

Chang Pu, PhD

Curriculum Vitae

Associate Professor
Department of Teacher Education
Charter School of Education and Human Sciences
Berry College
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<https://orcid.org/0000-0002-7745-7688>

Research Interests

Language Minority Education (ESOL, Bilingual Education, Heritage Language Education), Multicultural Education, Bi-/Literacy Development, Discourse Analysis, Intercultural Competence, Teacher Education, and Classroom Research.

Education

The University of Texas, San Antonio, TX

Ph.D. Culture, Literacy, and Language

Dissertation: Chinese American Children's Bilingual and Biliteracy Development in Public and Community-Based Heritage Language Schools

St. Cloud State University, St. Cloud, MN.

M.A. Teaching English as a Second Language (TESOL)

Thesis: Can Grammar Consciousness-Raising Tasks Improve Second Language Learners' Accuracy in Second Language Speaking?

Instructional Technology Certificate, the Center for Information Media, College of Education, St. Cloud State University, MN

University of Electronic, Science, & Tech. of China, P. R. China.

B.A. English in Science & Technology

Academic Position

2014-present Associate Professor of Teacher Education (Tenured), Department of Teacher Education, Charter School of Education and Human Sciences, Berry College, GA.

2008-2014 Tenure-track Assistant Professor of Teacher Education, Department of Teacher Education, Charter School of Education and Human Sciences, Berry College, GA.

2004-2008

Instructor of Record, Department of Bicultural-Bilingual Studies, The University of Texas, San Antonio, TX.

Academic Appointments (Post-secondary)

Department of Teacher Education, Charter School of Education and Human Sciences, Berry College

EDU 205 Foundations of Education and Psychology
EDU 222 Exploration in Diverse Cultures
EDU 323 Cultures and Communities
EDU 435 Bilingualism and Bilingual Education
EDU 495/EDU 664 Teaching of English as a Second Language: Methods and Materials
EDU 614 Trends and Issues in Curriculum and Instruction: the U.S. and global perspectives
EDU 662 Applied Linguistics for ESOL Teachers
EDU 663 Language, Literacy, and Culture in Education
EDU 667 Multicultural Education
EDU 714 Leadership in Diverse Schools

Department of Bicultural-Bilingual Studies, College of Education and Human Development, The University of Texas, San Antonio (UTSA)

ESL 3053 Literacy in a Second Language
ESL 3063 Second Language Acquisition, Early Adolescent
ESL 3023 Second Language Teaching and Learning, EC-4
ESL 3033 Foundations of English as a Second Language

Intensive ESL Services (pre-college and college levels), The University of Texas, San Antonio, 2004-2005

EIS 1093 Content-Based Writing
EIS 1083 Content-Based Reading
EIS 1183 Advanced Reading Strategies
Oral Communication Level II
TOEFL Preparation

Intensive ESL Services (college level), St. Cloud State University, 2002-2003.

ESL 202 Reading & Writing

Academic Learning Center, St. Cloud State University, MN

Read 110 Reading & Learning Strategies

Thesis Advisor or Graduate Oral Exam Exit Committee

Committee Member/Chair, Master of Education Portfolio and Oral Exam, Department of Teacher Education, Charter School of Education and Human Sciences, Berry College. 2008-2016

Honor Thesis Advisor/Chair:

Meaghan Hughes: The Impact of Multicultural Education in Georgia Elementary School Social Studies Classrooms (Completed in Spring 2016)

Taylor Blaylock: ESOL Teacher Perceptions: Technology used in TESOL (Defended in November 2020)

Margaret Ashton: The Perceived Metalinguistic and Cognitive Impact of Bilingual Education
(Defended in November 2020)

Publications

BOOK

Pu, C., & Wright, W. (Eds.) (2022). **Innovating the TESOL Practicum in Teacher Education: Design, Implementation, and Pedagogy in an Era of Change**. Routledge Research in Language Education, Routledge.

PEER-REVIEWED BOOK CHAPTER/ENCYCLOPEDIA ARTICLE

Pu, C., & Wright, W. (2022). **Contextualize the TESOL Practicum in the Field of TESOL**. In C. Pu, & W. Wright (Eds.). *Innovating the TESOL Practicum in Teacher Education: Design, Implementation, and Pedagogy in an Era of Change* (pp. 1-14). Routledge.

