

**KELI D. YERIAN**  
CURRICULUM VITAE  
10/28/2019

**ADDRESS:** Department of Linguistics  
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**EDUCATION**

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Georgetown University	Ph.D. with Distinction, 2000	Linguistics
Georgetown University	M.S. 1994	Linguistics
University of North Carolina Chapel Hill	B.A. 1991	Linguistics & French

Title of MS Thesis: *Being Funny, Being Heard. Indexing Gender through Humor in the Workplace (case study)*

Title of Ph.D. Dissertation: *Strategic Constructivism: The Discursive Body as a Site for Identity Display in Women's Self-Defense Courses*

Professor in Charge: Dr. Deborah Tannen, University Professor

**ACADEMIC APPOINTMENTS**

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2014-present	Senior Lecturer University of Oregon, Department of Linguistics, University of Oregon
2013-2014	Lecturer University of Oregon, Department of Linguistics, University of Oregon
2007-2013	Instructor University of Oregon, American English Institute, University of Oregon
2001-2007	Lecturer Stanford University, Language Center and Linguistics Department

## ADMINISTRATIVE APPOINTMENTS

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June 2011-Present Director, Language Teaching Studies Masters of Arts Program, Department of Linguistics. Awarded 2015 Excellence Award for Directors of Graduate Studies by the University of Oregon Graduate School.

## PUBLICATIONS

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- Revising for resubmission to the journal *Gesture*. Indexing social meaning through gesture: Patterns of precision grip use across students and faculty in academic presentations.
2019. Désir de langue, subjectivité, rapport au savoir : le cas de la revitalization des langues très en danger. *Selected Proceedings of the International DipraLang Congress 2019*, Montpellier, France. Blind peer review. Third author with Michel Bert and Bénédicte Pivot.
2018. Non-native and native speakers' perceptions of professional language development opportunities within a Language Teaching MA Program. *TESOL Quarterly*, 53(2). First author with Trish Pashby, Anna Mikhaylova, and Misaki Kato.
- 2018 Mettre du corps à l'ouvrage : Travailler sur la mise en scène du corps du jeune enseignant en formation universitaire. *Les Cahiers de l'APLIUT*, 37(2). <https://journals.openedition.org/apliut/6079> Second author with Marion Tellier.
- 2013 The Communicative Body in Women's Self-Defense Courses. In M. Katz (Ed.), *Multimodality and Embodied Learning in Communities and Schools: Moving Ideas*. New York: Peter Lang.
- 2009 Using a Graphic Syllabus with Second Language Learners. *The ORTESOL Journal*, 27, 9-18.
- 2000 Strategic Constructivism: The Discursive Body as a Site for Identity Display in Women's Self-Defense Courses. In S. Benor, M. Rose, D. Sharma, J. Sweetland and Q. Zhang (Eds.), *Gendered Practices in Language* (389-405). Stanford: CSLI Publications.
- 1999 Gesture and the Representation of Action in Women's Self-Defense Courses. In W. Klein and A. Barber (Eds.), *Crossroads for Language, Interaction, and Culture* (Vol. 1, 109-123). Los Angeles: CLIC GSA: Center for Language, Interaction and Culture, Graduate Student Association.
- 1997 From Stereotypes of Gender Difference to Stereotypes of Theory: A Response to Hayley Davis' Review of Deborah Tannen's *Gender and Discourse*. *Language and Communication*, Vol. 17, No. 2: 165-176.
- 1996 Interactional Synchrony in Speech and Gesture across Crossed Conversations." In L. Messing (Ed.), *WIGLS: The Workshop on the Integration of Gesture in Language and Speech* (145-154). Wilmington: University of Delaware.

