 18, 55-76.
- De Costa, P.I. (2010). Language ideologies and standard English language policy in Singapore: Responses of a 'designer immigrant' student. *Language Policy*, 9(3), 217-239.
- De Costa, P.I. (2010). Reconceptualizing language, language learning, and the adolescent immigrant language learner in the age of postmodern globalization. *Linguistics and Language Compass*, 3, 1-12.
- De Costa, P. I. (2010). From refugee to transformer: A Bourdieusian take on a Hmong learner's trajectory. *TESOL Quarterly*, 44, 517-541.
- De Costa, P.I. (2010). Let's collaborate: Using developments in global English research to advance socioculturally-oriented SLA identity work. *Issues in Applied Linguistics*, 18, 99-124.
- De Costa, P. I. (2007). Notions of identity in the global use of English. *SAAL Quarterly*, 79, 6-11.
- De Costa, P.I., Bernales, C., & Merrill, M. (2011). Research in the doctoral program in Second Language Acquisition at the University of Wisconsin-Madison. *Language Teaching*, 44, 542-548.
- Tremmel, B., & De Costa, P.I. (2011). Exploring identity in SLA: A dialogue about methodologies. *Language Teaching*, 44, 540-542.

### **Journal Guest Editor**

De Costa, P.I., & Canagarajah, S. (2016). Special issue of *Linguistics and Education*, 34, “Scalar approaches to language teaching and learning.”

De Costa, P.I., & Norton, B. (2017). Special issue of *Modern Language Journal*, 101-S, “Transdisciplinarity and language teacher identity.”

De Costa, P.I., Rawal, H., & Zaykovskaya, I. (2017). Special issue of *System*, 71(6), “Study abroad in contemporary times: Toward greater methodological diversity and innovation.”

Bolton, K., & De Costa, P.I. (2018). Special issue of *World Englishes*, 37(1), “World Englishes and SLA: Towards dialogue and synergy.”

De Costa, P.I., Li, W., & Rawal, H. (2018). Special issue of *Chinese Journal of Applied Linguistics*, 41(4), “Broadening the second language teacher education agenda: International perspectives on teacher emotions.”

De Costa, P.I., Park, J S-Y., & Wee, L. (2021). Special issue of *Multilingua*, 40(2), “Multilingualism, Language Education, and Linguistic Entrepreneurship: Critical Perspectives.”

De Costa, P.I., Green-Eneix, C., & Li, W. (2021). Special issue of *Australian Review of Applied Linguistics*, 44(2), “Language policy and practice in EMI and transnational higher education: International perspectives.”

De Costa, P.I., Green-Eneix, C., & Li, W. (2021). Special issue of *RELC Journal*, 52(2), “English as a medium of instruction in transnational higher education (EMI-TNHE).”

Phyak, P., & De Costa, P.I. (2021). Special issue of *Journal of Language, Identity and Education*, 20(5), “Indigenous language education within a neoliberal regime: Identities, ideologies and activism.”

Hillman, S., De Costa, P.I., Li, W., & Green-Eneix, C. (in preparation). Special issue of *Linguistics and Education*, “Emotions research in language education.”

De Costa, P.I., & Hartman, D. (in preparation). Special issue of *Chinese Journal of Applied Linguistics*, “Advancing CLIL approaches in EMI settings through international collaboration.”

### **Books**

De Costa, P. I. (2016). *The power of identity and ideology in language learning: Designer immigrants learning English in Singapore*. Springer.

De Costa, P. I. (Ed.) (2016). *Ethics in applied linguistics research: Language researcher narratives*. Routledge.

Phakiti, A., De Costa, P.I., Plonsky, L., & Starfield, S. (Eds.) (2018). *The Palgrave handbook of applied linguistics research*. Palgrave.



- De Costa, P.I., Crowther, D., & Maloney, J. (Eds.) (2019). *Investigating World Englishes: Research methodology and practical applications*. Routledge.
- Mirhosseini, S-A., & De Costa, P.I. (Eds.) (2020). *The sociopolitics of English language testing*. Bloomsbury.
- Heugh, K., Stroud, C., Taylor-Leech, K., & De Costa, P.I. (Eds.) (2021). *A sociolinguistics of the south*. Routledge.
- De Costa, P.I., Lee, J., & Li, W. (Eds.) (forthcoming). *International students' multilingual literacy practices: An asset-based approach to using semiotic resources*. Bristol: Multilingual Matters.
- De Costa, P.I., Ahmed, A., & Cinaglia, C. (Eds.) (in preparation). *Ethical issues in applied linguistics scholarship*. John Benjamins.
- De Costa, P.I., Darvin, R., & Dovchin, S. (Eds.) (in preparation). *Research methods in applied linguistics*. Routledge.
- De Costa, P.I., & Ustuk, O. (Eds.) (in preparation). *A sociopolitical agenda for TESOL teacher education*. Bloomsbury.

### **Book chapters**

- De Costa, P.I., Randez, R.A., Cinaglia, C., & Montgomery, D.P. (forthcoming). Qualitative ISLA research methodologies and methods. In L. Gurzynski-Weiss & Y. Kim (Eds.). *Instructed second language acquisition research methods*. John Benjamins.
- De Costa, P.I. (forthcoming). Opening the gates for the next generation of scholars. In P. Habibie & K. Hultgren (Eds.), *The inner world of gatekeeping in scholarly publication*. Palgrave.
- Kennedy, L.M., & De Costa, P.I. (forthcoming). Reflexivity, emerging expertise, and mi[s-step]: A collaborative self-study of two TESOL teacher educators. In S. Cansoli & S. Ganassin (Eds.), *Reflexivity in applied linguistics: Opportunities, challenges, and suggestions*. Routledge.
- De Costa, P.I., Ojha, L., & Zang, L. (forthcoming). Mentoring through modeling and socialization: Insights from China and Nepal. In M. Wyatt & K. Dikilitas (Eds.), *International perspectives on mentoring in English language education*. Palgrave.
- De Costa, P.I., & Green-Eneix, C. (2022). Identity in SLA and second language teacher education. In H. Mohebbi & C. Coombe (Eds.), *Research questions in language education and applied linguistics: A reference guide* (pp. 537-542) Springer.
- Green-Eneix, C., & De Costa, P.I., (2022). Sharing stories around the digital campfire. In H. Kayi-Aydar & J. Reinhardt (Eds.), *Language teacher development in digital contexts* (pp. 115-134). John Benjamins.

- Ustuk, O., & De Costa, P.I. (2021, in press). “Started working as a global volunteer ...”: Developing professional transnational habitus through Erasmus+. In R. Jain, B. Yazan & S. Canagarajah (Eds.), *Transnational practitioners and participants in TESOL: Critical identities and practices*. Multilingual Matters.
- De Costa, P.I., Kessler, M., & Gajasinghe, K. (2021, in press). Ethnography in individual differences research. In S. Li, P. Hiver & M. Papi (Eds.), *The Routledge handbook of second language acquisition and individual differences*. Routledge.
- De Costa, P.I., Gajasinghe, K., Green-Eneix, C., & Randez, R. (2021). Enhancing equity for English learners through the seal of biliteracy: Policy/practice pitfalls and possibilities. In K. Raza, C. Coombe & D. Reynolds (Eds.), *Policy development in TESOL and multilingualism* (pp. 107-117). Springer.
- De Costa, P.I. (2021). Disrupting epistemic violence through community-oriented Southern Sociolinguistic methodologies. In K. Heugh, C. Stroud, K. Taylor-Leech, & P.I. De Costa (Eds.), *A sociolinguistics of the south* (pp. 190-198). Routledge.
- Heugh, K., Stroud, C., Taylor-Leech, K., & De Costa, P.I. (2021). A sociolinguistics of the south. In K. Heugh, C. Stroud, K. Taylor-Leech, & P.I. De Costa (Eds.), *A sociolinguistics of the south* (pp. 1-20). Routledge.
- Phyak, P., Rawal, H., & De Costa, P.I. (2021). Dialogue as a decolonial effort: Nepali youth transforming monolingual ideologies. In K. Heugh, C. Stroud, K. Taylor-Leech, & P.I. De Costa (Eds.), *A sociolinguistics of the south* (pp. 155-170). Routledge.
- De Costa, P.I., Green-Eneix, C., Li, W., & Rawal, H. (2021). Interrogating race in the NEST/NNEST ideological dichotomy: Insights from raciolinguistics, culturally sustaining pedagogy and translanguaging. In R. Rubdy & R. Tupas (Eds.), *World Englishes: Ideologies* (pp. 127-140). Bloomsbury.
- Gordon, R., Reichmuth, H., Her, L., & De Costa, P.I. (2021). Thinking beyond “linguaging” in translanguaging pedagogies: Exploring ways to combat white fragility in an undergraduate language methodology course. In U. Lanvers, A.S. Thompson, & M. East (Eds.), *Language learning in Anglophone countries: Policies, rationales, practices* (pp. 445-462). Palgrave.
- De Costa, P.I. (2020). Making the most of your applied linguistics conference experience. In L. Plonsky (Ed.), *Professional development in applied linguistics: A guide to success for graduate students and early career faculty* (pp. 41-48). John Benjamins.
- Deroo, M., Ponzio, C., & De Costa, P.I. (2020). Reenvisioning second language teacher education through translanguaging praxis. In Z. Tian, L. Aghai, P. Sayer, & J.L. Schissel (Eds.), *Envisioning TESOL through a translanguaging lens* (pp. 111-134). Springer.
- Mirhosseini, S-A., & De Costa, P.I. (2020). Preface. In S-A, Mirhosseini & P.I. De Costa (Eds.), *The sociopolitics of English language testing* (pp. vii-xv). Bloomsbury.

- De Costa, P.I., Li, W., Lee, J., & Rawal, H. (2020). Ethics in applied linguistics research. In J. McKinley & H. Rose (Eds.), *The Routledge handbook of research in applied linguistics* (pp. 122-130). Routledge.
- De Costa, P.I., Li, W. & Rawal, H. (2020). Should I stay or leave?: Exploring L2 teachers' profession an emotionally-inflected framework. In C. Gkonou, J.-M. Dewaele, & J. King (Eds.). *Language teaching: An emotional rollercoaster* (pp. 211-227). Multilingual Matters.
- De Costa, P.I., Li, W. & Rawal, H. (2019). Teacher emotions. In M.A. Peters (Ed.), *Springer Encyclopedia of teacher education*. Springer. [https://doi.org/10.1007/978-981-13-1179-6\\_262-1](https://doi.org/10.1007/978-981-13-1179-6_262-1)
- De Costa, P.I. (2019). Introduction. In P.I. De Costa, D. Crowther, & J. Maloney (Eds.), *Investigating World Englishes: Research methodology and practical applications* (pp. 1-4). Routledge.
- Norton, B., & De Costa, P.I. (2019). Language teacher identities in teacher education. In G. Barkhuizen (Ed.), *Qualitative research topics in language teacher education* (pp. 76-80). Routledge.
- De Costa, P.I., Li, W., & Rawal, H. (2019). Qualitative classroom methods. In J.W. Schweiter & A. Benati (Eds.), *The Cambridge handbook of language learning* (pp. 111-136). Cambridge University Press.
- Li, W., & De Costa, P.I. (2019). Problematizing English language teaching in China through a non-native English teacher agency lens. In H. Kayi-Aydar, X. Gao, E.R. Miller, M. Varghese & G. Vitanova (Eds.), *Theorizing and analyzing language teacher agency* (pp. 160-179). Multilingual Matters.
- De Costa, P.I., Maloney, J., & Crowther, D. (2018). Global Englishes. In A. Phakiti, P.I. De Costa, L. Plonsky, & S. Starfield (Eds.). *The Palgrave handbook of applied linguistics research* (pp. 719-739). Palgrave.
- Phakiti, A., De Costa, P.I., Plonsky, L., & Starfield, S. (2018). Applied linguistics research: Current issues, methods, and trends. In A. Phakiti, P.I., De Costa, L. Plonsky, & S. Starfield, S. (Eds.). *The Palgrave handbook of applied linguistics research* (pp. 5-29). Palgrave.
- Sterling, S., & De Costa, P.I., (2018). Ethical applied linguistics research. In A. Phakiti, P.I. De Costa, L. Plonsky, & S. Starfield (Eds.). *The Palgrave handbook of applied linguistics research* (pp. 163-182). Palgrave.
- De Costa, P.I., Rawal, H., & Li, W. (2018). L2 teachers' emotions: A sociopolitical and ideological perspective. In J. de Dios Martínez Agudo (Ed.), *Emotions in second language teaching* (pp. 91-108). Springer.
- Jou, Y-S., & De Costa, P.I. (2018). Lexical constructions in EAP writing: A corpus-based study. In L.T. Wong & H.W.L. Wong (Eds.), *Teaching and learning English for academic purposes: Current research and practices* (pp. 97-109). Nova Science Publishers.

