

CURRICULUM VITAE

FLORIN M. MIHAI

Professor, TESOL Program, Department of Modern Languages and Literatures

University of Central Florida

2023

University Address: Department of Modern Languages and Literatures
College of Arts and Humanities
University of Central Florida
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AREAS OF SPECIAL INTEREST

Pre-service and in-service teacher preparation; Assessment of English learners in the content areas; Curriculum development; Corrective feedback; Applied linguistics; Language policy; Globalization.

HIGHER EDUCATION

Ph.D. May 2003 Florida State University, Tallahassee, Florida.
Multilingual/Multicultural Education

M.S. December 1997 Florida State University, Tallahassee, Florida.
Multilingual/Multicultural Education

B.A. June 1992 Alexandru Ioan Cuza University, Iasi, Romania.
Language and Literature Major in English and Romanian

ACADEMIC APPOINTMENTS

2018- present UNIVERSITY OF CENTRAL FLORIDA
Professor, TESOL Program, Department of Modern Languages
and Literatures

2012- 2018 UNIVERSITY OF CENTRAL FLORIDA
Associate Professor, TESOL Program, Department of Modern
Languages and Literatures

2006- 2012 UNIVERSITY OF CENTRAL FLORIDA

Assistant Professor, TESOL Program, Department of Modern Languages and Literatures

- 2004-2006 FLORIDA STATE UNIVERSITY
Visiting Assistant in Multilingual/Multicultural Education,
Department of Middle and Secondary Education
- 2003-2004 FLORIDA STATE UNIVERSITY
Instructor, Department of Middle and Secondary Education
- 2000-2004 FLORIDA STATE UNIVERSITY
Testing Coordinator and Instructor, Center for Intensive English
Studies
- 1998-2001 FLORIDA STATE UNIVERSITY
Graduate Assistant, Department of Middle and Secondary
Education

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| PUBLICATIONS |
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Academic Books

- Rosa-Lugo, L., Mihai, F.M., & Nutta, J. (2020). *Language and literacy development: English learners with communication disorders, from theory to application* (2nd ed.). USA: Plural Publishing.
- Nutta, J.W., Strebel, C., Mihai, F.M., Mokhtari, K., & Crevecoeur-Bryant, E. (2018). *Show, Tell, Build: 20 key instructional tools and techniques for English learners*. Cambridge, MA: Harvard Education Press.
- Mihai, F.M. (2017). *Assessing English learners in the content areas: A research-into-practice guide for educators* (2nd ed.). Ann Arbor, MI: University of Michigan Press.
- Mihai, F.M., & Purmensky, K. (2016). *Course design for TESOL: A guide for integrating curriculum and teaching*. Ann Arbor, MI: The University of Michigan Press.
- Nutta, J.W., Strebel, C., Mokhtari, K., Mihai, F.M., & Crevecoeur-Bryant, E. (2014). *Educating English learners: What every classroom teacher needs to know*. Cambridge, MA: Harvard Education Press.
- Rosa-Lugo, L., Mihai, F.M., & Nutta, J. (2012). *Language and literacy development: An interdisciplinary focus on English learners with communication disorders*. USA: Plural Publishing.

Mihai, F.M. (2010). *Assessing English language learners in the content areas: A research-into-practice guide for educators*. Ann Arbor, MI: The University of Michigan Press.

Mihai, F.M. (2007). *A complete preparation guide to the TOEFL® (iBT): Theoretical and practical considerations*. Iasi: Polirom.

Academic Book Chapters

Mihai, F.M., Nutta, J.W., Purmensky, K., Mendez, L., & Monroe, L. (2022). Infusing simulation technology in teacher preparation programs: Improving English learner teaching skills through digital badges. In C. Pu & W. Wright (Eds.), *Innovating the practicum in TESOL education: Design, implementation, and pedagogy in an era of change* (pp. 201-220). Routledge.

Purmensky, K., Nutta, J., Mihai, F.M., Monroe, L., Mendez, L., & Xiong, Y. (2020). Micro-credentialing of English learner teaching skills (MELTS): Innovative practices in digital badging. In T. Erben (Ed.), *40 years SSTESOL: A chronicle of ESOL advocacy, research and practice in Florida* (2nd ed.). Sunshine State TESOL Press.

Mihai, F.M. (2021). Using proficiency testing to improve instruction: WIDA ACCESS for ELLs. In J.M. Govoni, & C. Lovell (Eds.), *Preparing the way: Teaching ELs in the K-12 classrooms* (4th ed.). Kendall Hunt Publishing.

Mihai, F.M. (2021). ELs and content area assessment: Large-scale and classroom-based considerations. In J.M. Govoni, & C. Lovell (Eds.), *Preparing the way: Teaching ELs in the K-12 classrooms* (4th ed.). Kendall Hunt Publishing.

Purmensky, K., Nutta, J., Mihai, F.M., Monroe, L., Mendez, L., & Xiong, Y. (2020). Micro-credentialing of English learner teaching skills (MELTS): Innovative practices in digital badging. In T. Erben (Ed.), *40 years SSTESOL: A chronicle of ESOL advocacy, research and practice in Florida*. Sunshine State TESOL Press.

Mokhtari, K., Strelbel, C., Mihai, F.M., Nutta, J., & Crevecoeur-Bryant, E. (2020). The quest for linguistically responsive questioning: Using knowledge of English oral proficiency levels to engage English learners. In E. Ortlieb, S. Grote-Garcia, J. Cassidy, & Earl H. Cheek, Jr. (Eds.), *What's hot in literacy: Exemplary models of effective practice*. Emerald Publishing.

