

Laura J. Mahalingappa

Associate Professor
Duquesne University
Department of Instruction and Leadership in Education

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EDUCATION

- 2009 **Doctor of Philosophy**, Linguistics; Area of Specialization: First and Second Language Acquisition
The University of Texas at Austin
The Acquisition of Split-Ergativity in Kurmanji Kurdish
- 2004 **Master of Arts**, Linguistics
The University of Texas at Austin
Lexical Variation Following the Turkish Language Reform
- 1997 **Bachelor of Arts**, International Studies and Economics
American University, Washington, D.C.
- 1997 **Certificate in Teaching English to Speakers of Other Languages (TESOL)**
American University, Washington, D.C.

POSITIONS HELD

- 7/2018-Present **Associate Professor of Education (with tenure)**
Duquesne University
- 7/2015-Present **Program Director, ESL M.S. Ed./Certificate Program**
- 7/2010-6/2018 **Assistant Professor of Education**
Duquesne University
- 1/2008-5/2010 **Adjunct Lecturer of ESL Education**
Duquesne University
- 8/2006-6/2007 **Teaching Assistant**
The University of Texas at Austin, Linguistics Dept.
- 1/2005-5/2005 **Graduate Research Assistant/Teaching Assistant**
The University of Texas at Austin, Middle Eastern Studies
- 8/2003-5/2005 **Graduate Research Assistant/Editor**
The University of Texas at Austin, Dept. of Civil Engineering
- 8/2001-5/2002 **Managing Editor**
National Journal of Sociology, Austin, TX
- 3/1999-6/2000 **Instructor of English as a Foreign Language**
International Black Sea University, English Preparatory Program, Tbilisi, Georgia
- 8/1998-7/2000 **Instructor of English as a Foreign Language**
International House, Tbilisi, Georgia
- 7/1997-6/1998 **Instructor of English as a Second Language**
Bellevue Learning Center, Bellevue, WA

COURSES

Duquesne University, Department of Instruction and Leadership in Education

Graduate

Helping English Language Learners in Mainstream Classes: (10 sections, 2011-2019, online)

Sociolinguistics and the ESL Classroom (12 sections, 2008-2019)

Advanced Grammar and Applied Linguistics: (6 sections, 2013-2018)

Culturally and Linguistically Diverse Learners: (3 sections, 2008-2010)

Theory, Models, and Instruction of Writing: (1 section, 2018)

Undergraduate

Meeting the Needs of English Language Learners (12 sections, 2011-2017)

International Black Sea University, Tbilisi, Georgia

Language, Culture and Society in the U.S.: Spring 2006 (undergraduate)

Atatürk University, Erzurum, Turkey

Academic Writing: Fall 2005 (undergraduate)

PUBLICATIONS

Books

Mahalingappa, L., Rodriguez, T. L., & Polat, N. (2017). *Supporting Muslim Students: A Guide to Understanding the Diverse Issues of Today's Classrooms*. Lanham, MD: Rowman & Littlefield.

Polat, N., Mahalingappa, L., & Kayi-Aydar, H. (Eds.) (under contract). *Preparation of Teachers of English as an Additional Language (EAL) around the World: Research, Policy, Curriculum, and Practice*. Multilingual Matters.

Journal Articles

Polat, N., Mahalingappa, L., & Mancilla, R. (In Press). Longitudinal growth trajectories of written syntactic complexity: The case of Turkish learners in an intensive English program. *Applied Linguistics*.

Polat, N., Mahalingappa, L., Hughes, E., & Karayigit, C. (2019). Change in preservice teacher beliefs about inclusion, responsibility, and culturally responsive pedagogy for English learners. *International Multilingual Research Journal*.

Rodriguez, T. L., Mahalingappa, L., Evangeliste, M., & Thoma, L. (2018). Educators Must Be Activists: Advocating for Muslim Students. *The European Educational Researcher*, 1(2), 117-135. doi: 10.31757/euer.123.

Hughes, E., & Mahalingappa, L.J. (2018). Experiences and perceived benefits of an electronic pen pal experience on preservice teachers' preparation for working with English learners. *Action in Teacher Education*, 40(3), 253-271.