## TEACHING COMMUNITY PUBLICATIONS

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- 2018 The grammar at hand: Looking at gesture in language learning and teaching. *Intercom Newsletter*, Center for Applied Second Language Studies. October, 2018.
- 2017 Connecting input and output through interaction. *Intercom Newsletter*, Center for Applied Second Language Studies. April, 2017.
- 2017 Supporting our Graduates in Preparing for the Job Market. *Newsletter of the Higher Education Interest Section*, TESOL International. January, 2017.
- 2015 Teachers vs. Tour Guides. *ORTESOL Newsletter*. Summer.  
[http://ortesol.org/documents/ORTESOL\\_2015\\_Summer\\_Newsletter.pdf](http://ortesol.org/documents/ORTESOL_2015_Summer_Newsletter.pdf)
- 2014 Learners Can Teach Pronunciation Too. *As We Speak: The Newsletter of the Speech, Pronunciation, and Listening Interest Section*, TESOL International.  
<http://newsmanager.commpartners.com/tesolsplis/issues/2014-10-06/3.html>
- 2010 Using Graphic Syllabi in Your Classroom. *Betty Azar 'Teacher Talk' Blog*  
<http://azargrammar.com/teacherTalk/blog/>
- 2010 Are Language and Culture Really Inseparable? *Betty Azar 'Teacher Talk' Blog*,  
<http://azargrammar.com/teacherTalk/blog/>
- 2010 A Focus on Writing at the University of Oregon. *Oregon-Hanyang Newsletter*
- 2010 Considering World Englishes in our Discussions of 'Culture'. *ORTESOL Newsletter*. Spring.
- 2009 Public IEPs Partner with Private Educational Retailers. *ORTESOL Newsletter*. Spring.

## REFEREED CONFERENCE PRESENTATIONS

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- 2019 American Council of Foreign Language Teachers (ACTFL), Washington, DC. "Increasing Gesture Transparency in Teacher Candidates' Lexical Explanations".
- 2019 International Conference on Language Teacher Education, Minneapolis, MN. "Supporting 'Foreground Gesture' Development in Language Teacher Education: Gesture Use in Lexical Description Games Before and After Embodiment Workshops".
- 2018 International Society for Gesture Studies (ISGS), Capetown, South Africa. "What pedagogical gesture teaches us about how social context influences gesture production".
- 2018 Georgetown University Roundtable (GURT), Washington, DC. "Spontaneous multimodal alignment and intervention between teachers in co-teaching tasks". Co-authored with Marion Tellier.

- 2017 Journée d'études Français Langue Étrangère (FLE). Multimodalité et Multi-Supports en Classe de Langue, Aix-Marseille, France. "Mettre du corps à l'ouvrage. Travailler sur le corps de l'enseignant en formation universitaire". Co-presented with Marion Tellier.
- 2017 Journée scientifique, École supérieure du professorat et de l'éducation, Aix-Marseille Université, France. Poster session : "Usage et perception du corps pédagogique en formation : Une exploration franco-américaine". Co-presented with Marion Tellier.
- 2017 International Conference on Language Teacher Education, Los Angeles. "Reframing 'Language Development' as 'Professional Language Development': Addressing native and non-native teacher-trainee needs in a language teaching MA program". Co-authored with Anna Mikhaylova, Patricia Pashby, and Misaki Kato.
- 2017 Teachers of English to Speakers of Other Languages (TESOL) International Convention, Seattle, WA. Workshop session. "Microteaching for Classroom Management: Impromptu Challenge Workshop." Co-presented with Laura Holland.
- 2016 ISGS (International Society for Gesture Studies), Paris, France. "The Performative Ring: Semi-conventionalized Gesture as a Resource for Constructing Social Stance and Identity."
- 2015 American Council of Foreign Language Teachers (ACTFL) Convention, San Diego, California. "Getting a Job: Interactive Online Materials for Language Teacher Graduates."
- 2015 Teachers of English to Speakers of Other Languages (TESOL) International Convention, Toronto, Canada. "Getting a Job: Interactive Online Materials for MA TESOL Graduates."
- 2014 Teachers of English to Speakers of Other Languages (TESOL) International Convention, Portland, OR, with Laura Holland and Britt Johnson. "Reactive to Proactive: Teacher Mentoring in a Growing ESL Program."
- 2014 Teachers of English to Speakers of Other Languages (TESOL) International Convention, Portland, OR, with Kodiak Atwood. "Making Microteaching Work: A Successful Student-Managed MA Program Elective."
- 2014 Teachers of English to Speakers of Other Languages (TESOL) International Convention, Portland, OR. "Learners can Teach Pronunciation Too: Building Autonomy Through Peer Instruction."
- 2014 American Association of Applied Linguistics (AAAL), Portland, with Anna Mikhaylova and Trish Pashby. "Non-Native and Native Speakers' Perceptions of Professional Language Development Opportunities within a Language Teaching MA Program."