Mihai, F.M. (2018). ELs and content area assessment: Large-scale and

classroom-based applications. In J.M. Govoni (Ed.), *Preparing the way: Teaching ELs in the K-12 classrooms* (3rd ed.). Dubuque, IA: Kendall Hunt Publishing.

- Mihai, F.M. (2018). Using proficiency testing to improve instruction: WIDA. In J.M. Govoni (Ed.), *Preparing the way: Teaching ELs in the K-12 classrooms* (3rd ed.). Dubuque, IA: Kendall Hunt Publishing.
- Mihai, F.M., & Pappamihiel, N.E. (2014). ELs and content area assessment: Large scale and classroom-based applications. In J.M. Govoni (Ed.), *Preparing the way: Teaching ELs in the K-12 classrooms* (2nd ed.). Dubuque, IA: Kendall Hunt Publishing.
- Mihai, F.M., & Pappamihiel, N.E. (2014). Using proficiency testing to improve instruction: WIDA and CELLA. In J.M. Govoni (Ed.), *Preparing the way: Teaching ELs in the K-12 classrooms* (2nd ed.). Dubuque, IA: Kendall Hunt Publishing.
- Humphries, S., & Mihai, F.M. (2012). Addressing the challenges of online assessment: Practical solutions for TESOL instructors. In L. England (Ed.), *Online language teacher education: TESOL perspectives*. Routledge.
- Mihai, F.M. & Pappamihiel, N.E. (2012). Strengthening the curriculum by adding EL-specific coursework and field experiences. In J.W. Nutta, K. Mokhtari, & C. Strebler (Eds.), *Preparing every teacher to reach English learners: A practical guide to teacher educators*. Cambridge, MA: Harvard Education Press.
- Mihai, F.M. & Pappamihiel, N.E. (2010). English Language Learners (ELLs) and content area assessment: Large-scale and classroom-based considerations. In J.M. Govoni (Ed.), *Preparing the way: Teaching ELLs in the K-12 classroom*. Dubuque, IA: Kendall Hunt Publishing.
- Pappamihiel, N.E. & Mihai, F.M. (2010). Using proficiency testing to improve instruction: WIDA and classroom standards. In J.M. Govoni (Ed.), *Preparing the way: Teaching ELLs in the K-12 classroom*. Dubuque, IA: Kendall Hunt Publishing.
- Mihai, F.M. & Pappamihiel, N.E. (2007). Assessing English Language Learners in the mainstream classroom. In J.M. Govoni (Ed.), *Perspectives on teaching English Language Learners in the K-12 Classroom* (2nd ed.). USA: Pearson Custom Publishing.
- Mihai, F.M. & Pappamihiel, N.E. (2006). Assessing English Language Learners

in the mainstream classroom. In J.M. Govoni (Ed.), *Perspectives on teaching English Language Learners in the K-12 Classroom*. USA: Pearson Longman.

Encyclopedia Entries

Mihai, F.M. (2012). Comparing two+ related samples. In *The Encyclopedia of Applied Linguistics*. (pp.792-797). Wiley.

Refereed Articles

Mihai, F., Nutta, J., Purmensky, K., Mendez, L., & Monroe, L. (2021). Digital badges in teacher preparation programs: Increasing the effectiveness of English learners teaching skills (this study was funded through a grant provided by the U.S. Department of Education, Office of English Language Acquisition, Grant ID: 14236011). *Journal of Narrative and Language Studies*, 9(17), 198–210. Retrieved from <https://www.nalans.com/index.php/nalans/article/view/362>

Kourova, A., & Mihai, F.M. (2021). *Building Bridges with Language and Culture* in Russia (Fulbright-Hays Group Project Abroad): Focusing on intercultural sensitivity. *Russian Language Journal (A Journal of the American Council of Teachers of Russian)*, 71(1), 67-90.

Purmensky, K., Xiong, Y., Nutta, J., Mihai, F.M. & Mendez, L. (2020). Microcredentialing of English learner teaching skills: An exploratory study of digital badges as an assessment tool. *Contemporary Issues in Technology and Teacher Education*, 20(1), 199-226.

Rosa-Lugo, L. I., Mihai, F. M., & Nutta, J. W. (2017). Preparation of speech-language pathologists to work With English learners (ELs): Incorporating interprofessional education (IPE) and interprofessional collaborative practice (IPP) competencies. *Perspectives of the ASHA SIGs*, 2 (SIG 14 Cultural and Linguistic Diversity), 103–121. doi: 10.1044/persp2.SIG14.103

Coker, C., & Mihai, F.M. (2017). Personality traits and second language acquisition: The influence of the Enneagram on adult ESOL students. *TESOL Journal*, 8(2), 432-449. doi:10.1002/tesj.281

Mihai, F.M., & Pappamihiel, N.E. (2014). Accommodations and English Learners: Inconsistencies in policies and practice. *The Tapestry Journal: An International Multidisciplinary Journal on English Language Learner Education*, 6(2), 1-9.

Mihai, F.M. (2009). To teach or not to teach culture in English language classes:

Benefits, challenges, and pedagogical considerations. *Analele stiintifice ale Universitatii "Al.I.Cuza" din Iasi. Serie noua. Limbi si literaturi straine (Al.I Cuza Scientific Annals. New series. Foreign Languages and Literatures)*, XII, 267-278.