- Mahalingappa, L., Hughes, E. M., & Polat, N. (2018). Developing preservice teachers' self-efficacy and knowledge through online experiences with English language learners. *Language and Education*, 32, 127-146.
- Mahalingappa, L., & Polat, N. (2017). Overall and Component-Based Inter-Rater Reliability of the SIOP Model. *International Journal of TESOL and Learning*, 6, 18-35.
- Mahalingappa, L., & Polat, N. (2013). English Language Teacher Education in Turkey: Policy vs. Academic Standards. *European Journal of Higher Education*, 3, 371-383.
- Polat, N., Balog, R., & Mahalingappa, L. (2013). Anonymity and Motivation in Asynchronous Discussions and L2 vocabulary Learning. *Language Learning & Technology*, 17, 57-74.
- Polat, N., & Mahalingappa, L. (2013). Examining Service and Gender Effects on Teacher Beliefs about ELLs in Content Area Classes: A Case for Inclusion, Responsibility and Instructional Support. *Teaching Education*, 24:1, 58-83
- Polat, N., and Mahalingappa, L.J. (2010). Gender differences in identity and acculturation patterns and L2 accent attainment. *Journal of Language, Identity, and Education*, 9, 17-35.

Book Chapters

- Polat, N., & Mahalingappa, L. (Under contract). Teacher beliefs about challenges and opportunities of integrative language and content teaching: The SIOP example. In K. Talbot, S. Mercer, M-T. Gruber, & R. Nishida (Eds.) *The Psychological Experience of Integrating Language and Content: Teacher and Learner Perspectives*. Multilingual Matters.
- Mahalingappa, L., Polat, N., & Rodriguez T. (In-Press). Social justice pedagogies for students from immigrant Muslim communities: Using critical language awareness in second language classrooms. In R. Oxford, T. Gregersen, & M. Olivero (Eds.) *Peacebuilding in TESOL: Innovations in Theory and Practice*. Routledge.
- Polat, N., & Mahalingappa, L. (In Press). Teaching and researching pronunciation skills: Theory and research-based practices. In N. Polat, T. Gregersen, & P. MacIntyre (Eds.) *Research-Driven Pedagogy: Implications of L2A Theory and Research for the Teaching of Language Skills*. Routledge.
- Meyer, C. K., Mahalingappa, L. J., & Brugar, K. A. (2018). Thinking inside the box: Using graphic novels to support ELLs in social studies classrooms. In L. C. de Oliveira, K. Obenchain, R. Kenney, A. Oliveira (Eds.), *Approaches to Teaching the Content Areas to English Language Learners in Secondary Schools: English Language Arts, Mathematics, Science, and Social Studies*. Springer, Cham. 311-325.
- Mahalingappa, L. (2018). Self-study to help teachers engage in diversity. In J. K. Ritter, M. Lunenberg, K. Pithouse-Morgan, A. P. Samaras, & E. Vanassche (Eds.), *Teaching, Learning, and Enacting of Self-study Methodology: Unraveling a Complex Interplay*. Dordrecht: Springer. 49-54.
- Ritter, J. K., Ayieko, R. A., Chao, X., Khalil, O., Mahalingappa, L., Meidl, C. J., Meyer, C. K., Quiñones, S., & Williams, J. A. (2018). Insight gleaned from our participation in a faculty self-study learning group. In J. K. Ritter, M. Lunenberg, K. Pithouse-Morgan, A. P. Samaras, & E. Vanassche (Eds.), *Teaching, Learning, and Enacting of Self-study Methodology: Unraveling a Complex Interplay*. Dordrecht: Springer. 85-97.

Mahalingappa, L. (2013). The acquisition of split-ergativity in Kurmanji Kurdish. In E. Bavin & S. Stoll (Eds.), *The Acquisition of Ergativity*. Amsterdam: John Benjamins. 239-270.

Mahalingappa, L. (2011). Identity construction in context: Lexical variation following the Turkish language reform. In Ciepiela, K. (Ed.), *Identity through a Language Lens*. Frankfurt am Main: Peter Lang Publishing House. 73-86.

Conference Proceedings

Mahalingappa, L. (2009). Acquisition of split-ergativity in Kurmanji Kurdish. In Chandlee, J., Franchini, M., Lord, S., and Rheiner, G-M (Eds.), *Proceedings of the 33rd Annual Boston University Conference on Language Development*, Vol. 2. Cascadilla Press: Somerville, MA. 333-342.

Chun, E., Chiang, W.F., Mahalingappa, L. and Mehus, S. (Editors). (2004). *Texas Linguistic Forum Vol. 47. Proceedings of the Eleventh Annual Symposium About Language and Society—Austin*.