- Li, W., & De Costa, P.I. (2018). Exploring novice EFL teachers' identity development: A case study of two EFL teachers in China. In S. Mercer & A. Koustoulas (Eds.), *Language teacher psychology* (pp. 86-104). Multilingual Matters.
- De Costa, P. I. (2017). Situating affect, ethics, and policy in LTI research. In G. Barkhuizen (Ed.), *Reflections on language teacher identity* (pp. 158-163). Routledge.
- De Costa, P.I., Valmori, L., & Choi, I. (2017). Qualitative research methods. In S. Loewen & M. Sato (Eds.), *The Routledge handbook of instructed second language acquisition* (pp. 522-540). Routledge.
- De Costa, P.I., & Norton, B. (2016). Identity research on language learning and teaching: Research agendas for the future. In S. Preece (Ed.), *The Routledge handbook of language and identity* (pp. 586-601). Routledge.
- De Costa, P.I., & Qin, K. (2016). English language education in the United States: Past, present and future issues. In L.T. Wong & A. Dubey-Jhaveri (Eds.), *English language education in a global world: Practices, issues and challenges* (pp. 229-238). Nova Science Publishers.
- De Costa, P. I. (2016). Ethics in applied linguistics research: an introduction. In P.I. De Costa (Ed.), *Ethics in applied linguistics research: Language researcher narratives* (pp. 1-12). Routledge.
- De Costa, P.I. (2015). Ethics in applied linguistics research. In B. Paltridge & A. Phakiti (Eds.), *Research methods in applied linguistics: A practical resource* (pp. 245-257). Bloomsbury.
- De Costa, P.I. (2015). Tracing reflexivity through a narrative and identity lens. In Y. L. Cheung, S.B. Said & K. Park (Eds.), *Advances and current trends in language teacher identity research* (pp. 135-147). Routledge.
- De Costa, P. I. (2011). Flexible citizenship and learning English: The case of a Korean ESL learner. In J. Watzke, P.C. Miller & M. Mantero (Eds.), *ISLS readings in language studies, Volume 2: Language and power* (pp.351-368). International Society for Language Studies.
- De Costa, P. I. (2007). The chasm widens: The trouble with personal identity in Singapore writing. In M. Mantero (Ed.), *Identity and second language learning: Culture, inquiry, and dialogic activity in educational contexts* (pp. 190-234). Information Age Publishing.
- De Costa, P. I. (2007). Exploring 'voice' in students' writing: The case of Chinese ESL students. In P. Teo, & C. Ho (Eds.), *Discourse in the modern world: Perspectives and challenges* (pp. 6-27). McGraw Hill.

### **Book Reviews**

- De Costa, P. I. (2019). Review of *Preparing teachers to teach English as an international language*. *World Englishes*, 38(4), 675-677.

- De Costa, P. I. (2019). Review of *Social interaction and English language teacher identity*. In *ELT Journal*, 73(2), 235-237.
- De Costa, P. I. (2018). Review of *Why English? Confronting the hydra*. In *Current Issues in Language Planning*, 19(1), 121-124.
- De Costa, P. I. (2017). Review of *Linguistic diversity and social justice: An introduction to applied sociolinguistics*. In *Language in Society*, 46, 739–742.
- De Costa, P. I. (2017). Review of *Quadrilingual education in Singapore: Pedagogical innovation in language education*. In *Pedagogies: An International Journal*, 12(2), 234-236.
- De Costa, P. I. (2015). Review of *Literacy as translingual practice: Between communities and classrooms*. In *Writing & Pedagogy*, 7, 181-186.
- De Costa, P. I. (2015). Review of *Language ideologies and the globalization of 'standard' Spanish*. In *Language Policy*, 14, 423-425.
- De Costa, P.I. (2015). Review of *Multilingualism, discourse and ethnography*. In *Linguistics and Education*, 29, 92-93.
- De Costa, P. I. (2012). Review of *The Continuum companion to discourse analysis*. In *Modern Language Journal*, 96, 631-632.
- De Costa, P. I. (2010). Review of *Exploring learner language*. In *MinneWITESOL Journal*.
- De Costa, P. I. (2010). Review of *Multilingualism in post-Soviet countries*. In *Journal of Sociolinguistics*, 14, 262-266.
- De Costa, P. I. (2009). Review of *English as an international language: Perspectives and pedagogical issues*. In *World Englishes*, 28, 552-554.
- De Costa, P. I. (2009). Review of *Issues in language planning and literacy*. In *Language Policy*, 8, 295-297.
- De Costa, P. I. (2009). Review of *Disinventing and reconstituting languages*. In *TESOL Quarterly*, 43, 161-163.
- De Costa, P. I. (2007). Review of *Maintaining a minority language: A case study of Hispanic teenagers*. In *Language and Education*, 21, 361-364.
- De Costa, P. I. (2007). Review of *Sociocultural theory and the genesis of second language development*. In *Applied Linguistics*, 28, 477-480.
- De Costa, P. I. (2006, March). Review of *Teaching the General Paper: Strategies that work*. In *TESL EJ*.

## Other Outreach Products Publications and Presentations

De Costa, P.I. (January 6, 2021). Ask the expert: Understanding linguistic racism. <https://msutoday.msu.edu/news/2021/linguistic-racism>

De Costa, P.I. (October, 2020). Ética é importante: O que professores e pesquisadores de línguas precisam saber. *APLIEPAR* (English Language Teachers Association from Paraná State) Newsletter in Brazil. <https://apliepar.wixsite.com/apliepar/apliepar-newsletter>

De Costa, P.I. (October 27, 2020). Should I stay or should I leave?: The emotional rollercoaster of teaching. <https://lostinthecitations.podbean.com/e/citation-37-de-costa-p-li-w-rawal-h-2020-should-i-stay-or-leave-in-the-emotional-rollercoaster-of-language-teaching-pp-211-227-multilingual-matters/>

De Costa, P.I. (May 4, 2019). AAAL Community Initiatives: What graduate students can do to enhance diversity in the organization. <https://www.aaal-gsc.org/blog/meet-james-coda-aaal-gsc-steering-committee-co-chair>

De Costa, P.I. (June 29, 2018). A better way forward for transnational higher education. *University World News* <http://www.universityworldnews.com/article.php?story=20180626103409378>

De Costa, P.I. (December, 2015). Member spotlight: Peter De Costa (2010 GSA Recipient). *AAALetter: The Newsletter of the American Association for Applied Linguistics*, 27(3).

Crowther, D., De Costa, P.I., & Maloney, J. (March, 2019). Pedagogical inquiry in English as an international language. *TESOL International: AL (Applied Linguistics) Forum*. <http://newsmanager.commpartners.com/tesolalis/issues/2019-03-04/2.html>

## INVITED PRESENTATIONS

De Costa, P.I. (2021, October). *Unpacking profit and pride in EMI higher education: How universities manage this precarious balancing act*. Virtual speech delivered at McGill University (Plurilingual Lab Speakers Series).

De Costa, P.I. (2020, December). *Academic honesty*. Virtual speech delivered at the Kazakh American Free University.

De Costa, P.I. (2020, October). How to get published in TESL and Applied Linguistics: An author, reviewer and editor's Perspective. Virtual keynote speech delivered at the 2020 Applied Linguistics Association of Korea (ALAK) conference.

De Costa, P.I. (2020, March). *Emotional turn in second language teacher education: Prospects and possibilities*. Keynote speech delivered at the 2020 Hawaii International Conference on English Language and Literature Studies (HICELLS), University of Hawaii at Hilo.

- De Costa, P.I. (2019, November). *The emotional and identity turn in second language teacher education: Prospects and possibilities*. Keynote speech delivered at the 2019 Southeast TESOL Regional Conference Orlando, Florida.
- De Costa, P.I. (2019, September). *Multilingualism, language education, and linguistic entrepreneurship: Critical perspectives*. Invited talk delivered at Pennsylvania State University, State College.
- De Costa, P.I. (2019, April). *Expanding the educational research agenda for multilingual language learners: An AERA-TESOL collaborative symposium*. Invited session at the American Education Research Association (AERA), Toronto, Canada.
- De Costa, P.I. (2019, March). *World Englishes and SLA: Establishing a common research agenda*. Invited lecture at The Teachers of English to Speakers of Other Languages (TESOL) Convention, Atlanta.
- De Costa, P.I., & Polio, C. (2019, March). *How to get published in TESOL and applied linguistics serials*. Invited session at The Teachers of English to Speakers of Other Languages (TESOL) Convention, Atlanta.
- Karam, F., & De Costa, P.I. (2019, March). *AERA at TESOL: Policy impacts on TESOL endorsements and certifications*. Invited colloquium at The Teachers of English to Speakers of Other Languages (TESOL) Convention, Atlanta.
- De Costa, P.I. (2019, February). *Emotional turn in second language teacher education: Prospects and possibilities*. Plenary speech at the Illinois Teachers of English to Speakers of Other Languages – Bilingual Education (ITBE) Conference, Chicago.
- De Costa, P.I., Anderson, K., & Brownell, C. (2018, October). *From conference to manuscript: Demystifying the publication process*. Joint AERA Language and Social Processes & Second Language Research SIG webinar.
- De Costa, P.I., & Van Gorp, K. (2018, October). *Collaborative research project: Global student citizens engaging identity politics in a multilingual world*. Workshop at the Center for Language Teaching Advancement. Michigan State University, East Lansing, Michigan, USA.
- De Costa, P.I. (2018, July). *English as a lingua franca and L2 pragmatics: Intersections and implications*. Keynote lecture at the 4<sup>th</sup> China Pragmatics Forum, Xian, China.
- De Costa, P.I. (2018, July). *A meta-methodological examination of World Englishes inquiry: Prospects and possibilities*. Invited workshop at the International Congress of Linguists (ICL) 20, Cape Town, South Africa.
- De Costa, P.I., Park, J.S., & Wee, L. (2018, June). *Rethinking multilingual language-in-education policies in the Asia Pacific rim: A linguistic entrepreneurship perspective*. Invited colloquium at the Sociolinguistics Symposium (SS) 22, Auckland, New Zealand.