- 2012 AIEA Conference (Association of International Education Administrators) Washington, DC, with Belinda Young-Davy and Trish Pashby. A Showcase Poster presentation: "A New Model for Writing Labs."
- 2012 TESOL Convention, Philadelphia, PA. "Pragmatic Gestures in International Teaching Assistant Interactions." Research session co-presented with Robert Elliott.
- 2011 American Association of Applied Linguistics (AAAL), Chicago. "Non-Native (and Native) Speakers' Attitudes toward their own Language Development within a Language Teaching MA Program". This updated paper was developed and co-authored with Trish Pashby.
- 2011 TESOL Convention, New Orleans. "Non-Native Speakers' Attitudes toward their own Language Development within a Language Teaching MA Program: A Focus on Speaking and Pronunciation". Invited colloquium talk presented by Trish Pashby (I did not attend TESOL).
- 2010 ISGS (International Society for Gesture Studies), Frankfurt an Oder, Germany. "Differences in Frequency of 'Ring' Gesture Use Across Experienced and Inexperienced Speakers in Academic English Presentations"
- 2010 TESOL Convention, Boston, MA. "Designing Successful Practicum Experiences for NNS and NS MA Students". Discussion session co-presented with Trish Pashby.
- 2010 American Association of Applied Linguistics. Atlanta, GA. "Non-Native Speakers' Attitudes toward their own Language Development within a Language Teaching MA Program." This survey and paper was developed and co-authored with Trish Pashby.
- 2009 TESOL Convention. Denver, CO. "Using Inexpensive Video for Classroom Applications". Discussion Session co-presented with Robert Elliott.
- 2009 TESOL Convention. Denver, CO. "Creating Dynamic Graphic Syllabi."
- 2007 TESOL Convention. Seattle, WA (*selected to be on the TESOL Event Cast*). "Pragmatic gestures in native and nonnative academic English presentations"
- 2006 American Association of Applied Linguistics. Montreal, Canada "Emphasizing 'key points': a comparison of 'R' gesture use in native and non-native academic English presentations."
- 2005 American Association of Applied Linguistics. Madison, WI "Structuring Discourse with the Hands: Gesture in Academic Lectures."
- 2004 CATESOL Convention. Santa Clara, CA "Content Fee Delivery Practice" co-presented with Robert Elliott.
- 2004 CATESOL Convention. Santa Clara, CA "Using Gesture Naturally: Issues for Internationals."

- 2000 American Anthropological Association (AAA) Annual Meeting. San Francisco, CA  
 “Gesture and the representation of action in coaching context: the cases of self-defense and horse-training.” Session: Linguistic Spectacles: Genres, Performance, and Embodied Interaction.
- 2000 IGALA: International Gender and Language Association. Stanford, CA  
 “Strategic Constructivism: the Discursive Body as a Site for Identity Display in Women’s Self-Defense Courses.”
- 1999 CLIC: Center for Language, Interaction and Culture. UCLA, Santa Barbara, CA  
 “Gesture and the Representation of Action in Women’s Self-Defense Courses.”
- 1997 American Anthropological Association (AAA) Annual Meeting. Washington, DC  
 “Safe Space: Negotiating Bodily Autonomy in Women’s Self-Defense Courses.” Invited Session: Cultural Spaces and Spatialized Identities.
- 1997 American Anthropological association (AAA) Annual Meeting. Washington, DC  
 “She Just Gave In’: Comparing Opposing Perspectives on Sexual Consent in Two Anti-Violence Programs.” Co-authored with Jennifer Curtis. Session: Linguistic Analyses of Oppositional Praxis.
- 1996 WIGLS: The Workshop on the Integration of Gesture in Language and Speech. University of Delaware, DE. “Interactional Synchrony in Speech and Gesture across Crossed Conversations.”
- 1996 American Anthropological Association (AAA) Annual Meeting. San Francisco, CA  
 “The Influence of Activity on the Display of Gender in the Discourse of TV Directors.” Invited Session: Language and the Workplace: Part I – The Salience of Hierarchy, Gender and Task.
- 1995 Georgetown Linguistics Society International Conference. Washington, DC  
 “Professional and Gendered Identities in the Discourse of Two Public Television Directors.”
- 1994 Linguistics Department Colloquium, Georgetown University. Washington, DC  
 “Being Funny, Being Heard. Gender, Humor and the Workplace.”