Manuscripts under Review

Mancilla, R., Polat, N., & Mahalingappa, L. Correlations of syntactic complexity with standardized language proficiency tests in predicting none-native graduate students' academic success in graduate school. *Language Assessment Quarterly*.

Mahalingappa, L., & Polat, N. Preservice teacher beliefs about readiness, content knowledge, and field experiences to support English language learners in teacher education programs. *The New Teacher Educator*.

Manuscripts in Progress

Polat, N., Wang, R., & Mahalingappa, L. English teachers' perceptions about types of oral corrective feedback in Chinese and U.S. contexts. *System*.

Mahalingappa, L., Polat, N., & Wang, R. Chinese EFL and U.S. ESL teachers' beliefs about oral corrective feedback: Explicitness, frequency, and the role of L2 learner variables. *International Journal of Applied Linguistics*.

Mahalingappa, L., & Prior, D. Erasing and pacing: Two faculty of color as teacher educators for social justice.

Mahalingappa, L. Language acquisition from “non-native” speakers: The case of Kurds in Turkey.

Mahalingappa, L., & Mancilla, R. The discursive construction of Self and Other: A comparative analysis of content and English as a Second Language preservice Teachers' positionality.

PRESENTATIONS

Refereed

Mahalingappa, L., Rodriguez, T., & Polat, N. (2019). Resisting Islamophobia: Fostering Muslim English Learners' Agency through Critical Language Awareness and Critical Media Literacy. *American Educational Research Association Convention (AERA)*. Toronto, Canada, April 5-9.

- Mahalingappa, L. & Polat, N. (2019). Changing Preservice Content Teacher Beliefs about English Learners. *Annual TESOL Convention*. Atlanta, GA, March 12-15
- Polat, N. & Mahalingappa, L. (2019). Review of current theory and research on L2 pronunciation pedagogy. *Annual TESOL Convention*. Atlanta, GA, March 12-15.
- Mahalingappa, L., Polat, N., Hughes, E., & Karayigit, J. (2018). Instigating Change in Preservice Teacher Cognition about English Learners in Content-Area Classrooms through Virtual Interactions. *American Educational Research Association Convention (AERA)*. New York, NY, April 13- 17.
- Polat, N., Mahalingappa, L., & Mancilla, R. (2018). Written Syntactic Complexity in Instructed versus Acquired Contexts: Variability by Levels. *American Educational Research Association Convention (AERA)*. New York, NY, April 13- 17.
- Ritter, J. K., Ayieko, R. A., Chao, X., Khalil, O., Mahalingappa, L., Meidl, C. J., Meyer, C. K., Quiñones, S., & Williams, J. A. (2018). Learning to do Self-Study: An Inquiry into the Experiences of Faculty Participants in a Self-Study Learning Group. *American Educational Research Association Convention (AERA)*. New York, NY, April 13- 17.
- Mahalingappa, L., Rodriguez, T., & Polat, N. (2017). *Cultural Approaches to the Education of Muslim Children in U.S. K-12 Schools*. American Educational Research Association Convention (AERA). San Antonio, TX. April 27-May1.
- Mahalingappa, L. (2017). *The Acquisition of Turkish Case Morphology by Kurdish-Turkish Bilingual Children*. American Association for Applied Linguistics 2017 Conference. Portland, OR. March 18-21.
- Polat, N., Mahalingappa, L., & Hughes, E. (2017). *Instigating change in preservice teacher cognition about ELs' education: The case of inclusion, culture, and responsibility in mainstream classrooms*. American Association for Applied Linguistics 2017 Conference. Portland, OR. March 18-21.
- Mahalingappa, L., Rodriguez, T., & Polat, N. (2017). *Supporting Muslim Students in K-12 Schools: Knowledge and Practical Suggestions*. Annual TESOL Convention. Seattle, WA, March 21-24.
- Mahalingappa, L., Hughes, E., & Polat, N. (2016). *Effectiveness of an Electronic Pen-Pal Project on Preservice Teachers' Self-competency and Knowledge of Instructional Strategies Working with ELs*. Literacy Research Association 66th Annual Conference, "Mobilizing Literacy Research for Social Transformation." Nashville, TN., November 30-December 3.
- Mahalingappa, L., Polat, N., & Yagiz, O. (2016). *Differences between Chinese and American English Teachers' Perceptions about Effectiveness of Oral Corrective Feedback*. American Educational Research Association Annual Meeting (AERA). Washington, D.C., April 8-12.
- Mahalingappa, L., & Hughes, E. (2016). *Effectiveness of a Virtual Field Experience on Preservice Teachers' Preparation for Working With English Learners*. American Educational Research Association Annual Meeting (AERA). Washington, D.C., April 8-12.
- Mahalingappa, L., & Polat, N. (2015). *English Teachers' Perceptions about Types of Oral Corrective Feedback in Chinese and U.S. Contexts*. American Educational Research Association Convention (AERA). Chicago, IL, April 16-20.