- De Costa, P.I. (2018, March). *Converting conference presentations to publications*. Coffee with Distinguished TESOLers at The Teachers of English to Speakers of Other Languages (TESOL) Convention, Chicago, Illinois, USA.
- De Costa, P.I., & Cornell, C. (2018, March). *Research and practice: More than meets the eye*. Invited Research Professional Council (RPC) colloquium at The Teachers of English to Speakers of Other Languages (TESOL) Convention, Chicago, Illinois, USA.
- De Costa, P.I. (2018, January). *Advancing the language teacher identity agenda: Theoretical, methodological and pedagogical considerations*. Invited lecture at University of Toronto, Toronto, Canada. [virtual lecture for the OISE Research Colloquium in the Language and Literacies Education series]
- De Costa, P.I. (2017, December). *Why schools matter: An ethnographic and ecological approach to understanding bilingual and multilingual education*. Invited lecture at Fudan University, Shanghai, China.
- De Costa, P.I. (2017, December). *Advancing the language teacher identity agenda: Theoretical, methodological and pedagogical considerations*. Invited lecture at Xi'an Jiaotong Liverpool University, Suzhou, China.
- De Costa, P.I. (2017, December). *Advancing the language teacher identity agenda: Theoretical, methodological and pedagogical considerations*. Invited lecture at Jiangsu University, Zhenjiang, China.
- De Costa, P.I. (2017, December). *Classroom-based qualitative research: Methodological prospects and possibilities*. Invited lecture at Anhui University of Technology, Ma'anshan, China.
- De Costa, P.I. (2017, November). *Advancing the language teacher identity agenda: Theoretical, methodological and pedagogical considerations*. Invited lecture at Beijing Foreign Studies University, Beijing, China.
- De Costa, P.I. (2017, August). *The linguistic entrepreneur and English as a lingua franca: Problems, prospects and possibilities for intercultural communication in a multilingual world*. Keynote lecture at the Language and Future International Conference, Nanjing, China.
- De Costa, P.I. (2017, August). *Professional survival in a neoliberal age: A case study of an EFL teacher in China*. Department of Curriculum and Instruction, Chinese University of Hong Kong, Hong Kong.
- De Costa, P.I. (2017, August). *An ecological exploration of the SLA/language policy interface: Insights from linguistic minorities in China*. English Department, City University of Hong Kong, Hong Kong.



- De Costa, P.I., & Vander Zanden, S. (2017, July). *Demystifying the AERA 2017 conference proposal writing process*. Joint AERA Language and Social Processes & Second Language Research SIG webinar.
- De Costa, P.I. (2017, June). *Second language acquisition and World Englishes: Dialogue and engagement*. Shanghai University of Finance and Economics, Shanghai, China.
- De Costa, P.I. (2017, June). *Metadiscourse and identity construction in a teaching philosophy statement: A critical case study of two MATESOL students*. Nanjing Tech University, Nanjing, China.
- De Costa, P.I. (2017, June). *Reflexivity, emotions and transnational habitus: The case of a 'poor' cosmopolitan Chinese international student*. Shanghai International Studies University, Shanghai, China.
- De Costa, P.I. (2017, June). *Second language acquisition and World Englishes: Dialogue and engagement*. China University of Mining and Technology, Xuzhou, China.
- De Costa, P.I. (2017, June). *World Englishes inquiry: Research methodology and topical understanding*. Focus lecture at The International Association for World Englishes Conference, Syracuse, New York, USA.
- De Costa, P.I. (2017, May). *Expanding the language teacher identity landscape: An investigation of the emotions and strategies of a NNEST*. Xuzhou Institute of Technology, Xuzhou, China.
- De Costa, P.I. (2017, March). *The power of identity and ideology in TESOL*. Coffee with Distinguished TESOLers at The Teachers of English to Speakers of Other Languages (TESOL) Convention, Seattle, Washington, USA.
- De Costa, P.I. (2017, March). *An ecological exploration of the SLA/language policy interface: Insights from linguistic minorities in China*. Colloquium paper presented at The American Association for Applied Linguistics (AAAL) 2017 Conference, Portland, March 2017. [Invited colloquium in honor of Leo van Lier]
- De Costa, P.I. (2016, June). *Ethics and applied linguistics research*. Nanjing University, Nanjing, China.
- De Costa, P.I. (2016, June). *An author's and reviewer's perspective on publishing in SSCI journals*. Southeast University, Nanjing, China.
- De Costa, P.I. (2016, June). *Rethinking emotions in language learning and teaching*. Nanjing Forestry University, Nanjing, China.
- De Costa, P.I. (2016, June). *Critical praxis: Narrowing the gap between identity, theory, and practice*. Xiaoshuang University, Nanjing, China.

- De Costa, P.I. (2016, June). *Scalar approaches to language learning and teaching*. Nanjing Tech University, Nanjing, China.
- De Costa, P. I. (2016, May). *A critical praxis: Narrowing the gap between identity, theory, and practice*. English learning teaching in an era of globalization: Problems, practices, and possibilities. English Language Teaching seminar organized by the English Department and ELC/ETELP at the National University of Timor Lorosa'e (UNTL), Dili, East Timor.
- De Costa, P. I. (2016, April). *A situated (and subjective) representation of the current landscape of LSP research*. Language and Social Processes (LSP) SIG Business Meeting at the American Education Research Association (AERA), Washington D.C., USA.
- De Costa, P. I. (2015, November). *Ethics in applied linguistics research*. Melbourne Graduate School of Education, Language and Literacy Group at The University of Melbourne, Australia.
- De Costa, P. I. (2015, July). *Ethics in applied linguistics research*. Singapore Association of Applied Linguistics (SAAL)-UNISIM new scholars in Applied Linguistics series at UNISIM, Singapore.
- De Costa, P. I. (2015, April). *Ethnography, identity, ideology and research ethics in applied linguistics*. Language and Social Processes (LSP) SIG Business Meeting at the American Education Research Association (AERA), Chicago, USA.
- De Costa, P. I. (2015, April). *Scalar approaches to language, time and space: Further directions*. University of Birmingham, University of Leeds, and the Institute of Education, University College London (UCL), England.
- De Costa, P. I. (2015, March). *Examining identity, TESOL, cosmopolitanism: EIL and ELF perspectives*. The Teachers of English to Speakers of Other Languages (TESOL) Convention 2015, Toronto, Ontario, Canada.
- De Costa, P. I. (2015, January). *Language ideologies*. Graduate course on Sociolinguistics and Language Education, University of Washington. [Skype guest talk with Manka Varghese]
- De Costa, P. I. (2014, December). *SLA Praxis: Qualitative insights from the field*. Literacy Colloquium at the College of Education Michigan State University, East Lansing, Michigan, USA. [Colloquium with my LLT 874 doctoral students]
- De Costa, P. I. (2014, October). *Bridging the ELF and SLA divide*. Forum on the teaching of English as Lingua Franca at the Seventh International Conference on English Language Teaching in China, Nanjing University, Nanjing, China.
- De Costa, P. I. (2014, June). *Reconceptualizing cosmopolitanism in language and literacy education*. Paper presented at the International Conference on Language organized by the Ministry of Education (China) and UNESCO at Suzhou, China.

- De Costa, P. I. (2014, April). *Ethics in SLA*. Forum at the 2014 SLA Graduate Student Symposium at the University of Wisconsin-Madison, Madison, Wisconsin, USA.
- De Costa, P. I. (2013, December). *Reconceptualizing cosmopolitanism as a dialogic disposition in language and literacy education*. Literacy Colloquium at the College of Education Michigan State University, East Lansing, Michigan, USA.
- De Costa, P. I. (2013, June). *Identity matters! How do we evolve from teachers to professional educators?* Workshop at the Ahmedabad Management Association, Ahmedabad, India.
- De Costa, P. I. (2013, April). *The power of language ideologies: Designer immigrants learning English in Singapore*. Paper presented at the Second Language Research SIG Business Meeting at The American Educational Research Association (AERA) 2013 Annual Meeting, San Francisco, California, USA. [In honor of being the recipient of the SIG's 2012 Doctoral Dissertation Award]
- De Costa, P. I. (2013, March). *Scales: An alternative lens for investigating foreign language learning and teaching*. Keynote speech at the Celebrating Foreign Language Education: A Monterey Bay Symposium, Monterey, California, USA.
- De Costa, P.I. (2012). *Using language ideology and positioning to broaden the SLA learner beliefs landscape: The case of an ESL learner from China*. Video talk posted at <http://www.tesolacademic.org/>
- De Costa, P.I. (2009, January). *Introduction to second language acquisition theory*. Curriculum & Instruction 673: Learning second languages and literacies, University of Wisconsin-Madison, Madison, Wisconsin, USA.
- De Costa, P.I. (2007, March). *Singapore English*. English 332: The global spread of English, University of Wisconsin-Madison, Madison, Wisconsin, USA.
- De Costa, P.I. (2004, June). *Preparing for the General Certificate of Education "Ordinary" (GCE "O") level examination*. Singapore Teachers' Union, Singapore.

## CONFERENCE PRESENTATIONS

- De Costa, P. I., & Rawal, H. (August, 2021). *Mainstream learning environment as a battleground: An immigrant youth's perceptions of high school content classrooms in a U.S. public school*. Paper presented at AILA conference, Groningen, The Netherlands. [virtual conference]
- Montgomery, P., De Costa, P. I., Green-Eneix, C., & Gordon, R. (June, 2021). *Agentive teacher collaboration in CLIL: Lessons from EMI higher education in Kazakhstan*. Paper presented at English Across the Curriculum (EAC) conference, Hong Kong. [virtual conference]
- Fritzche, S., Martin, A., & De Costa, P. I. (May, 2021). *Imagining & creating anti-racist approaches to learning & teaching: Results of a learning community*. MSU Spring Conference on Teaching and learning for Student Success, East Lansing.

- De Costa, P.I. (April, 2021). *Love and loss of land and language: Reciprocity with the Earth in language education*. Discussant comments delivered at the AERA 2021 virtual conference. [Division G: Social Context of Education]
- De Costa, P. I. (March, 2021). Problematizing language policy and practice in EMI and transnational higher education: International perspectives (Discussant comments). Paper presented at AAAL 2021 Conference. [virtual conference]
- De Costa, P. I. (March, 2021). *A sociolinguistics of the South: International perspectives*. Paper presented at AAAL 2021 Conference. [virtual conference]
- De Costa, P. I. (March, 2021). Re-envisioning a sociopolitical agenda for second language teacher education: Identity & reflexivity matter(s). Paper presented at AAAL 2021 Conference. [virtual conference]
- De Costa, P. I., Li, W. & Rawal, H. (March, 2021). “*Desire to belong*” vs. “*desire to stand out*”: *Understanding two transnational students’ experiences in the US*. Paper presented at TESOL 2021 Convention. [virtual conference]
- Deroo, M.R., Ponzio, C.M., & De Costa, P.I. (March, 2021). *Shifting stance: The interplay of course and fieldwork in translanguaging-centered TESOL teacher education*. Paper presented at TESOL 2021 Convention. [virtual conference]
- Randez, R.A., Gajasinghe, K., Green-Eneix, C., & De Costa P.I. (March, 2021). *Enhancing equity for English learners through the Seal of Biliteracy: Policy/practice pitfalls and possibilities*. Paper presented at AAAL 2021 Conference. [virtual conference]
- Rawal, H., Ojha, L., & De Costa, P.I. (March, 2021). “I am an advovist”: A high school ELL’s self-advocacy for navigating content classes and multiple identities. Paper presented at AAAL 2021 Conference. [virtual conference]
- De Costa, P.I. (2020, April). *Problematizing linguistic entrepreneurship in academic publishing: Insights from Chinese visiting scholars at a U.S. University*. Paper presented at The American Education Research Association (AERA) 2020 Conference, San Francisco. [conference cancelled due to COVID-19]
- De Costa, P. I., Li, W., & Rawal, H. (March, 2020). *Transnational English language learners’ desire to “stand out” or “fit in” in the imagined communities*. Paper presented at TESOL 2020 Convention, Denver. [conference cancelled due to COVID-19]
- Gordon, R., Reichmuth, H., Her, L., & De Costa, P.I. (2020, March). *Exploring ways to raise pre-service teachers’ racial and cultural awareness in a language methodology course*. Paper to be presented at The American Association for Applied Linguistics (AAAL) Conference, Denver. [conference cancelled due to COVID-19]