## **TEACHING**

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Courses taught at the University of Oregon, 2007-present.

The following list does not include the following four variable credit courses I am instructor for every term: LING 602, Supervised Teaching, LT 609, Supervised Tutoring (internship supervision), LING 605, Directed Reading, and LT 611, Masters Project in Fall/Winter/Spring.

2014-present

- LT 436/536, Second Language Teaching Planning (Fall)

- LT 608 Orientation Workshop (Fall)
  - Language Teaching 448/548, Curriculum and Materials Development (Winter)
  - LT 608 Microteaching Workshop (Spring)
  - LT 611 Master's Project, part II (Summer)
- 2013
- LING 510 Teaching Methods for Native Languages (Summer)
  - LT 611 Terminal Project (Summer)
  - LT 436/536, Second Language Teaching Planning (Fall)
  - LT 608 Microteaching Workshop (Spring)
  - Language Teaching 448/548, Curriculum and Materials Development (Winter)
  - Pronunciation elective in the AEI Intensive English Program (Levels 4, 5, 6, Spring)
- 2012
- LT 436/536, Second Language Teaching Planning (Fall)
  - LT 629 Foundations in Language Theory for Classroom Applications, course offered for the UO Teach Program in the School of Education (Summer)
  - LT 611 Terminal Project (Summer)
  - Pronunciation elective in the AEI Intensive English Program (Levels 4, 5, 6, Spring)
  - LT 435/535, Second Language Teaching Methods (Winter)
  - AEIS 610, Academic Writing for Graduate Students (Fall, Winter)
- 2011
- LT 436/536, Second Language Teaching Planning (Fall)
  - AEIS 610, Academic Writing for Graduate Students (Fall, Winter, Spring)
  - LT 629 Foundations in Language Theory for Classroom Applications (Summer)
  - LT 611 Terminal Project (Spring)
  - Pronunciation elective in the AEI Intensive English Program (Levels 4, 5, 6, Spring)
  - LT 435/535, Second Language Teaching Methods (Winter)
  - LING 399, Systems Thinking: Connecting the Dots across Disciplines. Sophomore Seminar (Winter)
- 2010
- LT 436/536, Second Language Teaching Planning (Fall)
  - AEIS 610, Academic Writing for Graduate Students (Fall, Winter, Spring)
  - LT 629 Foundations in Language Theory for Classroom Applications (Summer)
  - LT 610, Seminar, Pedagogical Grammar and Vocabulary (Summer)
  - Pronunciation elective in the AEI Intensive English Program (Levels 4, 5, 6, Winter, Spring)
  - Oral Skills Level 6 in the AEI Intensive English Program (Spring)
  - LT 435/535, Second Language Teaching Methods (Winter)
- 2009
- LT 436/536, Second Language Teaching Planning (Fall)
  - AEIS 610, Academic Writing for Graduate Students (Fall, Winter, Spring)
  - LT 629 Foundations in Language Theory for Classroom Applications (Summer)
  - LT 611 Terminal Project (Spring)
  - LT 435/535, Second Language Teaching Methods (Winter)
  - AEIS 110 (Winter, 2 sections)

2008

- LT 436/536, Second Language Teaching Planning (Fall)
- AEIS 110 Academic Writing I (Fall, 2 sections)
- LT 610, Seminar, Pedagogical Grammar and Vocabulary (Summer)
- Linguistics 440/540, Linguistic Principles and Second Language Acquisition (Summer)
- AEIS 112, Academic Writing III (Spring)
- AEIS 107, Comprehending Written Academic Discourse (Spring)
- LT 435/535, Second Language Teaching Methods (Winter)
- AEIS 107, Comprehending Written Academic Discourse (Winter, 2 sections)