- Mihai, F.M. (2008). Do English as a second language (ESL) learners really want to be corrected? Student perceptions before and after a systematic direct correction activity. *Analele stiintifice ale Universitatii "Al.I.Cuza" din Iasi. Serie noua. Limbi si literaturi straine (Al.I Cuza Scientific Annals. New series. Foreign Languages and Literatures)*, XI, 245-253.
- Mihai, F.M., Pappamihiel, N.E., & McNulty, C.P.(2008). Helping ELLs negotiate the text of large-scale assessments. *Focus on Inclusive Education*, 6(2), 1-6.
- Jernigan, J., & Mihai, F.M. (2008). Error treatment preferences of adult intensive English program students: Does proficiency matter? *CATESOL Journal*, 20(1), 110-123.
- Mihai, F.M. (2008). A global curriculum for English language teaching: Distant prospect or palpable reality? In L. Andrei-Cocarta & S. Chiper (Eds.), *1st Language for Specific Purposes International Conference: Vol.1. Cultural and linguistic diversity in a world of global pluralism* (pp. 37-51). Iasi, Romania: Timpul.
- Pappamihiel, N.E., Nishimata, T., & Mihai, F.M. (2008). Timed writing and adult ESL learners: An investigation of first language use in invention strategies. *Journal of Adolescent & Adult Literacy*, 51(5), 386-394.
- Mihai, F. M. (2007). Corrective feedback in the context of focus-on-form English language instruction: Definition, typology, preferences, and effectiveness. *Analele stiintifice ale Universitatii "Al. I. Cuza" din Iasi. Serie noua. Limbi si literaturi straine (Al. I. Cuza Scientific Annals. New series. Foreign Languages and Literatures)*, X, 265-276.
- Mihai, F.M., & Bodur, Y. (2006). Assessing the effect of professional development on teaching reading to Limited English Proficient (LEP) students: A study of K-12 Florida teachers. *FATE e~Journal*, 1(6).
- Mihai, F.M. (2005-2006). Second language acquisition theories in the context of foreign language teaching in Romania: A historical perspective. *Analele stiintifice ale Universitatii "Al. I. Cuza" din Iasi. Serie noua. Limbi si literaturi straine(Al. I. Cuza Scientific Annals. New series. Foreign Languages and Literatures)*, VIII-IX, 441-452.
- Pappamihiel, N.E. & Mihai, F.M. (2006). Assessing English language learners'

content knowledge in middle school classrooms. *Middle School Journal*, 38 (1), 34-43 .

Mihai, F.M. (2003-2004). The teaching and learning of English as a Foreign Language (EFL) in Romania after 1989: A comprehensive analysis. *Analele stiintifice ale Universitatii "Al. I. Cuza" din Iasi. Serie noua. Limbi si literaturi straine(Al. I. Cuza Scientific Annals. New series. Foreign Languages and Literatures)*, VI-VII, 214-236.

Refereed Conference Proceedings

Narkiewicz, N., Swan, B., Mendez, L., Nutta, J., Purmensky, K. & Mihai, F. M. (2022). Pre-service Teachers' Perceptions of the Effectiveness of Micro-credentialing of English Learner Teaching Skills (MELTS). In E. Langran (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1811-1818). San Diego, CA, United States: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/220986/>.

Fishkin, M., & Mihai, F.M. (2019). The Russian Federation foreign language teaching curriculum in the context of global trends. M. Sukholutskaya & A. Harris (Eds.), *The 20th CARTA (The Central Association of Russian Teachers of America Conference* (pp.138-143). Moscow, Russian Federation: Pushkin Institute.

Mihai, F.M. (2008). A global curriculum for English language teaching: Distant prospect or palpable reality? In L. Andrei-Cocarta & S. Chiper (Eds.), *1st Language for Specific Purposes International Conference: Vol.1. Cultural and linguistic diversity in a world of global pluralism* (pp. 37-51). Iasi, Romania: Timpul.

Invited Book Reviews

Mihai, F.M., & Peker, H. (2016, January 13). [Review of the book *Getting to know ourselves and others through the ABCs: A journey toward intercultural understanding*]. *Teachers College Record*. Retrieved from <http://www.tcrecord.org> ID number 19327.

Newsletter Articles

Johnson, K., Lewis, R., & Mihai, F.M. (September, 2013). Saudi women in ESL classrooms in the United States: Challenges and solutions. *TESOL Intensive English Programs Interest Section (IEPIS) Newsletter*.

Rosa-Lugo, L., Mihai, F.M., & Nutta, J. (April, 2012). The Power of two: Developing language and literacy skills for English Learners with communication disorders. *Plural Community*.

Non-refereed Articles

Mihai, F.M. & Platt, E. (2006). Encouraging learners to use English: Lessons from Trailer Park ESL. (ERIC Document Reproduction Service No. ED490599).

PROFESSIONAL PRESENTATIONS & WORKSHOPS

Vetted Papers, Presentations, and Workshops

“Innovations for English Learner Equity: Dual Language Principal PLCs and the Bilingual Village.” Co-presented. University Council for Educational Administration (UCEA) 2022 Annual Convention. Seattle, Washington, November 2022.

“Educational Equity for English Learners in Dual Language Preparation: A Qualitative Analysis of Educators’ Thinking.” Co-presented. University Council for Educational Administration (UCEA) 2022 Annual Convention. Seattle, Washington, November 2022.

“The Bilingual Village: Engaging Classroom with Community.” Co-presented. La Cosecha 27th Annual Dual Language Conference. Santa Fe, New Mexico, November 2022.

“Reigniting Biliteracy Collaborations with Multilingual Families: The Bilingual Village.” Co-presented. 2022 UCF Literacy Symposium. Orlando, Florida, September 2022.