- Rawal, H., Ojha, L. & De Costa, P.I. (2020, March). *“I am an advovist”*: A high school student’s navigation of content classes and multiple identities. Paper to be presented at The American Association for Applied Linguistics (AAAL) Conference, Denver. [conference cancelled due to COVID-19]
- Ustuk, O., & De Costa, P.I. (2020, March). *“Started working as a global volunteer ...”*: Professional transnational habitus development through the Erasmus+ program. Paper to be presented at The American Association for Applied Linguistics (AAAL) Conference, Denver. [conference cancelled due to COVID-19]
- De Costa, P.I., Deroo, M., & Ponzio, C. (2019, September). *Reenvisioning second language teacher education through translanguaging praxis*. Paper presented at the Linguaging In Times of Change Conference, Stirling, Scotland.
- De Costa, P.I., Li, W., & Lee, J. (2019, September). *U.S. university academic language socialization: Problems and possibilities*. Colloquium presented at the Second Language Research Forum (SLRF) Conference, East Lansing.
- De Costa, P.I., Green-Eneix, C., & Li, W. (2019, August). *Problematizing language policy and practice in transnational higher education: International perspectives*. Colloquium presented at the British Association for Applied Linguistics (BAAL), Manchester, England.
- De Costa, P.I. (2019, March). *Introduction: Indigenous language education within a neoliberal regime: Identities, ideologies and activism*. Paper presented at The American Association for Applied Linguistics (AAAL) Conference, Atlanta.
- De Costa, P.I., Green-Eneix, C., & Li, W. (2019, March). *Transnational higher education language policy: Negotiating and navigating key social actors*. Paper presented at The American Association for Applied Linguistics (AAAL) Conference, Atlanta.
- Han, Y., & De Costa, P.I. (2019, March). *Keeping Uyghur alive within the family: A nexus analytic investigation*. Colloquium paper presented at The American Association for Applied Linguistics (AAAL) Conference, Atlanta.
- Rawal, H., De Costa, P.I., & Tian, Z. (2019, March). *Multimodality in action: Navigating the complexities of science in a multilingual classroom*. Colloquium paper presented at The American Association for Applied Linguistics (AAAL) Conference, Atlanta.
- Crowther, D., De Costa, P.I., & Maloney, J. (2019, March). *Pedagogical inquiry in English as an international language: A synthesis*. Colloquium paper presented at The Teachers of English to Speakers of Other Languages (TESOL) Convention, Atlanta.
- De Costa, P.I. (2019, March). *U.S. university academic language socialization: Problems and possibilities*. Colloquium discussant at The Teachers of English to Speakers of Other Languages (TESOL) Convention, Atlanta.

- De Costa, P.I., Lee, J., & Li, W. (2018, November). *Writing in and for an engineering freshman writing class*. Paper presented at the Sociocultural Theory & Second Language Learning Conference, Pittsburgh, USA.
- De Costa, P.I., Lee, J., & Li, W. (2018, October). *Engineering students' academic socialization through the collaborative writing: A Vygotskian perspective*. Paper presented at the Second Language Research Forum (SLRF) Conference, Montreal, Canada.
- Li, W., Lee, J., & De Costa, P.I. (2018, October). *Navigating the language socialization path of new international students: a nexus analysis mediated discourse perspective*. Paper presented at the Second Language Research Forum (SLRF) Conference, Montreal, Canada.
- Rawal, H., & De Costa, P.I. (2018, October). *Socialization of international students in different learning communities*. Paper presented at the Watson Conference, Louisville, USA.
- Li, W., & De Costa, P.I. (2018, August). *Examining enterprise culture in Chinese universities: A language policy perspective*. Paper presented at the Language Policy and Planning 2018 Conference, Toronto, Canada.
- Phyak, P., Rawal, H., & De Costa, P.I. (2018, June). *Dialogue as a decolonial effort: Nepali youth transforming monolingual ideologies*. Colloquium paper presented at the Sociolinguistics Symposium (SS) 22, Auckland, New Zealand.
- De Costa, P.I. (2018, April). *Transformative pedagogies and partnerships: Advocacy for immigrant and refugee youth in U.S. public schools*. Colloquium discussant at The American Education Research Association (AERA) 2018 Conference, New York City, USA.
- Tian, Z., Rawal, H., & De Costa, P.I. (2018, April). *Expanding the notion of translanguaging: Multimodalities in action*. Colloquium paper presented at The American Education Research Association (AERA) 2018 Conference, New York City, USA.
- De Costa, P.I. (2018, March). *Habits of mind: How we become applied linguistic researchers*. Colloquium discussant at The American Association for Applied Linguistics (AAAL) 2018 Conference, Chicago, Illinois, USA.
- Han, Y., De Costa, P.I., & Cui, Y. (2018, March). *Exploring the language policy and planning/SLA interface: Ecological insights from an Uyghur youth in China*. Paper presented at The American Association for Applied Linguistics (AAAL) 2018 Conference, Chicago, Illinois, USA.
- Li, W., & De Costa, P.I. (2018, March). *Examining the enterprise culture in Chinese universities: Perspectives of two Chinese visiting scholars*. Colloquium paper presented at The American Association for Applied Linguistics (AAAL) 2018 Conference, Chicago, Illinois, USA.
- Lee, J., Li, W., & De Costa, P.I. (2018, March). *Writing in and for EGR 100: A Vygotskian perspective on becoming an engineer*. Paper presented at The American Association for Applied Linguistics (AAAL) 2018 Conference, Chicago, Illinois, USA.

- De Costa, P.I., Li, W., & Rawal, H. (October, 2017). *Classroom-based qualitative research: Methodological possibilities*. Paper presented at the Second Language Research Forum (SLRF) Conference, Columbus, Ohio, USA.
- Phyak, P., Rawal, H., & De Costa, P. I. (2017, July). *Dialogue as a decolonial effort: Nepali youth transforming monolingual ideologies*. Language Policy Research Network (LPREN) colloquium paper presented at The International Association of Applied Linguistics 2017 Conference, Rio de Janeiro, Brazil.
- Gutierrez, L., & De Costa, P. I. (2017, July). *Rescaling communicative activity in the global farmland: The linguistic practices of migrant farmworker youth*. Colloquium paper presented at The International Association of Applied Linguistics 2017 Conference, Rio de Janeiro, Brazil.
- Maloney, J.S., & De Costa, P. I. (2017, July). *A tale of two sisters: Japanese bilinguals across local and global scales*. Paper presented at The International Association of Applied Linguistics 2017 Conference, Rio de Janeiro, Brazil.
- De Costa, P.I. (2017, March). *When tragedy strikes: Preparing researchers for unexpected trauma during fieldwork*. Colloquium discussant at The Teachers of English to Speakers of Other Languages (TESOL) Convention, Seattle, Washington, USA.
- De Costa, P.I. (2017, March). *Language teacher identity and transdisciplinarity in a multilingual world*. Colloquium discussant at The American Association for Applied Linguistics (AAAL) 2017 Conference, Portland, March 2017.
- Supasiraprapa, S., & De Costa, P.I. (2017, March). *Metadiscourse and identity construction in a teaching philosophy: A critical case study of two MATESOL students*. Paper presented at The Teachers of English to Speakers of Other Languages (TESOL) Convention, Seattle, Washington, USA.
- Rawal, H., & De Costa, P.I. (2017, March). *Managing emotions related to language identity*. 9th Annual Graduate Academic Conference, Michigan State University, USA.
- Supasiraprapa, S., & De Costa, P.I. (2016, October). *Metadiscourse and identity construction in a teaching philosophy: A critical case study of two MATESOL students*. Paper presented at the Symposium on Second Language Writing (SSLW), Tempe, Arizona, USA.
- De Costa, P.I., Valmori, L., & Choi, I. (2016, September). *Qualitative research methods*. Paper presented at The Second Language Research Forum (SLRF) Conference, New York, USA.
- De Costa, P.I. (2016, June). *Elite multilingualism*. Colloquium discussant at Sociolinguistics Symposium 21, Murcia, Spain.

- De Costa, P.I., & Sterling, S. (2016, April) *Ethical research in ESL from the researcher's perspective*. Paper presented at The Teachers of English to Speakers of Other Languages (TESOL) Convention, Baltimore, USA.
- De Costa, P.I., & Jou, Y-S. (2016, April). Unpacking the ideology of cosmopolitanism in language education: Insights from Bakhtin and Systemic Functional Linguistics. Paper presented at The American Association for Applied Linguistics (AAAL) 2016 Conference, Orlando, USA.
- Wolff, D., & De Costa P.I. (2016, April). *The role of emotions in language teacher development*. Paper presented at The American Association for Applied Linguistics (AAAL) 2016 Conference, Orlando, USA.
- De Costa, P.I., & Yawen, H. (2015, November). *Examining the English language policy for ethnic minority students in a Chinese university: An ideological perspective*. Paper presented at the Applied Linguistics Association of Australia (ALAA), the Applied Linguistics Association of New Zealand (ALANZ) and the Association for Language Testing and Assessment of Australia and New Zealand (ALTAANZ) Conference, Adelaide, Australia.
- De Costa, P. I., & Rawal, H. (2015, November). *Landscaping a Midwestern Nepalese community from the inside*. Paper presented at the Language Education & Diversity Conference, Auckland, New Zealand.
- De Costa, P.I., & Qin, K. (2015, November). *Negotiating language policy at the local level: An ESL teacher's enacting of new policy standards in a U.S. high school*. Paper presented at the Language Education & Diversity Conference, Auckland, New Zealand.
- Tigchelaar, M., & De Costa, P.I. (2015, November). *"I do the peer review by myself": A Chinese learner's approach to L2 writing*. Paper presented at the Symposium on Second Language Writing (SSLW), Auckland, New Zealand.
- De Costa, P.I., & Crowther, D. (2015, October). *Global Englishes and SLA: Establishing a dialogue and common research agenda*. International Association of World Englishes (IAWE) Conference, Istanbul, Turkey.
- Crowther, D., & De Costa, P.I., (2015, August). *Agency vs. proficiency in English as a Lingua Franca: Interactions between NSs and NNSs at a US university*. Paper presented at the Eighth International Conference of English as a Lingua Franca (ELF8), Beijing, China.
- Qin, K., & De Costa, P.I. (2015, June). *Negotiating language policy at the local level: An ESL teacher's enacting of new policy standards in a U.S. high school*. Paper presented at the Bridging Language Acquisition and Language Policy Symposium, Lund, Sweden.
- De Costa, P. I. (2015, June). *Identity matters: Tracing reflexivity through teacher narratives*. Colloquium paper presented at the International Society for Language Studies Conference 2015, Albuquerque, New Mexico, USA.