Wright, W., Pu, C. (2022). **Innovations, challenges, and future directions for the TESOL practicum**. In C. Pu, & W. Wright (Eds.). *Innovating the TESOL Practicum in Teacher Education: Design, Implementation, and Pedagogy in an Era of Change* (pp. 237-246). Routledge.

Pu., C. & Murry, R. (2021). **Partnership for educating the head, heart, and hands: Field experience goes beyond teaching strategies**. In P. Chandler, & L. Barron (Eds.) *Rethinking School-University Partnerships: A New Way Forward* (pp. 85-103). Information Age Publishers.

Lopez, M., & Pu, C. (2020). **Infusing Global Perspectives into Teacher Education: A self-study from Texas and Georgia**. In G. Malfatti (Ed.) *People-Centered Approaches Toward the Internationalization of Higher Education* (pp. 20-45). IGI Global.

Pu, C. (2019). **Teaching Chinese as a Heritage Language**, In Shei, C., Chao, D., Zikpi, M. (Eds.) *The Routledge Handbook of Chinese Language Teaching* (pp. 64-77), Routledge.

Pu, C. (2014). **Learning to write in Chinese in community-based Chinese heritage language classes**. In W. Ma (Ed.). *East Meets West in Teacher Preparation: Crossing Chinese and American Borders* (pp. 81-96). Teacher College Press.

Pu, C. (2008). **English as a second language, Approaches**. In J. M. Gonzalez (Ed.), *Encyclopedia of Bilingual Education*. Sage Publications, Inc.

REFERRED JOURNAL ARTICLES/REPORTS

Pu, C. (2021). **Beating the Odds: Successful Stories of “At-Risk” Latino Students in Georgia, a New-Hispanic-Magnet State**. *Educational Forum*, 86(2). 151-169.
<https://doi.org/10.1080/00131725.2020.1862376>

Pu, C. (2012). **Narrative inquiry: Preservice teachers’ understanding of teaching culturally linguistically diverse learners**. *AILACTE Journal*, 9(1), 1-20.

Pu, C. (2012). **Discovering cultural and literacy resources in community-based heritage language schools: A Chinese example**. *Kappa Delta Pi: Record*. 48(1), 29-34.

- Pu, C. & Li, X. (2011). **Tapping the potential: Read-alouds in a Chinese heritage language classroom.** *Journal of the Chinese Language Teachers Association*, 46(1), 61-87.
- Pu, C. (2010). **Rethinking literacy instruction to non-LEP labeled language minority students.** *Literacy Teaching and Learning*, 15(1&2), 139-157.
- Pu, C. (2010). **The Influence of Public and Heritage Language Schools on Chinese American Children's Biliteracy Development.** *Bilingual Research Journal*, 33(2), 150-172.
- Pu, C. & Li, X. (2010). **Promoting intercultural competence in Chinese heritage language education.** *Journal of Intercultural Communication Studies*. 19(2), 128-144.
- Pu, C. (2007). **Discursive analysis of President Bush's speech at Tsinghua University, China.** *Journal of Intercultural Communication Studies*, 16(1), 205-216.
- Pu, C. (2005). **Macau SAR, China in Transition: An overview of language planning and language-in-education policy.** *Journal of Macau Studies*, 31, 96-103.
- Wright, W. E., & Pu, C. (2005). **Are ELLs "soaring academically" in Arizona? An analysis of state elementary achievement and accountability data.** Tempe: Educational Policy Studies Laboratory, Arizona State University.