“Dual Language in the Community: Lessons from the Bilingual Village Project.” 2022 Sunshine State TESOL (SSTESOL) Annual Online Conference. September 2022.

“Enhancing Dual Language Instruction: Building Teachers’ and Principals’ Curricular and Pedagogical Knowledge.” Co-presented. Florida Association of Teacher Educators (FATE) 2021 Annual Conference. Tampa, Florida, December 2021.

“Reclaiming the Socio-Emotional Keys to the Blended Dual Language Classroom.” Co-presented. Education for Justice; The 2nd Annual Anchin Conference. David C. Anchin Center for the Advancement of Teaching, University of South Florida. Tampa, Florida, October 2021.

“Exploring the Coaching through Simulation Effectiveness in a Micro-credentialing of English Learner Teaching Skills Program.” Co-presented. American Educational Research Association (AERA) Annual Meeting and Exhibit. Virtual. April 2021.

“Leadership Practices for Dual-Language Implementation: An Exploration of Educator Perceptions.” Co-presented. American Educational Research Association (AERA) Annual Meeting and Exhibit. Virtual. April 2021.

“Dual Language Digital Badges: The Future in Teacher Preparation Programs.” Co-presented. TESOL 2021 International Convention and English Language Expo. Virtual. March 2021.

“Micro-credentialing of English Learner Teaching Skills through Digital Badges: Linking Pre-service Teacher Preparation Programs and English Learners.” Co-presented. Reimagining Education: Opportunities for Achievement, Equity, and Justice in a Post-Pandemic World Conference. David C. Anchin Center for the Advancement of Teaching, University of South Florida. Virtual. Tampa, Florida, December 2020.

“Enhancing Dual Language Teacher Success: Instructional Support in Remote Learning.” Co-presented. Reimagining Education: Opportunities for Achievement, Equity, and Justice in a Post-Pandemic World Conference. David C. Anchin Center for the Advancement of Teaching, University of South Florida. Tampa, Florida, December 2020.

“Digital Badging in the Context of Dual Language Teacher Preparation Programs.” Co-presented. La Cosecha Dual Language Conference 2020. Virtual. Santa Fe, New Mexico, November 2020.

“Passive Voice in Undergraduate STEM Textbooks.” Co-presented. TESOL 2019 International Convention and English Language Expo. Atlanta, Georgia, March 2019.

“Micro-credentialing of EL Teaching Skills through Digital Badges.” Co-presented. TESOL 2019 International Convention and English Language Expo. Atlanta, Georgia, March 2019.

“Support through Technology Enhanced Programs and Strategies for Dual Language Programs.” Co-presented. The 48th Annual Conference of National Association for Bilingual Education. Lake Buena Vista, Florida, February 2019.

“Foreign Language Teaching Curriculum: Current and Future Global Trends.” Co-presented. 20th Jubilee CARTA (The Central Association of Russian Teachers of America) Conference, Pushkin Institute, Moscow, May 27, 2018.

“Addressing EL Literacy in Elementary Classrooms: A Technology-based Approach.” Co-presented. 20th Annual UCF College of Education Literacy Symposium, Orlando, Florida, April 2018.

“Bridging Culture and Language in Russia: Fulbright Hays GPA Curriculum Program.” Panelist. 2018 International Women’s Issues Conference, Orlando, Florida, February 2018.

“Assessing English Learners: Using Appropriate Teaching and Assessment Practices to Support Equity and Access.” Co-presented. National Council for Measurement in

Education (NCME), Classroom Assessment and Large-Scale Psychometrics: The Twain Shall Meet, University of Kansas, Lawrence, KS, September 2017.

“Saudi Students’ Writing Errors: Does the Prompt Matter?” Co-presented. Sunshine State TESOL Convention. West Palm Beach, Florida, May 2017.

"Micro-Credentialing: The Future of Teacher Preparation and Training?" Co-presented. TESOL 2017 International Convention and English Language Expo. Seattle, Washington, March 2017.

“Successful Program Design in Teacher Professional Development,” Co-presented. TESOL 2017 International Convention and English Language Expo. Seattle, Washington, March 2017. Refereed; International.

“Saudi Students’ Expectations Regarding the Academic Environment of IEP's,” Co-presented. TESOL 2016 International Convention and English Language Expo. Baltimore, Maryland, April 2016.

“Integrating Service-learning into Applied Linguistics: Practices, Challenges and Results,” Colloquium organizer. 2016 American Association for Applied Linguistics Conference. Orlando, Florida, April 2016.

“Preservice Teachers and ELs: Observations Before and After Service Learning Experiences.” 2016 American Association for Applied Linguistics Conference. Orlando, Florida, April 2016.

“Five Strategies for Integrating Personality Factors into Adult ESL Classes”, Co-presented. TESOL 2015 International Convention and English Language Expo. Toronto, Ontario, Canada, March 2015.

“Five Strategies for the Top Five Errors in Advanced Composition," Co-presented. TESOL 2014 International Convention and English Language Expo. Portland, Oregon, March 2014.

“Saudi Women as ESL Students: Expectations, Challenges, and Solutions.” Co-presented. TESOL 2013 International Convention and English Language Expo. Dallas, Texas, March 2013.

“The Power of Two: Directions for an Effective Collaboration Between ESOL Professionals and Speech Language Pathologists (SLPs).” Co-presented. Sunshine State TESOL Convention. Orlando, Florida, May 2012.

“Transitioning to a New Culture: Saudi Women's Experiences in ESL Classrooms in the United States.” Co-presented. Sunshine State TESOL Convention. Orlando, Florida, May 2012.