- Mahalingappa, L., & Polat, N. (2015). *Preservice Teacher Beliefs about Readiness, Content Knowledge, and Field Experiences to Support English Learners*. American Educational Research Association Convention (AERA). Chicago, IL, April 16-20.
- Mahalingappa, L. (2015). *Critical Notions of Nativeness in an ESL Teacher Preparation Program*. Annual TESOL Convention. Toronto, Canada, March 25-29.
- Mahalingappa, L. (2015). *Chinese and American Teachers' Oral Corrective Feedback Beliefs and Practices*. Annual TESOL Convention. Toronto, Canada, March 25-29.
- Mahalingappa, L. (2015). *Change in Teachers' Perceptions of Linguistically Diverse Learners*. GURT (Georgetown University Roundtable on Languages and Linguistics) 2015: Diversity and Super-Diversity: Sociocultural Linguistic Perspectives, March 13-15.
- Mahalingappa, L. (2014). *Change in Teacher Beliefs about English Language Learners in Mainstream Classes*. American Educational Research Association Convention (AERA). Philadelphia, PA, April 3-7.
- Polat, N., & Mahalingappa, L. (2014). *Examining the Factorial Validity of the Sheltered Instruction Observation Protocol as a Performance Evaluation Tool*. American Educational Research Association Convention (AERA). Philadelphia, PA, April 3-7.
- Polat, N., Mahalingappa, L., & Cepik, S. (2014). *ELT Education in Turkey: A Multifaceted Programmatic Evaluation*. Annual TESOL Convention. Portland, OR, March 26-29.
- Polat, N., Balog, R., & Mahalingappa, L. (2013). *Motivational and Participatory Affordances in Anonymous and Non-anonymous Online Discussions and L2 Vocabulary Learning*. American Educational Research Association Convention (AERA). San Francisco, CA, April 27-May 1.
- Polat, N., & Mahalingappa, L. (2013). *Effects of Gender and Teaching Experience on Inservice Teachers' Pedagogical Beliefs about the Academic Achievement of English Language Learners*. American Educational Research Association Convention (AERA). San Francisco, CA, April 27-May 1.
- Mahalingappa, L., & Polat, N. (2012). *Multiplexity in Exchange, Interactive, and Passive Networks, and Native-like Accent Attainment in the Turkish Context*. American Educational Research Association Convention (AERA). Vancouver, BA, April 13-17.
- Polat, N., and Mahalingappa, L. (2012). *Changing Pre-service EFL Teachers' Beliefs through Well-Structured Instructional Treatments*. Annual TESOL Convention. Philadelphia, PA.
- Mahalingappa, L. (2011). *Acquiring Language from Non-Native Linguistic Input: Ethnic Kurds in Turkey*. Paper presented at the American Association for Applied Linguistics 2011 Conference, Chicago, IL.
- Mahalingappa, L. (2011). *L1 Acquisition and Dialect Formation: Kurds Acquiring Turkish from Non-Native Speakers*. Poster presented at The 85th Annual Meeting of the Linguistic Society of America, Pittsburgh, PA.
- Mahalingappa, L. (2010). *Language Acquisition from "Non-Native" Speakers: The Case of Kurds in Turkey*. Paper presented at New Ways of Analyzing Variation 39, San Antonio, TX.