- De Costa, P. I. (2015, June). *From black box to black hole: Unpacking the designer student immigration apparatus in Singapore*. Colloquium paper presented at The Sociolinguistics of Globalization (SLGX) 2015 Conference, Hong Kong.
- De Costa, P. I., & Rawal, H. (2015, May). *Landscaping a Midwestern Nepalese community from the inside*. Paper presented at the Linguistic Landscape 7 Conference. Berkeley, California, USA.
- De Costa, P. I. (2015, March). *Advancing the teacher identity research agenda: Theoretical and methodological innovations*. Colloquium at The American Association for Applied Linguistics (AAAL) 2015 Conference, Toronto, Ontario, Canada. [Co-organizer with Dominik Wolff]
- De Costa, P. I. (2015, March). *Rethinking ideology in applied linguistics: Theoretical innovations*. Colloquium at The American Association for Applied Linguistics (AAAL) 2015 Conference, Toronto, Ontario, Canada. [Co-organizer with Elizabeth Miller]
- De Costa, P. I. (2015, March). *Problematizing ideology in the age of superdiversity*. Colloquium at The Georgetown University Roundtable on Languages and Linguistics (GURT) 2015 Conference, Washington, DC, USA. [Co-organizer with Elizabeth Miller]
- De Costa, P. I. (2015, March). *Re-envisioning language anxiety in the globalized classroom through a social imaginary lens*. Roundtable paper presented at The American Association for Applied Linguistics (AAAL) 2015 Conference, Toronto, Ontario, Canada.
- Park, J.H. & De Costa, P.I. (2014, November). *First-year international graduate student's academic writing strategies: From an activity theory perspective*. Paper presented at the 2014 Sociocultural Theory & Second/Heritage Language Research Group Meeting, Miami, Florida, USA.
- De Costa, P. I. (2014, September). *Bridging the language policy theoretical gap: A scalar approach*. Paper presented at the Multidisciplinary Approaches in Language Policy and Planning Conference 2014, Calgary, Canada.
- De Costa, P. I. (2014, August). *Bridging the language policy theoretical gap: A scalar approach*. Language Policy Research Network (LPREN) colloquium paper presented at The International Association of Applied Linguistics 2014 Conference, Brisbane, Australia.
- De Costa, P. I. (2014, August). *A scalar approach to SLA: Analyzing the narratives of an immigrant student*. Paper presented at The International Association of Applied Linguistics 2014 Conference, Brisbane, Australia.
- De Costa, P. I. (2014, June). *Scalar approach to language, time and space: Further directions*. Introduction to the colloquium at Sociolinguistics Symposium 20, Jyväskylä, Finland.
- De Costa, P. I. (2014, June). *Mobilizing space and time: Interactional resources in narratives of an immigrant student*. Colloquium paper presented at Sociolinguistics Symposium 20, Jyväskylä, Finland.

- De Costa, P. I. (2014, March). *Ethics in educational linguistics research: Language researcher narratives*. Introduction to the colloquium at The American Association for Applied Linguistics (AAAL) 2014 Conference, Portland, Oregon, USA.
- De Costa, P. I. (2014, March). *Mobilizing space and time: Interactional resources in narratives of an immigrant student*. Paper presented at The American Association for Applied Linguistics (AAAL) 2014 Conference, Portland, Oregon, USA.
- De Costa, P. I. (2013, November). *Mobilizing space and time: Interactional resources in narratives of an immigrant student*. Paper presented at The American Anthropological Association (AAA) Conference, Chicago, Illinois, USA.
- De Costa, P. I. (2013, November). *Beyond modularized standards: Lessons from an ELF speaker in Singapore*. Paper presented at The International Association for World Englishes (IAWE) Conference, Tempe, Arizona, USA.
- De Costa, P. I. (2013, June). *Designer student immigrant complex: Affect of and effects on an Indonesian ESL learner*. Paper presented at The Ninth International Symposium on Bilingualism (ISB9), Singapore.
- De Costa, P. I. (2013, March). *From anxiety to complex: An ideological and positioning perspective of SLA learner beliefs*. Colloquium paper presented at The American Association for Applied Linguistics (AAAL) 2013 Conference, Dallas, Texas, USA.
- De Costa, P. I. (2013, March). *Rethinking the macro-micro divide: Scalar applications and implications for educational linguistics*. Introduction to the colloquium presented at The American Association for Applied Linguistics (AAAL) 2013 Conference, Dallas, Texas, USA.
- De Costa, P. I. (2012, December). *Linguistic cosmopolitanism: The case of a Vietnamese designer student immigrant in a Singapore school*. Paper presented at The International Association for World Englishes (IAWE) Conference, Hong Kong and Guangzhou, China.
- De Costa, P. I. (2012, October). *Rethinking language anxiety from an ideological perspective: the case of a designer student immigrant*. Paper presented at The Second Language Research Forum, Pittsburgh, Philadelphia, USA.
- De Costa, P. I. (2012, April). *Linguistic cosmopolitanism and ELF: An analysis of an immigrant student's language use in a Singapore school*. Paper presented at The American Educational Research Association (AERA) Annual Meeting, Vancouver, Canada.
- De Costa, P. I. (2012, March). *Designer student immigration in Singapore: An ideological perspective*. Paper presented at The American Association for Applied Linguistics (AAAL) Conference, Boston, Massachusetts, USA.

- De Costa, P. I. (2012, March). *Skilled migration, language competence, and transnational pathways*. Introduction to the colloquium presented at The American Association for Applied Linguistics (AAAL) Conference, Boston, Massachusetts, USA.
- De Costa, P. I. (2011, October). *Broadening the learner beliefs landscape: Examining the language ideology and positioning of an ESL learner*. Paper presented at The Second Language Research Forum, Ames, Iowa, USA.
- De Costa, P. I. (2011, August). *The power of the language ideological complex: Chinese designer immigrants negotiating an English-medium curriculum in a Singapore school*. Paper presented at The International Association of Applied Linguistics Conference, Beijing, China.
- De Costa, P. I. (2011, May). *ELF and language ideologies: A micro-level language policy perspective from Singapore*. Paper presented at The Fourth International Conference of English as a Lingua Franca, Hong Kong, China.
- De Costa, P. I. (2011, March). *Problematizing ethics in SLA immigrant research: An ethnographer's perspective*. Paper presented at The American Association for Applied Linguistics (AAAL) Conference, Chicago, Illinois, USA.
- De Costa, P. I. (2010, May). *Designer immigration in Singapore: A school-based study of English-practicing cosmopolitans in action*. Paper presented at The CELC Symposium, National University of Singapore, Singapore.
- De Costa, P. I. (2010, March). *Designer immigration in Singapore: Ideology and its impact on an ESL learner's trajectory*. Paper presented at The Teachers of English to Speakers of Other Languages (TESOL) Convention, Boston, Massachusetts, USA.
- De Costa, P. I. (2010, March). *Designer immigration in Singapore: The impact of ideology on two ESL learners' trajectories*. Paper presented at The American Association for Applied Linguistics (AAAL) Conference, Atlanta, Georgia, USA.
- De Costa, P. I. (2009, April). *Learning English in the Lion City: A critical case study of five recruited student migrants*. Paper presented at The American Educational Research Association (AERA) Annual Meeting, San Diego, California, USA.
- De Costa, P. I. (2009, April). *Learning English in the Lion City: A critical case study of five recruited student migrants*. Paper presented at The Second Language Acquisition Graduate Student Symposium, Iowa City, Iowa, USA.
- De Costa, P. I. (2009, February). *Learning English in the Lion City: A critical case study of two recruited student migrants*. Data analysis session at The Ethnography in Education Research Forum, Philadelphia, Pennsylvania, USA.

- De Costa, P. I. (2008, August). *The professional and the political refugee: Different visas for different English language learners*. Paper presented at the Asia Teaching of English as Foreign Language (Asia TEFL) Conference, Bali, Indonesia.
- De Costa, P. I. (2008, July). *Learning English in the Lion City: A critical case study of two recruited student migrants*. Paper presented at The Applied Linguistics Association of Australia (ALAA) Conference, Sydney, Australia.
- De Costa, P. I. (2007, April). *Learning English in America: A conversation analysis of a Hmong refugee learner's internalization processes*. Paper presented at The American Association for Applied Linguistics (AAAL) Conference, Costa Mesa, California, USA.
- De Costa, P. I. (2007, April). *Learning English in America: A conversation analysis of a Hmong refugee learner's internalization processes*. Paper presented at The American Educational Research Association (AERA) Annual Meeting, Chicago, Illinois, USA.
- De Costa, P. I. (2006, July). *The classroom, the context and the candidate: A case study of a Korean ESL learner through an identity lens*. Paper presented at The 5<sup>th</sup> Pacific Second Language Research Forum (PacSLRF), Brisbane, Australia.
- De Costa, P. I. (2005, June). *The classroom, the context and the candidate: A case study of a Korean ESL learner through an identity lens*. Paper presented at The International Conference on Education: Redesigning Pedagogy, Singapore.
- De Costa, P. I. (2005, April). *The chasm widens: The trouble with personal identity in Singapore writing*. Paper presented at The International Society for Language Studies (ISLS), Montreal, Canada.
- De Costa, P. I. (2004, May). *Unraveling voice: Is there a person behind the writing?* Paper presented at The American Association for Applied Linguistics (AAAL) Conference, Portland, Oregon, USA.

## **AWARDS**

- 2021 Michigan State University (College of Education, Office of International Studies) Global Curriculum Fellowship, \$3000
- 2019 Michigan State University (Asian Studies Center) Dr. Delia Koo Global Faculty Endowment Award, \$1000
- 2018 Michigan State University (Asian Studies Center) Dr. Delia Koo Global Faculty Endowment Award, \$4550
- 2018 Michigan State University, Humanities and Arts Research Program (HARP) production award, \$4906 to complete my co-edited volume, "Investigating World Englishes: Research Methodology and Practical Applications" (Routledge)

- 2017 Michigan State University (Diversity Research Network), Inaugural Launch Awards Program (LAP), \$4500
- 2017 Michigan State University (Asian Studies Center) Dr. Delia Koo Global Faculty Endowment Award, \$5000
- 2016 Michigan State University College of Arts and Letters (CAL) Faculty Summer Fellowship, \$11,444.
- 2016 American Education Research Association (AERA) Language and Social Processes SIG Emerging Scholar Award, \$500.
- 2015 Michigan State University College of Arts and Letters (CAL) Research Award, \$3000.
- 2015 Michigan State University (Asian Studies Center) Dr. Delia Koo Global Faculty Endowment Award, \$2978
- 2015 Michigan State University College of Arts and Letters (CAL) External Connections Award, \$2000
- 2014 Michigan State University College of Arts and Letters (CAL) Research Award, \$3000.
- 2012 American Education Research Association (AERA) Second Language SIG Dissertation of the Year Award.
- 2010 University of Wisconsin-Madison Dissertator Fellowship, \$9,378.
- 2010 American Association for Applied Linguistics (AAAL) Graduate Student Award, \$800. Award to present a paper at AAAL 2010 in Atlanta.
- 2009 Future Faculty Partner of the University of Wisconsin-Madison Teaching Academy.

## **SCHOLARSHIPS**

- 2008 M.A.K Halliday Scholarship, \$800. Award conferred by the Applied Linguistics Association of Australia.
- 2001 Fulbright Foreign Student Program, \$11,000. One-year funding to pursue a M.Ed. at Harvard University.
- 1992 Public Service Commission Scholarship (Singapore), \$15,000 plus tuition. Teaching scholarship to study English at the National University of Singapore.