“How Advanced Is Advanced? Identifying The Top Five Errors in High-Level ESL Writing.” Co-presented. Sunshine State TESOL Convention. Orlando, Florida, May 2012.

“Teaching and assessing English learners: Distinguishing between communication differences and communication disorders.” Co-presented. FATE 2011 Annual Conference. St. Petersburg, Florida, October 2011.

“Assessing ELLs through large scale assessments: A focus on test accommodations.” Pathways to Excellence in Teaching 2011 Annual Conference. Miami, Florida, January 2011.

“Integrating Technology in Online Teacher Education Courses: An ESOL Infusion Course Example.” Co-presented. FATE 2010 Annual Conference. St. Petersburg, Florida, October 2010.

“Making the Transition from Traditional to Online Teaching: Challenges and Solutions.” Co-presented. Southeast TESOL Regional Conference. Miami, Florida, September 2010.

“Online Assessment in TESOL Programs: Practical Do's and Don'ts”. Co-presented. TESOL 44th Annual Convention and Exhibit. Boston, Massachusetts, March 2010.

“ESOL Infusion 2.0: Enhancing the Quality of ESOL-infused Programs—New Tools and Resources.” Co-presented. FATE 2009 Annual Conference. Daytona Beach, Florida, October 2009.

“Research-informed Inquiry into Pre-service Teacher Attitudes toward English Language Learners Through Service Learning.” Co-presented. The Ninth International Research Conference on Service-Learning and Community Engagement. Ottawa, Canada, October 2009.

“Preparing to Teach ELLs.” Co-presented. Language of Service and Community Symposium. Rollins College. Orlando, Florida, April 2009.

“Pre-service Teachers and ELLs: Observations Before and After Service Learning Experiences.” Sunshine State TESOL Conference. Miami, Florida, April 2009.

“Service Learning and Pre-service Teachers’ Readiness in Relation to English Language Learners.” Florida Association of Teacher Educators (FATE) 2008 Annual Conference. Orlando, Florida, September 2008.

“Adult ESL Learners in Grammar Classes: Perceptions Regarding Form-Focused Feedback.” Sunshine State TESOL Convention. Daytona Beach, Florida, May 2008.

“Preparing to Teach ELLs: From Methodology to Practice.” Co-presented. Sunshine State TESOL Convention. Daytona Beach, Florida, May 2008.

“The Effect of ESOL Service Learning on the Teaching Practice of Pre-service Teachers.” Co-presented. The 38th Annual Conference of National Association for Bilingual Education. Tampa, Florida, February 2008.

“Reducing the Performance Gap of English language learners: Effectiveness of Large-Scale Testing Accommodations Nationwide.” Florida Association of Teacher Educators (FATE) Annual Conference. Orlando, Florida, September 2007.

“Reacting to Error Correction Strategies in ESL Grammar Classes.” Co-presented. Sunshine State TESOL Convention 2007. West Palm Beach, Florida, May 2007.

“Adult ESL Learners in the ‘Hot Seat’: Ad-Hoc Corrective Feedback in Grammar Instruction.” Co-presented. American Educational Research Association (AERA) Annual Meeting and Exhibit. Chicago, Illinois, April 2007.

“Implicit and Explicit Corrective Feedback: A Survey of Adult ESL Learners’ Preferences.” Co-presented. American Educational Research Association (AERA) Annual Meeting and Exhibit. Chicago, Illinois, April 2007.

“Timed Writing and Adult ESL Learners: An Investigation of L1 Use in Invention Strategies.” Co-presented. American Educational Research Association (AERA) Annual Meeting and Exhibit. Chicago, Illinois, April 2007.

“Global Trends in EFL/ESL Development: En Route for a Trans-national Curriculum?” Joint American Association for Applied Linguistics and Association canadienne de linguistique appliquée/Canadian Association of Applied Linguistics Conference. Montréal, Quebec, June 2006.

“L2 Learning the First Time Around.” Co-presented. The 14th World Congress of Applied Linguistics hosted by the American Association for Applied Linguistics. Madison, Wisconsin, July 2005.

“International Trends in English as Foreign/Second Language Curriculum.” Sunshine State TESOL 29th Annual Conference. Tampa, Florida, April 2005.

“Fostering Independent Functioning in Trailer Park ESL.” Co-presented. TESOL 39th Annual Convention and Exhibit. San Antonio, Texas, March 2005.

“Getting to Know Each Other Better: A Yearbook Project.” Co-presented. Sunshine State TESOL 27th Annual Conference. Jacksonville, Florida, May 2003.

“Navigating Stormy Weather: Alternative Approaches to Teaching ESL Reading.” Sunshine State TESOL 26th Annual Conference. West Palm Beach, Florida, May 2002.

“Assessing Perceived Student Needs in an Intensive English Program”. Co-presented. Sunshine State TESOL 25th Annual Conference. St. Petersburg, Florida, May 2001.

“Preparing Teachers for Diversity through Community Service.” Co-presented. Sunshine State TESOL 24th Annual Conference. Daytona Beach, Florida, May 2000.

Invited Papers, Presentations, and Workshops

“Bridging Language and Content in Dual Language Programs.” Co-presented. Hillsborough County Public Schools Online Professional Learning. Hillsborough County Public Schools, Florida, July 2020.

“Dual Language Perspectives and Support for Parents, Teachers, and Administrators.” Co-presented. School District of Manatee County Online Professional Learning. School District of Manatee County, Florida, June 2020.

“Connecting Academic Knowledge Development with Language Proficiency in a Dual Language Context.” Co-presented. Vision 2020 Virtual Summer Institute. Osceola School District’s Multicultural Education Department, June 2020.