2007

- AEIS 110 Academic Writing I (Fall, 2 sections)
- AEIS 112, Academic Writing III (Fall)

2001-2007 Courses taught at Stanford University

- *Teaching Spoken English*, a course for undergraduate students planning to teach abroad (Spring 2006)
- *Teaching and Speaking in English*, a course for international teaching assistants who must teach in their departments (Fall 2006)
- *Speaking and Teaching in English* (multiple terms, graduate course)
- *Academic Writing* (multiple terms, graduate course)
- *Advanced Academic Writing* (multiple terms, graduate course)
- *Oral Presentation* (multiple terms, graduate course)
- *Academic Discussion* (multiple terms, graduate course)
- *Interacting in English* (multiple terms, graduate course)
- *Advanced Interacting in English* (multiple terms, graduate course)
- *Speaking in Professional Settings* (co-developed and taught with Robert Elliott multiple terms 2006 & 2007 for Stanford Continuing Education)
- *Persuasion and Negotiation in English* (co-developed and taught with Robert Elliott multiple terms 2006 & 2007 for Stanford Continuing Education)
- *American Language and Culture Program* (six Summers: Levels 4/5/6)

1999-2003 Adjunct multiple terms, Notre Dame de Namur University, Belmont, CA.

- *Introduction to Linguistics for Master of Education and MAT students*, a course in Linguistics with a specific focus on the needs of K-12 educators working with English language learners.

1997 Stanford University

- *Language and Gender* (undergraduate course, teaching assistant with Dr. Penelope Eckert)

1993-1996, Georgetown University

- *Introduction to Linguistics* (undergraduate course, instructor 3 terms)
- *Cross-cultural Communication* (undergraduate course, instructor 2 terms)
- *Cross-Cultural Communication* (teaching assistant for Dr. Heidi Hamilton)
- *Women, Men, and Language* (teaching assistant for Dr. Deborah Tannen)

1994 North Carolina State University, English Department

- *Composition and Rhetoric* (undergraduate course, 4 sections)

1992 North Carolina State University, *NSCU Summer Institute* (Levels 4/5)

1992-1993 ESL Instructor, Lado International College, Washington, DC.

1992 ESL Instructor Summer. Telemon Corporation, Raliegh, NC. (Provided English and literacy instruction to migrant tobacco farmworkers in their homes).

1992 EFL teaching experience. Barcelona, Spain. Taught 2 daily courses for 2 months under supervision as partial fulfillment of the RSA TEFOL Certificate requirements.

1991 EFL tutoring. Dakar, Senegal. Tutored Wolof and French native speakers.

#### **STUDENTS DIRECTED (LTS MA PROJECTS)**

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- 2019 Li, Yang. Building learners' agency through problem-solving tasks and collaborative learning in a private high school CFL classes. Committee member, second reader
- 2018 Brennan, Sean. Building linguistic fluency in Chinese through the development of extensive reading skills. Committee member, advisor.
- Cheng, Yuxin. Mandarin Chinese summer camp: Developing language skills and cultural awareness through Chinese immersion in a CFL context. Committee member, advisor.
- Wang, Shulei. Using short stories to prepare Chinese students for U.S. university academic writing. Committee member, advisor.
- 2017 Zhuo, Reeya. A Career Exploration Course in Mandarin Chinese for Young Learners in East Asia. Committee member, advisor.
- Kim, SeungEun. Using Literature to Develop Critical Thinking and Reading Skills in an EFL Class at University. Committee member, second reader.
- Yoon, Sue. A Multiliteracies Approach to Teaching Korean Multimodal Im(politeness). Committee member, second reader.