- Polat, N. and Mahalingappa, L. (2010). *Using Social Network Theory to Examine L2 Socialization Patterns*. Paper presented at the American Association for Applied Linguistics 2010 Conference, Atlanta, GA.
- Mahalingappa, L. (2008). *Acquisition of Split-Ergativity in Kurmanji Kurdish*. Paper presented at the 33rd Annual Boston University Conference on Language Development, Boston, MA.
- Mahalingappa, L. (2007). *Acquisition of Split-Ergativity in Kurmanji Kurdish: Variability and Language Change*. Paper presented at New Ways of Analyzing Variation 36, Philadelphia, PA.
- Mahalingappa, L. (2007). *Variability in the Acquisition of Split-Ergativity in Kurmanji Kurdish*. Paper presented at the 81st Annual Meeting of the Linguistic Society of America, Anaheim, CA.
- Mahalingappa, L. (2006). *Workshop on Research Design in the Social Sciences*. International Black Sea University, Tbilisi, Georgia, March 14, 2006.
- Mahalingappa, L. (2005). *Identity Construction Following the Turkish Language Reform*. Paper presented at the 10th Annual World Convention of the Association for the Study of Nationalities (ASN), Columbia University, New York City, NY.
- Mahalingappa, L. (2005). *Lexical Variation and Identity Following the Turkish Language Reform*. Paper presented at the Georgetown Linguistics Society 2005 - The Language and Identity Tapestry: Linguistic Re/presentations of identities in social interaction, Georgetown University, Washington, D.C.

Invited

- Mahalingappa, L. (2013). *Change and Acquisition of Split-Ergativity in Kurmanji Kurdish*. Linguistics Society of America 2013 Summer Institute Workshop on Patterns of Alignment in the Indo-Iranian Languages.
- Mahalingappa, L. (2013). *English as a Second Language (ESL) Workshop*. 2013 Sizemore Conference. Duquesne University, Pittsburgh, PA. With Dr. Nihat Polat and Dr. Davi Reis. May.
- Mahalingappa, L. (2010). *The Acquisition of Split-Ergativity in Kurmanji Kurdish*. Invited participant in the Workshop on the Acquisition of Ergativity, Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany. October.
- Mahalingappa, L. (2008). *Language Acquisition and Socialization by Kurds in Turkey*. Invited talk at Northwestern University, Department of Linguistics, Chicago, IL.
- Mahalingappa, L. (2007). *Language Acquisition and Socialization in Multilingual Communities*. Invited talk. University of Houston-Downtown, Department of English, February 21, 2007.
- Mahalingappa, L. (2007). *Language Acquisition by Kurds in Turkey*. Invited talk. University of Michigan, Department of Linguistics, January 30, 2007.

GRANTS

- Polat, N., Mahalingappa, L., Heo, M, Hughes, E., Meyer C., Walker, C., & Bhowmick, N. (2019). (Under review). Teacher cognition and communication strategies in inclusive content-area

- classrooms: Developing effective strategy protocols for diverse learners. James S. McDonnell Foundation. Requested: \$1,583,711.
- Polat, N. & Mahalingappa, L. (2018). A Competency-Based Approach to the Preparation of Teachers of Turkish as a Critical Additional Language. STARTALK Grants. National Security Agency (NSA).
Unfunded: \$112,000.
- Mahalingappa, L. (2018). *Early Childhood Teacher Preparation to Support English Learners Living in Refugee Families*. Foundation for Child Development 2018 Young Scholars Program.
Unfunded: \$166,899. Finalist, not awarded.
- Mahalingappa, L., Fitzgerald, A. M., & Polat, N. (2015). *Support for refugee families with school-aged children in the Pittsburgh area through ethically-based community centers: an additive model for family engagement, student linguistic and academic development, and teacher preparation*. Duquesne University Community-Engaged Research Grant.
Funded: \$10,000.
- Mahalingappa, L., & Hughes, E. (2014). *Assessing the Effectiveness of a Virtual Field Experience on Pre-Service Teachers' Preparation for Working with ELLs: A Mixed Method Study of an E-Pal Program*. Canevin Center Educational Transformation and Social Justice.
Funded: \$2,500.
- Mahalingappa, L. (2014). *Language Acquisition from "Non-Native" Speakers: The Case of Kurds in Turkey*. Presidential Scholarship Award.
Funded: \$6,000.
- Polat, N., Mahalingappa, L., & Reis, D. (2012). *Cyber Turkish Learning System (CTLS)*. Republic of Turkey, Office of the Prime Minister and Ministry of Foreign Affairs.
Unfunded: \$341,990.
- Reis, D., & Mahalingappa, L. *Assessing Teacher Learning of State-Mandated, Professional Competencies for Teaching English Language Learners: A Mixed-Methods Study of Effective Assessment Tools*. Academic Learning Outcomes Assessment (ALOA), Duquesne University.
Funded: \$1,000.
- Mahalingappa, L. (2011). *The Bilingual Acquisition of Turkish and Kurmanji Kurdish*. Duquesne Faculty Development Fund.
Funded: \$1,143.
- Polat, N., & Mahalingappa, L. (2010). *Assessment of learning outcomes of ESL teacher certificate program*. Academic Learning Outcomes Assessment (ALOA), Duquesne University
Funded: \$2,500.
- Mahalingappa, L. (2006). *The Bilingual Acquisition of Turkish and Kurmanji Kurdish*. National Science Foundation Doctoral Dissertation Improvement Grant.
Funded: \$11,640.
- Mahalingappa, L. (2002). *The Turkish Language Reform and Its Implications for Turkish Identity and the Lexicon*. Liberal Arts Graduate Research Grant, The University of Texas at Austin, Dean of Liberal Arts.
Funded: \$1950.