“Planning for Change: Optimizing Dual Language Implementation.” Co-presented. Vision 2020 Virtual Summer Institute. Osceola School District’s Multicultural Education Department, June 2020.

“Show, Tell, Build: Instructional tools and techniques that support K-12 English learners’ achievement.” Pre-Conference Institute. Southeast Regional TESOL Conference. Orlando, Florida, November 2019.

“Standard varieties, dialects, and English learners: A TESOL perspective.” Preparing Speech-Language Pathologists to Serve English Language Learners with Communication Disorders Fourth Annual Colloquium. Orlando, Florida, October 2013.

“The Power of Two+: Working Together, Helping English Learners Succeed Professional Workshop.” Saint Lucie School District. Saint Lucie, Florida, August 2012.

“Working with English Learners: The Power of Two-The Speech-Language Pathologist and ESOL Professional Workshop.” Saint Lucie School District. Saint Lucie, Florida, April 2012.

“Working with English Learners and English Learners with Communication Disorders: The SLP and ESOL Professional Workshop.” Working With the Experts(WWE) for Speech Language Pathologists Series. Tampa, Florida, May 2012.

“The merging of two disciplines in working with English language learners: Communication differences or communication disorders?” Pathways to Excellence in Teaching 2011 Annual Conference. Miami, Florida, January 2011.

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| Non-Vetted Papers, Presentations, and Workshops |
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“Incorporating English Grammar Instruction: Practical Suggestions for Writing Consultants.” Workshop for UCF’s Writing Center consultants, University of Central Florida: Brevard, Orlando, and Daytona Campuses. November 2011.

“Grammar-In-Use: Form-Focused Instruction In Communicative-Based ESL Classrooms.” Instructors Center for Global Languages. Valencia Enterprises, Valencia College. February 2011.

“Sentence Level Errors.” Workshop for UCF’s Writing Center consultants, University of Central Florida: Brevard, Orlando, and Daytona Campuses. November 2010.

“Culture Influences on Writing Organization.” Presentation to undergraduate students in ANT 3640 Anthropology and Culture, University of Central Florida, Orlando Campus. October 2010.

“Large Scale Testing Accommodations and ELLs: Research and practice.” Presentation to graduate students in the Communication Disorders Program, University of Central Florida, Orlando Campus, June 2010.

“Linearity and ESL Writing: Rhetorical Characteristics.” Workshop for UCF’s Writing Center consultants, University of Central Florida: Brevard, Orlando, and Daytona Campuses. November 2009.

“Reducing the Performance Gap of English Language Learners: Exploring the Effectiveness of Large Scale Accommodations.” Presentation to graduate students in the Communication Disorders Program, University of Central Florida, Orlando Campus. June 2009

“Cultural Influences in Rhetorical Organization.” Workshop for UCF’s Writing Center consultants, University of Central Florida: Brevard, Orlando, and Daytona Campuses, November 2008.

“Reducing the Performance Gap of English Language Learners: Exploring the Effectiveness of Large Scale Accommodations.” Presentation to graduate students in the Communication Disorders Program, University of Central Florida, Orlando Campus, June 2008.

“The Test English as a Foreign Language (TOEFL®) Writing Section: A Helpful Resource for Providing Feedback to English Language Learners.” Workshop for UCF’s

Writing Center consultants, University of Central Florida: Brevard, Orlando, and Daytona Campuses, January 2008.

“The Global and Local in Education: Allies or Adversaries?” Brown Bag Program, College of Arts and College of Sciences, University of Central Florida, Brevard Campus. Cocoa, February 2007.

“Phonology and morphology: Why bother?” Presentation to undergraduate students in ANT 3640 Anthropology and Culture, University of Central Florida. Orlando, February 2007.

“Globalization in Education”. Presentation to undergraduate students in ANT/CPO 3930 Globalization: Political and Cultural Implications, Honors College, University of Central Florida. Orlando, September 2007.

“Sounds and Words in English: A Pedagogical Perspective.” Presentation to undergraduate students in ANT 3640 Anthropology and Culture, University of Central Florida. Orlando, September 2007.

FELLOWSHIPS, AWARDS, GRANTS

Co-Principal (Co-PI) Investigator: “Project English-Learner Infused Training and Experience (ELITE).” US Department of Education grant totaling \$2.5 million (2022-2027).

Co-Principal (Co-PI) Investigator: “Dual Language Support through Technology Enhanced Programs and Strategies (DL STEPS).” US Department of Education grant totaling \$2.6 million (2017-2022)

Co-Principal (Co-PI) Investigator: “Micro-credentialing of English Learner Teaching Skills (MELTS).” US Department of Education grant totaling \$2.5 million (2016-2021)

Fulbright Scholar: “Building Bridges with Language and Culture in Russia.” U.S. Department of Education Fulbright-Hays Group Projects Abroad Program totaling \$91,795 (2017-2018).

Specialist/Consultant: "Getting Closer: A Cross-Cultural US-Russian Project Focusing on Teaching Foreign Languages to US Students and Blind/Visually Impaired Students in Russia." US Department of State grant totaling \$99,203 for the US-Russia Dialogue Program (2014-2015).