- Shi, Heidi. Farewell to your ‘Inauthentic Chinese’: A Materials Portfolio for Improving CFL Learners’ Pragmatic Competence. Committee member, second reader.
- Zhu, Lin. Using TBLT to Address Locative Phrase Word Order Transfer Errors from English L1 to Chinese L2. Committee member, second reader.
- 2015 Hertel, Kelsey. *Integrating American English Pragmatic Instruction in Tourism Training Programs in Latin America: A Materials Portfolio*. Advisor.
- 2014 Tan, Zijing. *A Content Based Course Design: Teaching Chinese through Six Chinese Festivals to High-Level Learners in the U.S.* Advisor.
- 2013 Schwendeman, Gail. *Integrating Task-Based Principles into a High Beginning Mandarin Chinese Conversation Classroom*. Advisor.
- Kim, Sangheon. *Teaching Writing for Korean High School Students Using a Process Genre Approach: A Course Design*. Advisor.
- Ji, Xiaoxuan. *A Content-Based Culture Course for Advanced Level Chinese Heritage Learners*. Advisor.
- Shin, Haeseong. *Integrating Reading and Writing Based on a Genre Approach for Korean EFL High School Students: A Teaching Portfolio*. Advisor.
- 2012 Han, Young Juo. *Effective Ways to Use TPR and Songs for Young Learners in EFL Teaching Contexts*. Committee member.
- Liu, Xiaoxiang. *A Training Course for Autonomous Japanese Learning*. Advisor.
- 2011 Matsushita, Yuriko. *Finding Balance Between L1 and L2 Use in Japanese High Schools*. Advisor.
- Chan, Michelle Mei Gwen. *Teaching Portfolio for Teaching Science in English in Malaysia*. Committee member.
- 2010 Anderson-Hoso, Audrey. *Using Music to Teach Suprasegmentals*. Advisor.
- 2009 Park, Soonyeon. *An L2 Writing Resource Book for Korean EFL Teachers*. Advisor.
- 2008 Chingchit, Ornuma. *Basic Grammar Materials for EFL Advanced Beginners in Thailand: A Materials Portfolio*. Advisor.

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**HONORS, AWARDS AND FELLOWSHIPS**

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- 2018 Research Priorities Award. American Council on the Teaching of Foreign Languages. \$2000. Funding to support current research on gesture in language teaching pedagogy.
- 2015 University of Oregon Innovations Award: Media Based Recruitment and Retention. \$2500. Social media and blog development
- 2015 University of Oregon Innovations Award: Media Based Recruitment and Retention. \$2500. Video development in collaboration with the Department of East Asian Languages and Literatures
- 2015 University of Oregon Excellence Award for Directors of Graduate Studies
- 2014 University of Oregon Innovations Award: Graduate Student Professional Development. \$2500. Online modules for language teachers seeking employment
- 2010 Selected to teach a Second-Year Seminar through First Year Programs at UO
- 2000 Passed Doctoral Oral Defense with Distinction
- 1997 Passed Oral Comprehensive Exam with Distinction
- 1993-1997 Georgetown University Fellowship Award
- 1997 Armenian Students' Association Scholarship
- 1996 Chair, Invited Session. 95<sup>th</sup> AAA Meeting
- 1996 Graduate Scholarship Award for Teaching of Writing
- 1996 Georgetown University Travel Grant
- 1995 Linguistics Society of America Summer Institute Fellowship
- 1993 Armenian Students' Association Scholarship
- 1991 Dean's List, University of North Carolina at Chapel Hill

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**SERVICE TO DEPARTMENT/UNIT AND TO THE UNIVERSITY OF OREGON**

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- 2015-Present Two scholarship committees at the Center for Asian-Pacific Studies: Foreign Language and Area Studies Fellowship, and the Freeman Fellowship.
- 2016-Present UO Language Council committee member.
- 2008-Present LTS MA Program Project Adviser and/or Reader (1-3 students each year; this is in addition to providing guidance to all LTS students on their MA projects in LT 611).
- 2018 & 2019 Co-developer and instructional leader for 2-day teacher education curriculum for the Fulbright Foreign Language Teaching Assistant U.S. Orientation at the Yamada Language Center, Summer 2018 and 2019.
- 2018 Hiring Committee in the Linguistics Department for Assistant Professor position in Applied Linguistics.