AWARDS AND HONORS

- 2015 **Creative Teaching Award**
Duquesne University, Center for Teaching Excellence
- 2014 **School of Education Faculty Award for Excellence in Teaching**
Duquesne University
- 2008 **Professional Development Award**
2007 The University of Texas at Austin
- 2002- **Foreign Language Area Scholarship – Academic Year for Russian**
2004 The University of Texas at Austin, Center for Russian, Eastern European & Eurasian Studies
\$14,000 plus tuition and fees per year for the 2003-2004 and 2004-2005 academic years
- 2001 **Foreign Language Area Scholarship – Summer for Turkish**
The University of Texas at Austin, Center for Middle Eastern Studies
\$5,400 for tuition and stipend for Turkish course in Istanbul, Turkey
- 1993- **Presidential Scholarship**
1997 American University, Washington, D.C.
- 1994- **Dean’s List**
1997 American University, Washington, D.C.

PROFESSIONAL AND SERVICE ACTIVITIES

Duquesne University

University Level

- Institutional Research Board Member (2018-Present)
- University Grievance Committee Member (2018-Present)
- Faculty Development Fund Committee (2016-2017)
- University Grievance Committee Alternate (2015-2018)
- Creative Teaching Award Committee (2015-2016)
- Mentoring Committee (2013-2014)

School Level

- Leading Teacher Quality Circle (2015-Present)
- Workload Committee (2018-2019)
- Woodrow Wilson Fellowship Planning Committee (2018-2019)
- Ad hoc Field Placement Committee (2018-2019)
- School of Education Faculty Ambassador (2011- 2015)
- Faculty Search Committee, (Special Education) (2013)

Department Level

ESL Program Director (2015-Present)

CAEP SPA Writer (2018-2019)

Reading and Literacy Education Program Working Group (2017-2018)

ESL Faculty Search Committee Chair, (2014-2015)

Faculty Search Committee, (Mathematics Education) (2013-2014)

Community Service

Board of Directors Member, Young Scholars of Western Pennsylvania Charter School (2009-2018)

ESL volunteer tutor, Harmony Science Academy – Austin, TX (2004-2007)

Service to the Profession

Editorial Service

International Journal of TESOL and Learning – Editorial Board Member (2012-Present)

TESOL Quarterly – Ad hoc Reviewer (2018-Present)

Action in Teacher Education – Ad hoc Reviewer (2018-Present)

International Journal of Multilingualism – Ad hoc Reviewer (2016-Present)

Teaching and Teacher Education – Ad hoc Reviewer (2016-Present)

Diaspora, Indigenous, and Minority Education – Ad hoc Reviewer (2016-Present)

Journal of Educational Research – Ad hoc Reviewer (2011-Present)

Foreign Language Annals – Ad hoc Reviewer (2014-Present)

Frontiers in Psychology – Ad hoc Reviewer (2014-Present)

Conference Committee/Reviewing/Chairing

Paper Reviewer for TESOL (2015, 2016)

Paper Reviewer for AERA Division K (2014-2016)

Reviewer for TESOL Distinguished Research Award (2014-2015)

Session Chair for Three-Rivers TESOL Annual Conference, Pittsburgh, PA (2011)

Symposium About Language and Society–Austin (SALSA), UT-Austin, Co-organizer (2003),
Abstract Committee (2002-2007)

Grant Proposal Reviewer

Endangered Languages Documentation Programme, Department of Linguistics, SOAS School of
Oriental and African Studies, University of London (2012)

PROFESSIONAL ORGANIZATIONS

American Educational Research Association (AERA)

Teachers of English to Speakers of Other Languages (TESOL)

American Association for Applied Linguistics (AAAL)