University of Central Florida Scholarship of Teaching and Learning Award (SoTL) 2015

University of Central Florida Research Incentive Award (RIA) 2011, 2018

University of Central Florida Teaching Incentive Program (TIP) Award 2011, 2018

University of Central Florida Course Innovation Project (2010-\$500)

University of Central Florida Summer Faculty Development Conference (2008; 2009; 2011; 2013; 2014; 2015, 2016, 2017, 2018-\$800 each time)

University of Central Florida Course Innovation Project (2008-\$500)

University of Central Florida SoTL Research Project Workshop Series, (2007-\$1,000)
University of Central Florida Summer Faculty Development Conference (2007-\$ 1,000)
Recipient of Fordyce Award for Outstanding Teaching, Center for Intensive English
Studies, Florida State University (2004)
Recipient of Florida-Eastern Europe Linkage Institute Award (1996-1999)
Recipient of Baltic and Eastern Europe Program (BEEP) Award, United States Agency
for International Development (1996)

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| TEACHING |
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Courses Taught at University of Central Florida

TSL 6443 Assessment in Dual Language Programs
TSL 6350 Grammar for ESOL Teachers
TSL 6252 Sociolinguistics for ESOL
TSL 6642 Issues in Second Language Acquisition
TSL 4240 Issues in Second Language Acquisition
TSL 5325 ESOL Strategies
TSL 6250 Applied Linguistics
TSL 6142 Critical Approaches to ESOL Curriculum Development
TSL 6640 Research in Second Language Acquisition
TSL 6940 Practicum
TSL 6643 Diachronic Analysis of Second Language Acquisition
TSL 5907 Direct Independent Study (Multiple Sections)

Courses Taught at St. Michael's College

GSL 502 English Grammar
GSL 620 Testing and Assessment in ESL/EFL

Courses Taught at Florida State University

EDG 2701 Teaching Diverse Populations
FLE 4591 Applied Linguistics for Second Language Learners
FLE 4794 Assessment for Second Language Learners
TSL 4324 ESOL in the Content Areas
EDH 5305 Effective Teaching in the Community College
FLE 5295 Second Language Reading
FLE 5795 Applied Linguistics in Foreign/Second Language Teaching
TSL 5325 ESOL Strategies in the Content Areas
FLE 5796 Pedagogical Grammar

**Graduate and Undergraduate Students Supervised, M.A. and Honors Theses,
Research Projects and Independent Studies**
University of Central Florida

Graduate Theses-Chair

Mona Abdullah Al Mogeerah (defended 2023). “Exploring English as a foreign language (EFL) Saudi Arabian teachers' perceptions vis-a-vis the English education context in primary and secondary Schools.”

Akira Yamamoto (defended 2021). “Analyzing the self-reported experiences of Japanese English as a foreign language pre-service teachers with listening comprehension skills.”

Amal Barzanji (Defended 2016). “Identifying the most common errors in Saudi university students' writing: Does the prompt matter?”

Hillary Smith (Defended 2010). “Correct me if I’m wrong: Investigating the relationship between educational background and preferences in error correction among adult Hispanic English language learners.”

Scott Freiberger (Defended 2010). “L2 anxiety in Spanish-speaking adult ESL populations: possible causes and cultural influences.”

Graduate Theses-Member

Emily Puckett (Defended 2022). “The emotions, emotional labor, and identities of Korean teachers of English.”

Eman Bari (Defended 2021). “Emergency remote teaching (ERT) forced by the COVID 19 pandemic: EFL teacher’s practices and perspectives two years later.”

Elif Saribas (Defended 2021). “Corrective feedback in pronunciation: The English learner lens.”

Madeline Diller (Defended 2020). “Pre-service teacher perceptions of pronunciation teaching; A qualitative investigation.”

Marcio Rubens Soares Gomes (Defended 2019). “Identity and second language acquisition: A study of Puerto Rican migrants living in the United States.”

Basma Moreb (Defended 2016). “The frequency of the passive voice in freshman academic books.”

Anas Alkhofi (Defended 2015). “Comparing the receptive vocabulary knowledge of intermediate-level students of different native languages in an intensive English program.”

Robert Bushong (defended 2010). “The academic word list reorganized for Spanish-speaking English language learners.”

Doctoral Dissertations- Chair

Christina Torres (Defended 2022). “Cognitive processes during dynamic corrective feedback. “

Van Thi Hong Le (Defended 2021). "Do you Hear What I Say?" A phenomenological exploration of international students' oral communication experiences with PechaKucha oral presentations in a US English for Academic Purposes program."

Caoyouan Ma (Defended 2021). "Stance and engagement in scientific research articles."

Naghm Majeed (Defended 2019). "A comparative study of two models of presenting phrasal verbs."

Huiyuan "Tia" Luo (Defended 2018). "Passive voice usage in undergraduate STEM books."

Doctoral Dissertations-Co-chair

Iman Khudair (defended 2020). "An investigation of factors predicting academic writing difficulties among first-year doctoral students."

Doctoral Dissertations- Committee Member

Shayla Roberts (Defended 2022). "Micro-credentialing of English learner teaching skills (MELTS) preparation: Teacher candidates' use of read-alouds to support reading comprehension for English learners."

Deddy Amrand (Defended 2021). "Dual Language teachers' beliefs and practices regarding effective second language instruction: A qualitative study."

Nirmal Ghimire (Defended 2020). "Narrowing English learner (EL) achievement gaps: A multilevel analysis of an EL-infused teacher preparation model."

Ying Xiong (Defended 2020). "First-year doctoral students' academic writing development: The native- and nonnative-speaking perspectives."

Alex Davies (Defended 2018). "Transitioning from a monolingual to a dual language program: A case study of an elementary school."

Laura Monroe (Defended 2017). "Post-secondary faculty treatment of non-native English-speaking student writing errors in academic subject courses."

Ting Yan (Defended 2017). "Exploring interactions between adult English Learners and their TeachLivE digital character peers."