- 2016-2017 University of Oregon's Provost Search Committee.
- 2012-2017 Provided annual workshop with College of Education tutors who work with international students.
- 2012-2017 Provided twice yearly invited guest lecture for visiting Chinese and Japanese students in the Oregon International Internship Program at the Center for Applied Second Language Studies.
- 2010-2017 Provided annual invited workshop and orientation, "Academic Writing for Graduate Students", for University of Oregon Graduate students, sponsored by the UO Graduate School.
- 2012- 2016 Provided annual workshops for visiting scholars from China in the Office of Global Education, College of Education.
- 2016 Promotion Review Committee, American English Institute.
- 2016 Graduate Forum Poster reviewer.
- 2014-2015 Provided 2-week workshops with AEI faculty member Deborah Healey in Gabon, West Africa for the Gabon-Oregon Center.
- 2015 Traveled with the Office of International Affairs to Querétaro, Mexico, to meet with faculty and administration of the Universidad Autónoma de Querétaro.
- 2013-2015 Adjunct and GTF Mentoring Committee Member, AEI. Formative observations and reports of AEI adjuncts and GTFs, totaling 10-30 hours per term.
- 2013 Participated as one of several Teaching Effectiveness Program panel members for a panel workshop for all UO faculty, titled, "International Classroom Workshop: Institutional Recommendations and Teaching Tips". Panel workshop held for all UO faculty.
- 2013, 2016 Peer-review of NTTF Swahili Instructor Mokaya Bosire, Linguistics Department.
- 2012, 2013 With several other AEI Instructors, provided panel workshops for Writing 121 Instructors to help them work with AEIS/international students.
- 2012-2013 Adjunct Review Committee Member, AEI. Summative observations and reports of AEI adjuncts, totaling 5-10 hours per term.
- 2012 Search Committee for Assistant Professor faculty position, Linguistics Department.

- 2007-2014 Cooperating teacher for multiple observers from the LTS MA program and SLAT certificate to observe my AEI classes.
- 2011, 2012 Annual Review Committee member, AEI.
- 2009, 2010 Participated in the Fall International Graduate Student Orientation session (3 hours) organized by Trish Pashby. Helped score IGTF SPEAK tests.
- 2008, 2009 Mentor for three SLAT interns in three AEI classes.
- 2008 Member of Review of the AEI Annual Review Process Committee (NTTF related).

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### **SERVICE TO THE FIELD**

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- 2020 Manuscript reviewer for *ORTESOL Journal*.
- 2019 Manuscript reviewer for *Travaux Interdisciplinaires sure la Parole et le Langage*.  
<https://journals.openedition.org/tipa/>
- 2009-2012,  
2019 TESOL Convention Proposal reviewer, Teacher Education, SPLIS, and Applied Linguistics Special Interest sections.
- 2012, 2015 U.S. Student Fulbright Screening Committee member (English Language Teaching Assistantships). Institute for International Education (IIE), San Francisco.
- 2013 Manuscript Reviewer for *Sage Open*.
- 2011 AAAL Convention Proposal reviewer.
- 2007-2010 ORTESOL Board Member, Sociopolitical Special Interest Group

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### **PAST NON-UO SERVICE**

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- 2006-2007 Undergraduate Advisor, Stanford University
- 2006-2007 Designed and led a series of workshops to instruct and mentor volunteer teachers in a non-profit service organization. Stanford University.
- 2006 Designed and taught, with Robert Elliott, an English for Special Purposes 10-week course for Early Childhood Education teachers at the Children's Center of the Stanford Community who were not native speakers of English.

## **MEMBERSHIP IN ACADEMIC AND PROFESSIONAL SOCIETIES**

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ACTFL (American Association of Foreign Language Teachers)  
TESOL (Teachers of English to Speakers of Other Languages)  
ORTESOL (Oregon Teachers of English to Speakers of Other Languages)  
AAAL (American Association of Applied Linguistics)  
ISGS (International Society for Gesture Studies)

## **LANGUAGES SPOKEN AND STUDIED**

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French	Proficient, C1 European Framework.
Wolof	(West African language) Some knowledge of structure and use (Novice)
Spanish	Some knowledge (Novice)
German	Some knowledge (Novice)