## GRANTS

- 2020 American Councils for International Education Grant (on behalf of the Embassy of U.S. the United States of America in Kazakhstan), \$39,600. Project title, “Enhancing Teacher Preparation and Teaching Methodologies in Rural Kazakhstan -- Next-Generation English-Language Teaching for STEM Teachers.” [project team member]
- 2018 Center for Language Teaching Advancement (CeLTA) Fellowship, \$1000. Awarded to conduct a study titled, “A Digital Repository for Exploring Language Identities in a Multilingual World.”
- 2017 Creating Inclusive Excellence (CIEG) Grant, \$30, 000. Awarded (with Joseph Cheatle, Steven Fraiberg & Sonja Wang; lead principal investigator: Peter De Costa) to conduct a study titled, “Neighborhood Writing Centers: Connecting to University-wide Services to Enhance the International Student Experience.”
- 2017 *Language Learning* Early Career Research Grant, \$10, 000. Awarded to conduct a study titled, “Intersecting Identities and Communicative Practices: A Connective Ethnographic Case Study of Undergraduate International Students.”
- 2017 *Collaboration across Disciplines and across Languages* College of Arts and Letters Grant, \$10,000. Co-developer (with Koen Van Gorp) of a new Citizen Scholar undergraduate course titled, “Global Student Citizens Engaging Identity Politics in a Multilingual World” at MSU.
- 2017 *Engaged Pedagogy Fund* College of Arts and Letters Grant, \$5, 000. Co-host (with Shawn Loewen) of invited visiting professor, Gary Barkhuizen (University of Auckland, New Zealand), at MSU in Fall 2017 to explore teaching and research collaboration.
- 2016 Michigan State University, \$500. College of Arts & Letters Undergraduate Research Initiative (CAL-URI) funding to conduct research on designing faculty social media identities.
- 2015 *Raising the Department Profile* Grant, \$3000. Organizer of a roundtable titled, “Translingual Practices in an Age of Globalization: Prospects and Possibilities,” held on April 22, 2016 at MSU. Invited speaker: Suresh Canagarajah.
- 2015 *Language Learning* Roundtable grant (with Kathleen Bailey), \$9,963. Organizer of an invited colloquium titled “Global Englishes and SLA: Establishing a Dialogue and Common Research Agenda”, held at the 2016 Annual Meeting of the Association for Applied Linguistics.
- 2015 Michigan State University, \$700. CAITLAH Faculty Development Small Grant Program for Applied and Inclusive Teaching. Funding used to create an IAH undergraduate course, Identity and Ideology in Multilingual Settings, for Spring 2016.
- 2015 Michigan State University, \$500. College of Arts & Letters Undergraduate Research Initiative (CAL-URI) funding to conduct research on linguistic landscapes.

- 2014 Michigan State University, \$7,013. Technology for the Learning Environment (TLE) grant to purchase 20 NVivo licenses to enhance teaching in my LLT 874 (Qualitative Research in Second Language Studies) course. [grant co-shared with Ellen Cushman and John Monberg from Writing Rhetoric and American Cultures department]
- 2014 Michigan State University, \$1000. College of Arts & Letters Undergraduate Research Initiative (CAL-URI) funding to conduct research on the academic socialization of Chinese undergraduate students.
- 2014 Michigan State University, \$3,000 (jointly awarded to collaborators Camelia Suleiman and Suzanne Wagner). Seed funding provided by the College of Arts & Letters to develop an immigration-related sociolinguistic research project for the Andrew Mellon Foundation Humanities Without Walls (HWW) awards.

## **PROFESSIONAL SERVICE**

### **Association and Conference Organizing**

- Organizer of the colloquium, “A sociolinguistics of the South: International perspectives” at the AAAL 2021 virtual conference, March 2021.
- Co-organizer (with Curtis Green-Eneix & Wendy Li) of the colloquium, “Problematizing neoliberal language policy and practice in English medium of instruction (EMI) higher education: Transnational issues and possibilities” at the AILA conference, Groningen, August 2020. [conference canceled in 2020 but recast as a virtual conference in August, 2021]
- Co-organizer (with Curtis Green-Eneix & Wendy Li) of the colloquium, “Problematizing language policy and practice in EMI and transnational higher education: International perspectives” at The American Association for Applied Linguistics (AAAL) Conference, Denver, March 2020. [conference canceled in 2020 but recast as a virtual conference in March, 2021]
- Co-organizer (with Wendy Li) of the colloquium, “Creating inclusive composition practices for multilingual learners: Researching international students’ experience” at The American Association for Applied Linguistics (AAAL) Conference, Denver, March 2020.
- Organizer of “Conference Connections” (a mentoring event that paired 109 senior colleagues with emerging scholars) at The American Association for Applied Linguistics (AAAL) Conference, Denver, March 2020.
- Organizer of the colloquium, “Expanding the educational research agenda for multilingual language learners: An AERA-TESOL collaborative symposium” at the American Education Research Association (AERA), Toronto, Canada.
- Organizer of “Conference Connections” (a mentoring event that paired 107 senior colleagues with emerging scholars) at The American Association for Applied Linguistics (AAAL) Conference, Atlanta, March 2019.
- Co-organizer (with Fares Karam) of the colloquium, “AERA at TESOL: Policy impacts on TESOL endorsements and certifications” at The Teachers of English to Speakers of Other Languages (TESOL) Convention, Atlanta.
- Co-organizer (with Prem Phyak) of the colloquium, “Indigenous language education within a neoliberal regime: Identities, ideologies and activism” at The American Association for Applied Linguistics (AAAL) Conference, Atlanta, March 2019.

- Scientific committee member of The Conference on Asian Linguistic Anthropology (CALA), Siem Reap, Cambodia, January 2019.
- Scientific committee member of the 22<sup>nd</sup> Sociolinguistics Symposium, Auckland, New Zealand, June 2018.
- Co-organizer (with Lionel Wee and Joseph Park) of the colloquium, “Rethinking multilingual language-in-education policy in the Asia Pacific Rim: A linguistic entrepreneurship perspective” at the 22<sup>nd</sup> Sociolinguistics Symposium, Auckland, New Zealand, June 2018.
- Co-organizer (with Luis Poza, Liv T. Davila & Carrie Symons) of the, “Second Language Research SIG Mentoring Session” at the American Educational Research Association Conference, New York City, April 2018.
- Organizer of the colloquium, “Language, education, and linguistic entrepreneurship: Critical perspectives” at The American Association for Applied Linguistics (AAAL) Conference, Chicago, March 2018.
- Organizer of the graduate student event, “Ethical practice in academia: Unpacking the AAAL ethics guidelines,” at The American Association for Applied Linguistics (AAAL) Conference, Chicago, March 2018.
- Organizer of the colloquium, “AAAL at TESOL: Toward Greater Synergy” at The Teachers of English to Speakers of Other Languages (TESOL) Convention, Chicago, March 2018.
- Co-organizer (with Amanda Kibler, Luis Poza & Liv T. Davila) of the, “Second Language Research SIG Mentoring Session” at the American Educational Research Association Conference, San Antonio, April 2017.
- Organizer of the colloquium, “Conducting research at English language centers: Administrative perspectives” at The Teachers of English to Speakers of Other Languages (TESOL) Convention, Seattle, March 2017.
- Co-organizer (with Rachel Grant) of the colloquium, “NABE at TESOL: Examining linkages between identity and language learning” at The Teachers of English to Speakers of Other Languages (TESOL) Convention, Seattle, March 2017.
- Co-organizer (with Hima Rawal and Irina Zaykovskaya) of the colloquium, “Study Abroad in Contemporary Times: Methodological Innovations” at The American Association for Applied Linguistics (AAAL) 2017 Conference, Portland, March 2017.
- Organizer of the invited Language Learning Roundtable colloquium, “Global Englishes and SLA: Establishing a dialogue and common research agenda” at The American Association for Applied Linguistics (AAAL) 2016 Conference, Orlando, April 2016.
- Organizer of the colloquium, “Ethics in transnational research: Researcher perspectives” at The Teachers of English to Speakers of Other Languages (TESOL) Convention, Baltimore, April 2016.
- Scientific committee member of the Bridging Language Acquisition and Language Policy Symposium, Lund, Sweden, June 2015.
- Co-organizer (with Dominik Wolff) of the colloquium, “Advancing the teacher identity research agenda: Theoretical and methodological innovations” at The American Association for Applied Linguistics (AAAL) 2015 Conference, Toronto, Canada, March 2015.
- Co-organizer (with Elizabeth Miller) of the colloquium, “Rethinking ideology in applied linguistics: Theoretical innovations” at The American Association for Applied Linguistics (AAAL) 2015 Conference, Toronto, Canada, March 2015.



- Co-organizer (with Elizabeth Miller) of the colloquium, “Problematizing ideology in the age of superdiversity” at The Georgetown University Roundtable on Languages and Linguistics (GURT) 2015 Conference, Washington, DC, March 2015.
- Organizer of the colloquium, “Exploring ethical issues from the ground: Language researcher narratives” at The International Association of Applied Linguistics 2014 Conference, Brisbane, Australia, August 2014.
- Co-organizer (with Suresh Canagarajah) of the colloquium, “Scalar approach to language, time and space: Further directions” at Sociolinguistics Symposium 20, Jyväskylä, Finland, June 2014
- Organizer of the colloquium, “Ethics in educational linguistics research: Language researcher narratives” at The American Association for Applied Linguistics (AAAL) 2014 Conference, Portland, OR, March 2014
- Co-organizer (with Suresh Canagarajah) of the colloquium, “Rethinking the macro-micro divide: Scalar applications and implications for educational linguistics” at The American Association for Applied Linguistics (AAAL) 2013 Conference, Dallas, TX, March 2013
- Co-organizer (with Kathleen Bailey) of Leo van Lier’s Memorial, at the American Association for Applied Linguistics (AAAL) 2013 conference, Dallas, TX, March 2013
- Co-organizer (with Suresh Canagarajah) of the colloquium, “Skilled migration, language competence, and transnational pathways” at The American Association for Applied Linguistics (AAAL) 2012 Conference, Boston, MA, March 2012
- President, Second Language Acquisition Graduate Student Organization, University of Wisconsin-Madison, Madison, WI, 2009-2010
- Organizer, SLA Graduate Student Organization publishing forum, “Getting your work published,” University of Wisconsin-Madison, Madison, WI, 2009

### **Institutional Service**

Service to the Department of Linguistics, Languages & Cultures, MSU

- MATESOL Director, 2021 –
- Faculty Evaluation Committee member, 2015 – 2017, 2019 – 2021
- Chair of SOSLAP Orientation Session, “Social justice research in applied linguistics”, 2020
- Member (Tenure Committee for Sandra Deshors), Fall 2020
- Member (Search Committee for the Second Language Studies Graduate Program Director, Paula Winke), Spring 2020
- Chair of Exploratory Committee on Developing Relationships with Chinese Universities (Second Language Studies program), 2017
- Member of Japanese Studies Program tenure-stream search committee, 2017
- Integrative Arts and Humanities (IAH) representative, 2015 – 2016
- SOSLAP "Surviving Grad School" panel, September 22, 2017
- SOSLAP "Surviving Grad School" panel, September 2, 2016
- Co-organizer of Second Language Studies (SLS) graduate student symposium at MSU, 2015, 2016, 2017
- Moderator, Second Language Studies (SLS) listserv, 2014 –
- SOSLAP "Surviving Grad School" panel, September 22, 2014
- SOSLAP brown bag “Narrative Research in SLA: Pitfalls and Possibilities”, November 8, 2013

Service to the Department of Teacher Education, MSU

- Director, ESL K-12 endorsement in the Master of Arts in Teaching and Curriculum (MATC) Program, 2018 –
- Director of the Graduate Specialization in K-12 English as a Second Language in the MATC Program, 2018 –
- Director of the Graduate Certificate in English Language Learner Education in the Curriculum, Instruction and Teacher Education (CITE) Program, 2018 –
- Affirmative Action Advocate Officer (part of the search committee for the MATC clinical field experience coordinator position), Fall 2021
- Search committee member, Department of Teacher Education (for the World Language teacher education position), 2014 – 2015

Service to the College of Arts & Letters, MSU

- CAL Faculty Leadership Fellow (selected), Fall 2021 – Spring 2022
- CAL Mentoring Fellow (mentored two pre-tenure faculty members, Alejandra Marquez Guajardo from the Romance & Classical Studies Department & Megan Dean from the Philosophy department, Fall 2021 – Spring 2022
- Director of the Language Policy and Practice Lab, Fall 2021 –
- Member (College of Arts & Letters elected representative), International Studies Program Advisory Consultative Committee, September 2020 –
- Chair, Teaching Review Committee for Dr. Dustin De Felice (Master's in Foreign Language teaching program at MSU); promotion to Associate Professor (fixed term), December 2018
- Reviewer of Dr. Joyce Meier's dossier (Department of Writing, Rhetoric and American Cultures at MSU); promotion to Associate Professor (fixed term), July 2018.
- Reviewer of Dr. Xinjiang Li's dossier (Department of Writing, Rhetoric and American Cultures at MSU); promotion to Associate Professor (fixed term), July 2019.
- Reviewer of Ms. Kathryn Houghton's dossier (Department of Writing, Rhetoric and American Cultures at MSU); promotion to Associate Professor (fixed term), March 2020.