Nooshan Ashtari (Defended 2016). "Using a mixed-reality classroom environment including English learners: the perceptions of teacher candidates."

Paula Bello (Defended 2016). "A hermeneutic study of secondary English language arts teacher candidates' writing instructions experiences in ESOL methods courses."

Aimee Schoonmaker (Defended 2015). “Increasing metalinguistic awareness as a necessary precursor for preservice teachers.”

Marcella Farina (Defended 2013). “The effect of input modality on pronunciation accuracy in English language learners.”

Melanie Gonzalez (Defended 2013). “The intricate relationship between measures of vocabulary size and lexical diversity as evidenced in non-native and native speaker academic compositions.”

Ya-Chi Chien (Defended 2011). “Effects of computer-assisted language learning (CALL) instruction on the acquisition of passive grammatical forms by post-secondary English as a Second Language (ESL) students.”

Undergraduate Theses- Committee Member

Jeffrey Parote (Honors Thesis, Defended 2015)

Caitlin Araldi (Honors Thesis, Defended 2011)

Courtney Jorgensen (Honors Thesis, Defended 2007)

Independent Studies (Graduate, Undergraduate)

Conducted over 40 independent studies covering topics such as materials development, technology in L2 learning, EL accommodations, age and second language acquisition, affective factors in SLA, curriculum development, ESL methodology, and the professional preparation of K-12 teachers.

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| PROFESSIONAL SERVICE |
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University Service:

Member, Modern Languages and Literatures Newsletter Committee (2007-2011)

Member, Graduate Studies and Research Committee, College of Arts and Humanities (2008-2010)

Interim Program Coordinator 2007-2008

Faculty Senate member (2014-2016)

Faculty Senate Undergraduate Policy and Curriculum Committee (2014-2016)

College of Arts and Humanities Appeals Committee (2015)

Search Committee Chair for the Visiting Instructor German (2015)

College of Arts and Humanities Instructor/Lecturer Promotion Committee (2013 and 2014)

Search Committee Chair for the TESOL Tenure Track Position (2015)

Search Committee Chair for Spanish Instructor/Lecturer Position (2018)

Instructor Promotion Committee for the Center of Multilingual Multicultural Studies at the University of Central Florida (2013)

UCF Fulbright Campus Evaluation Committee (2013, 2014, 2015, 2017)

UCF Boren Scholarship Campus Evaluation Committee (2018)

UCF College of Arts and Humanities Sabbatical Committee (Spring 2014)

Member, Comprehensive Examination Committee, MATESOL Program (ongoing)

Teaching English as a Foreign Language (TEFL) Undergraduate Program Director (Fall 2017)

Service to the Profession

Statewide Discipline Coordinator for Florida's Statewide Course Numbering System English as a Second Language discipline (Since 2013; Ongoing).

Member of Fulbright National Screening Committee: ETA in Eastern Europe (2014, 2015, and 2016)

TESOL/TEFL Travel Grant Reviewer (2015 and 2016)

TESOL Albert H. Marckwardt Travel Grant Reviewer (2014)

Served on the local organizing committee for National Association for Bilingual Education (NABE) Conference (2013)

Served as reviewer for Promotion/Tenure for two faculty members: Miami University (OH) and Hunter College (NY).

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| CONSULTING |
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- 2008 Consultant, ESOL MIAMI (English for Speakers of Other Languages Mentoring Initiative for Academics and Methods Infusion) Project. U.S. Department of Education's Office of English Language Acquisition (OELA) and Miami (Ohio) University, School of Education, Health, and Society.
- 2007 Test Validation Consultant for ESOL K-12 Florida Teacher Certification Examinations (FCTE). Florida Department of Education (DOE) and National Evaluation Systems (NES).

EDITORIAL RESPONSIBILITIES

Reviewer for *TESOL Journal*, a quarterly peer-reviewed academic journal covering current theory and research in the field of teaching English to speakers of other languages and published by Wiley-Blackwell on behalf of TESOL International Association.

Reviewer for *Critical Inquiry in Language Studies: An International Journal (CILS)*, which is the peer-reviewed, quarterly official journal of the International Society for Language Studies.

Reviewer for *TESOL Quarterly*, a refereed professional journal that provides a forum for TESOL professionals to share their research findings and explore ideas and relationships in the field.

Reviewer for *TESL Canada*, a refereed journal for practicing teachers, teacher educators, graduate students, and researchers.

Reviewer for *The Canadian Journal of Applied Linguistics*, a bilingual scientific and professional journal dealing with the various aspects of applied linguistics and affiliated with The Canadian Association of Applied Linguistics/ L'Association canadienne de linguistique appliquée.

Reviewer for *Reflections on English Language Teaching*, a journal that focuses on classroom practices and activities, materials development, testing techniques and evaluation, and curriculum design.

Reviewer for *Language Learning*, a journal of research in language studies.

Reviewer for *Asia Pacific Education Review*, which covers all areas of educational research, with a focus on cross-cultural, comparative and other studies with a broad Asia-Pacific context.

Book proposal reviewer for Routledge (*Researching Language: How to Study Language Issues that Matter*) and Rowman and Littlefield (*Improving Reading Comprehension of First and Second Language Learners*)

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| PROFESSIONAL ORGANIZATIONS |
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American Association for Applied Linguistics (AAAL)

Central Florida Teachers of English to Speakers of other Languages (CFTESOL)

International Teachers of English to Speakers of Other Languages (TESOL)

International Association for Applied Linguistics (AILA)

Sunshine State Teachers of English to Speakers of Other Languages (SSTESOL)