University-level service and university community participation, MSU

- Member, William J. Beals Awards selection committee (the award is given to MSU faculty for their outstanding service to the university), 2021 – 2024
- Member, University Committee on Faculty Tenure, College of Arts & Letters (elected representative), Fall 2020 (I stood in for one semester for my CAL colleague, Deric McNish)
- Member, MSU Fulbright Advisory Committee, September 2020 –
- Member, MSU Learning Community (Anti-Racist Strategies for Teaching, Learning, and Faculty Development Efforts), September 2020 – May 2021
- Reviewer, 2021 S.C. Lee graduate student paper competition (organized by the Asian Studies Center)
- MSU Asian Studies Center Advisory Council member, 2016 – 2019
- Institutional Review Board (IRB) member, 2016 – 2019
- Co-facilitator (with Patricia Walters), Faculty Learning Community (*Enriching the Faculty-International Student Experience*) sponsored by the Associate Provost for Undergraduate Education, 2015 – 2016; sponsored by IT Services – Teaching and Learning, 2016 – 2017

- Visiting scholar host for: Zhanghao Jian (Xi'an International Studies University, China; 2016-2017 Fulbright scholar); Xiao-wei Ding (Beijing Information Science & Technology, China; 2017-2018); Ozgehan Ustuk (Balikesir University, Turkey; 2018-2019 Fulbright scholar)
- Affiliate faculty, MSU Center for Interdisciplinarity, 2021 –
- Affiliate faculty, MSU Center for Gender in Global Context, 2013 –
- Affiliate faculty, MSU Sociolinguistics Group, 2014 –
- Workshop facilitator, Cross-cultural Dialogue on Pedagogy in Language and Literacy Education between College Teachers from US and Foreign Countries (Organized by CAITLAH, CELTA and VIPP-ISP), January, 2015
- Member, Faculty Learning Community on Active Learning (IAH focus), 2014 – 2015  
Service to the Graduate School of Translation, Interpretation, and Language Education, Monterey Institute of International Studies at Monterey
- Member, Faculty Fulbright Committee, 2013

### External Service

- American Educational Research Association (AERA)
  - *Chair, Second Language Research SIG, 2017 – 2019*
    - Steered the SIG in terms of realizing its strategic vision; oversaw several (e.g., awards, membership, communications, graduate student) sub-committees
    - Chaired the AERA-TESOL taskforce; co-organized a joint AERA-TESOL webinar entitled, “Research-Practice Partnerships with Schools and Communities: Collaborations for Culturally and Linguistically Diverse Learners.”
    - Conducted a webinar for emerging scholars on how to convert their conference presentations to publications
    - Conducted a webinar for emerging scholars on how to write successful conference proposals
    - Co-organized the mentoring program for emerging scholars
  - *Program chair, Second Language Research SIG, 2015 – 2017*
    - Coordinated the SIG’s conference schedule for AERA 2016 and 2017 and oversaw the peer-reviewed and blinded proposal submission process
- American Association for Applied Linguistics (AAAL)
  - *2<sup>nd</sup> Vice President, 2021 – 2022*
  - *AAAL Executive Committee Member-at-Large, 2016 – 2018*
  - *Conference Connections Standing Committee Chair, 2019 – 2020*
  - *Ad hoc committee on mentoring (Chair), 2018 – 2019*
  - *Ad hoc committee on diversity (Chair), 2018 – 2019*
  - *Ethics Taskforce (Chair), 2017 – 2018*
  - *Best Book Award Committee member, 2016 – 2019*
  - *Diversity Taskforce (Member), 2017 – 2018*
  - *AAAL Best Research Article Award Reviewer, 2017 – 2019*
  - *Conference coordinator for the second language acquisition (SLA) strand, 2016 – 2018*

- TESOL International Association
  - *Research Professional Council (RPC) member*, 2015 – 2018
- International Society for Language Studies (ISLS)
  - *Director-at-large*, 2014 – 2017
- TESOL Quarterly
  - *Journal associate editor*, July –December 2017
  - *Journal co-editor*, 2018 – 2023

Journal editorial board member

- *The Language Learning Journal* (Taylor & Francis), 2021 –
- *English Today* (Cambridge University Press), 2018 –
- *Language Teaching* (Cambridge University Press), 2015 –
- *Linguistics & Education* (Elsevier), 2016 – 2018
- *Dimension Journal* (subsidiary to the American Council on the Teaching of Foreign Languages, ACTFL), 2015 –
- *Chinese Journal of Applied Linguistics* (Mouton De Gruyter), 2016 –

Journal advisory board member

- *Literacy Research: Theory, Method, and Practice* (Sage), 2020 –
- *Iranian Journal of Language Teaching Research*, 2019 –

External doctoral dissertation examiner

- Brenda O’Hara-Davies, 2016 (University of Technology Sydney; Advisor: Alastair Pennycook)
- Li Wang, 2019 (University of Auckland; Advisor: Lawrence Zhang)
- Katharina Ruuska, 2020 (University of Jyväskylä; Advisors: Minna Suni & Simo Määttä)
- Nazanin Dehdary, 2021 (University of Exeter; Advisor: Dongbo Zhang)

*External doctoral dissertation committee member*

- Rebecca Tang, 2018 (Ohio State University; Advisor: Peter Sayer); student currently on medical leave
- Marédil Josefina León, 2018 (University of Arizona; Advisor: Hayriye Kayi-Aydar); defense scheduled for May 2021

*External retention, promotion and tenure reviewer*

- Reviewer of Dr. Heekyeong Lee’s promotion dossier (MATESOL/MATFL Program at Middlebury Institute of International Studies at Monterey); promotion to Professor (non-tenure stream), July 2020.
- Reviewer of Dr. Wenhao Diao’s tenure dossier (Department of East Asian Studies at University of Arizona); promotion to Associate Professor (tenure stream), July 2019.
- Reviewer of Dr. Kimberly Buescher’s dossier (Department of Linguistics at University of Massachusetts, Boston); fourth year review (tenure stream), November 2019.

#### Manuscript reviewer

- Annual Review of Applied Linguistics; Applied Linguistics; Applied Linguistics Review; Educational Researcher; Classroom Discourse; Electronic Journal of Foreign Language Teaching; Gender and Language; Globalisation, Societies and Education; International Journal of Applied Linguistics; International Journal of Applied Linguistics; International Journal of Bilingual Education and Bilingualism; International Journal of Multilingualism; International Multilingual Research Journal; Journal of Language, Identity, and Education; Journal of Language and Social Psychology; Journal of Teacher Education; Language, Culture and Curriculum; Kemanusiaan: The Asian Journal of Humanities; Language Learning; Language Policy; Language Teaching; Linguistic Landscapes; Linguistics and Education; Modern Language Journal; Pedagogies: An International Journal; Research in the Teaching of English; Routledge Handbook on Language and Migration; Teaching and Teacher Education; TESOL Quarterly; The Encyclopedia of Applied Linguistics

#### Book manuscript reviewer

- Reviewed an edited volume, Multilingual Matters, 2016
- Reviewed a monograph, Springer, 2015

#### Book proposal reviewer

- Reviewed proposal for a book series, Bloomsbury, 2020
- Reviewed proposal for a monograph, Routledge, 2020
- Reviewed proposal for a monograph, UCL Press, 2020
- Reviewed proposal for an edited volume, Springer, 2020
- Reviewed proposal for an edited volume, Routledge, 2020
- Reviewed proposal for a new journal, Wiley, 2017
- Reviewed proposal for an edited volume, Springer, 2016
- Reviewed proposal for an edited volume, Routledge, 2016
- Reviewed proposal for a monograph, Routledge, 2016
- Reviewed proposal for a monograph, Routledge, 2017
- Reviewed proposal for a SLA handbook, Cambridge University Press, 2016
- Reviewed proposal for an edited volume, Springer, 2015
- Reviewed proposal for a monograph, Cambridge University Press, 2014

#### TESOL award reviewer

- Reviewer for the TESOL Distinguished Research Award 2015 coordinated by the TESOL Research Standing Committee
- Reviewer for the TESOL Mini-grants 2017 and 2018 coordinated by the TESOL Research Professional Council

#### Conference abstract reviewer

- American Association for Applied Linguistics (AAAL)
- American Educational Research Association (AERA)
- Center for Applied Linguistics (CAL) staff-initiated scholarly research grant applications, 2016
- International Society of Language Studies (ISLS)
- Second Language Research Forum (SLRF)

- SLA Graduate Student Symposium, University of Wisconsin-Madison
- Sociolinguistics Symposium
- Teachers of English to Speakers of Other Languages (TESOL)

Grant reviewer

- Israel Science Foundation (ISF), 2022
- The International Research Foundation (TIRF) for English Language Education Doctoral Dissertation Grants, 2012
- University of Wisconsin-Madison Vilas Travel Grant applications, University of Wisconsin-Madison, 2009

### **Civic service and co-curricular activities**

- Volunteer ESL tutor workshop consultant for refugee and immigrant learners at the Refugee Development Center, East Lansing, MI, 2018
- Contributor, The International Research Foundation (TIRF) for English Language Education Reading Reference List, 2010
- Volunteer ESL tutor for an adult Hmong refugee learner, Madison, WI, 2005-2006
- Active Contributor, Singapore Economic Review Committee, Boston, MA, 2002

### **PROFESSIONAL ORGANIZATION MEMBERSHIPS**

- American Association for Applied Linguistics (AAAL)
- American Educational Research Association (AERA)
- Asia TEFL (Teachers of English as a Foreign Language)
- Comparative & International Education Society (CIES)
- Singapore Association for Applied Linguistics (SAAL)
- Teachers of English to Speakers of Other Languages (TESOL)

### **TEACHING AND ADVISING**

#### **Michigan State University Courses Taught**

- IAH 231 Language Identity and Ideology in Multilingual Settings (Spring 2016, 2017)
- LLT 361 Second Language Learning (Fall 2013, Spring 2014, Spring 2018)
- LLT 809 Teaching Second Language Reading and Writing (Fall 2014)
- LLT 841 Language Identity and Ideology in Multilingual Settings (Spring 2014)
- LLT 841 Educational Linguistics (Fall 2020, 2021)
- LLT 855 Language Identity and Ideology in Multilingual Settings (Fall 2015, 2016, 2017; Spring 2019); *cross listed with the Department of Teacher Education as TE 856*
- LLT 856 Language Identity and Ideology in Multilingual Settings (Spring & Fall 2021); *course renumbered in 2021*
- LLT 860 Second Language Acquisition (Spring 2016, 2017; Fall 2018)
- LLT 874 Qualitative Research in Second Language Studies (Fall 2013, 2014, 2015, 2016, 2017, 2018, 2020)
- TE 892 ESL Classroom Practices: K-12 Literacy Instruction (I am the instructor on record; the course is taught by an advanced doctoral TE student)
- TE 896 Field Experience in Teacher Education ESL Endorsement Practicum (I am the instructor on record; the course is taught by an advanced doctoral TE student)

## **Courses Taught at Other Institutions**

Monterey Institute of International Studies: A Graduate School of Middlebury College, CA, 2010 – 2013

- EDUC 8515 Writing for Applied Linguistics (Spring 2012)
- EDUC 8520 Curriculum Design (Fall, 2012)
- EDUC 8620 Language Teaching Practicum (Spring and Fall 2012)
- EDUC 8650 Portfolio Seminar (Fall 2011, Fall 2012, and Spring 2013)
- LING 8500 Language Analysis (Fall 2010 and 2011, Spring 2011)
- LING 8510 Introduction to Sociolinguistics (Spring 2011, 2012 and 2013)
- LING 8530 Structure of English (Fall 2010 and 2011)
- LING 8630 Second Language Acquisition (Spring 2012 and 2013)
- English Refinement Program for Fulbright Scholars (Summer 2011)

University of Wisconsin-Madison, WI, 2004-2007; 2009-2010

- ENG 117 Academic Writing I, ESL Program (Fall 2004)
- ENG118 Academic Writing II, ESL Program (Spring 2005, 2006, 2007, 2009, and 2010; Fall 2005, 2006, 2007, and 2009)

National Institute of Education, Nanyang Technological University, Singapore, 2003-2008

- EAE 201: Description of Modern English (Spring and Fall 2003; Spring 2004)
- PCE 513: Language Teaching Approaches (Spring and Fall 2003; Spring 2004)
- PCE: 514: Language Study (Spring and Fall 2003)
- QUE 513: Pedagogical Grammar of English (Spring and Fall 2008; Summer 2005-2007)
- QCE 520: Language Teaching Approaches (Spring and Fall 2008)
- QCE 521: Language Teaching Experience and Practicum (Spring and Fall 2008)

## **College of Arts & Letters and College of Education Ph.D. Advisees**

Second Language Studies Program (College of Arts & Letters)

### *Committee Chair*

- Yaqiong Cui (Ph.D. in Second Language Studies, began program in 2012); Dissertation title: “Investment and gendered identity in learning a third language: A case of female Uyghur students in a Chinese university”; graduated September 2018 (tenure track position at University of Chinese Academy of Sciences, Department of Foreign Languages, Beijing, China)
- Wenjing Li (Ph.D. in Second Language Studies, began program in 2015); Dissertation title: “Tracing Chinese international students’ language and literacy socialization trajectories within and outside the first-year writing context”; graduated August 2020 (tenure track position at Nagoya University of Commerce & Business, Nagoya, Japan)
- Hima Rawal (Ph.D. in Second Language Studies, began program in 2015); Dissertation title: “Streaming English language learners in mainstream content classes: Teacher and student engagement with language, disciplinary literacy, and multimodal texts in high school biology and English language arts classes”

- Curtis Green-Eneix (Ph.D. in Second Language Studies, began program in 2018); Dissertation title: “Intersectional identities and ideologies in becoming a language teacher in a classless society”
- Lee Her (Ph.D. in Second Language Studies, began program in 2018); Dissertation title: “When schools and parents share a common language goal: Investigating Hmong family language policies and child(ren)’s agency in dual language immersion programs”
- Robert Randez (Ph.D. in Second Language Studies, began program in 2019)

*Co-Chair (with Paula Winke)*

- Dominik Wolff (Ph.D. in Second Language Studies); Dissertation title: “All in the same boat? – Native and non-native English speaking teachers’ emerging selves in a U.S. MATESOL program”; graduated May 2015 (tenure track position at West Chester University)

*Co-Chair (with Charlene Polio)*

- Matthew Kessler (Ph.D. in Second Language Studies,); Dissertation title: “Teaching and learning in a content-based classroom: Understanding pedagogy and the development of L2 writers’ metacognitive genre awareness”; graduated June 2020 (tenure track position at University of South Florida)

*Dissertation Committee Member (Second Language Studies Program)*

- Scott Sterling (graduated May 2015); Dissertation title: “Comprehension of informed consent in ESL research participants.” [Chair: Shawn Loewen; Committee members: Susan Gass, Paula Winke]; graduated May 2015 (tenure track position at Indiana State University)
- Virginia David (graduated July 2015); Dissertation title: “Impromptu timed-writing and process-based timed writing exams: comparing students’ performance and investigating students’ and raters’ perceptions.” [Chair: Paula Winke; Susan Gass, Charlene Polio]; graduated August 2015 (tenure track position at Eastern Michigan University)
- Lorena Valmori (graduated May 2016); Dissertation title: “Anxiety and motivation in interaction-driven L2 learning: A dynamic systems approach.” [Chair: Susan Gass; Committee members: Debra Hardison, Paula Winke] (tenured teaching position in an Italian high school)
- Dustin Crowther (graduated May 2018); Dissertation title: “Linguistic measures of second language speech: Moving from monologic to interactive speech.” [Chair: Debra Hardison; Committee members: Susan Gass, Paula Winke] (tenure track position at the University of Hawaii-Manoa)
- Jeffrey Maloney (graduated May 2018); Dissertation title: “Fulbright FLTA CALL knowledge development and enactment: The role of context.” [Co-chairs: Senta Goertler & Shawn Loewen; Committee member: Paula Winke] (tenure track position at Northeastern State University)
- Irina Zaykovskaya (graduated May 2019); Dissertation title: “Perceptions of remarkable US English LIKE by native and non-native English-speaking young adults in Michigan.” [Chair: Suzanne Wagner; Committee members: Susan Gass, Patti Spinner] (teaching position at Illinois Mathematics and Science Academy)
- Jungmin Lim (graduated May 2020); Dissertation title: “Multimodal writing tasks for ESL Learners in academic contexts.” [Chair: Charlene Polio; Committee members: Paula Winke; Koen Van Gorp] (tenure track position at Dankook University, Yongin, South Korea)



*Guidance Committee Member (Second Language Studies Program)*

- Amr Ahmed, 2021 –

*First-year Advisor (Second Language Studies Program)*

- Vashti Lee, 2021 – 2022

*Second-year Advisor (Second Language Studies Program)*

- Carlo Cinaglia, 2022 – 2023
- Philip Montgomery, 2022 – 2023

MATESOL Program (College of Arts & Letters)

*MA TESOL Advisor (College of Arts & Letters)*

- Chad Bousley (graduated May 2018)
- Salamatu Abdul Kareem (graduated May 2020)
- Olga Igorevna Pinchuk (graduated May 2020)
- Quy Phu Huynh Pham (graduated May 2020)

*MA TESOL Thesis Chair (College of Arts & Letters)*

- Olga Khodakova (graduated May 2015); Thesis title: “Investigating the influence of L1 literacy practices on ESL learner attitudes toward extensive reading.”
- Hima Rawal (graduated May 2015); Thesis title: “Translanguaging, investment and gendered identity: A case of Nepali immigrant women in Michigan.”
- Danielle Brown (started Fall 2020); Thesis title: “Autoethnography of an African American novice ESL teacher.”
- Bethany Zulick (started Fall 2020); Thesis title: “EMI policies and practices at a Kyrgyzstan university.”

*MA TESOL Thesis Reader*

- Lauren Kelly; Thesis title: “Identity, language socialization, investment, and power dynamics in L2 English among Burmese women refugees.” (graduated May 2014)
- Khoa Truong; Thesis title: “Task-related motivational strategies in the EFL classroom in Vietnam: A look through teacher and student perceptions.” (graduated May 2018)

Department of Teacher Education (College of Education)

*Dissertation Committee Member*

- Christina Ponzio (graduated May 2021); Dissertation title: “Ideological reckoning and translanguaging reimagining: An English language teacher educator’s critical autoethnography.” [Chair: Carrie Symons; Committee members: Lucía Cárdenas Curiel, Corey Drake, Avner Segall] (lecturer, University of Michigan)
- Laura Kennedy (graduated May 2020); Dissertation title: “<sup>ㅅㅅㅁ</sup> [Ssam] I am: An (auto)ethnographic exploration of novice EFL teachers’ imagined and enacted teacher identities in South Korea. [Chair: Carrie Symons; Committee members: Corey Drake, Bethany Willinski, Sandra Crespo] (tenure track position at Northern Michigan University)

- Jill Manske (graduated August 2020); Dissertation title: “Looking away from invisible borders: Reconsidering the complexity of experiential education through the interactions of identity, peer relations, emotions, and gaze.” [Chair: Lynn Paine; Committee members: Kyle Greenwalt, Camelia Suleiman]
- Yue Bian (graduated August 2019); Dissertation title: “Short stories about a long story: Making sense of teacher candidates’ experiences of learning to teach emergent bilinguals through narrative inquiry.” [Chair: Corey Drake; Committee members: Alyssa Dunn; Carrie Symons] (tenure track position at University of Washington, Bothell)
- Lorena Gutierrez (graduated May 2016); Dissertation title: “Use my name! They need to know who I am: Migrant farmworker youth at the interstices of the educational pipeline.” [Chair: Django Paris; Committee members: Angela Calabrese Barton, Chantal Tetreault, Ramon Martinez] (post doc at University of California, Riverside)
- Natasha Perez (graduated May 2016); Dissertation title: “Stories of Cuban-Americans living and learning bilingually.” [Chair: Mary Juzwik; Committee members: Jeff Bale, Ellen Cushman, Kyle Greenwalt] (tenure track position at University of Houston)
- Kongji Qin (graduated May 2016); Dissertation title: “Adolescent immigrant students’ identity negotiation and their trajectories of learning to become students in a U.S. high school.” [Chair: Lynn Paine; Committee members: Mary Juzwik, Guofang Li, Paula Winke] (tenure track position at New York University)
- Jon Wargo (graduated May 2016); Dissertation title: “Connective composition(s) and sitings of self/ves: Elastic literacies, queer rhetorics, and the online/offline politics of LGBT youth writing.” [Chair: Django Paris; Committee members: Elizabeth Moje, Avner Segall, Trixie Smith] (tenure track position at Boston College)
- Rebekah Gordon, Romina S. Peña-Pincheira, Heather Reichmuth (5<sup>th</sup> year PhD students; expected to graduate in May 2022)

*Guidance Committee Member*

- Lindsey Allene Hall

*Practicum Committee Member*

- Meiheng Chen, Mingzhu Deng, Lindsay McHolme

*Second-year Advisor*

- Laxmi Prasad Ojha
- Luqing Zang

*Third-year Advisor*

- Kasun Gajasinghe M. Liyanage

German Studies Doctoral Program (College of Arts & Letters)

*Guidance Committee Member*

- Mary Ellen Rutmeyer