BOOK REVIEW ARTICLES

- Pu, C. (2011). **Review of Du, Liang, (2010). Learning to be Chinese American: Community, education, and ethnic identity.** *Teachers College Record*.
- Pu, C (2007). **Review of Lee, Stacey, (2005). Up against whiteness: Race, school, and immigrant youth.** *Journal of Southeast Asian American Education and Advancement*, 2, 1-7.
- Pu, C. (2005). **Review of Kanno, Yasuko, (2003). Negotiating bilingual and bicultural identities: Japanese returnees betwixt two worlds.** *Education Review* [On-line], Available: <http://edrev.asu.edu/reviews/rev429.htm>

OTHER PROFESSIONAL ARTICLES

- Pu, C., Chen, Y., Gooding, R., & Williams, S. (2021). Develop Emerging Bilingual Students' Multimodal Language and Literacy Skills through Children's Literature Books. WOW Stories: Connections from the Classroom. <https://wowlit.org/online-publications/stories/volume-x-issue-1/4/>
- Pu, C. (2009). Heritage Voices Program: Alamo Chinese Language Program. Heritage Language Collection. Center for Applied Linguistics, Available: <http://www.cal.org/heritage/research/Heritage-Voice-Program-Alamo-Chinese-Language-School.pdf>
- Pu, C. & Clement, M. (2009). Job Interview Strategies for ESOL Educators: What You Need to Know. *ESL Magazine*.
- Pu, C. (2008). Chinese American children's bilingual and biliteracy development in heritage language and public schools. Ann Arbor, MI: ProQuest, UMI Dissertation Service.

Referred Academic Conference Presentations and Workshops

- Pu, C. Developing Teacher Candidates' Teaching and Global Teaching Competence through Virtual Exchange.** Intercultural Learning in Plurilingual Contexts, XXIX International Conference on Learning 2022, The Learner Research Network, University of Valencia, Valencia, Spain.
- Pu, C. Learning with the World: A Global Competence Project with Teacher Candidates.** AACTE Preconference: Internationalization of Teacher Education: Building a Strategic Framework for Developing Candidates' Global Competencies. AACTE 2020 Conference.

- Pu, C. & Hirano, E. *Using Immersion Experiences to Prepare Teacher Candidates to Work with Diverse Student Populations*. AILACTE 2020 Conference.
- Pu, C. *Differentiated Instruction for English Language Learners: Through the Lens of edTPA*. 2019 American Association for Applied Linguistics (AAAL) Annual Conference, Atlanta, GA, March 2019.
- Pu, C. *The influence of the SACS accreditation on a community-based heritage language school*. Third International Conference on Heritage /Community Languages, UCLA, CA, Feb. 2018
- Pu, C. *Becoming and being a teacher of color: Critical discourse analysis in an imagined community*. 2017 American Association for Applied Linguistics (AAAL) Annual Conference, Portland, Oregon, March 2017.
- Pu, C. *Successful stories of “At-Risk” Latino/a students in a new-Hispanic-magnet state: The ecological model and social capital*. American Educational Research Association (AERA) 2017 Annual Conference, San Antonio, TX, April, 2017.
- Pu, C. *Fostering the Sense of Caring Among Teachers in the Era of Teacher Accountability*, the 41st Annual Georgia Educational Research Association Conference, Augusta GA, October 2016.
- Pu, C. *Storytelling by Chinese Heritage Language Learners*. Second Language Research Forum, Atlanta, October 2015.
- Pu, C. *Beating the Odds: Successful Stories of ‘At-Risk’ Latino Students in a New-Hispanic-Magnet State*, National Association for Multicultural Education (NAME)’s 25th Annual International Conference, New Orleans, October 2015.
- Pu, C. (accepted) *From Self-Discovery/Inquiry to Intercultural Competence: A Lesson learned from the “All About Me” Projects*, 21st International Conference of the International Association for Intercultural Communication Studies, July 2015.
- Pu, C., Ramos, J., & Maldonado, M. *Getting to Know Students You Teach: An Ethnographic Approach*. 9th Annual Sources of Urban Educational Excellence Conference, Atlanta, April 2014.
- Pu, C. *Learning to Write in Chinese in the U.S.: A Case Study in Community-Based Chinese Heritage Language Classrooms*. CAERDA Annual International Conference, San Francisco, April 2013.
- Pu, C. & Bell, S. *Maximizing learning from first-hand experiences: Engage teacher candidates to multicultural education*. Association of Teacher Educators (ATE) Annual Conference, Atlanta, February 2013.
- Pu, C. *Teaching writing in Chinese in a cross-cultural setting: A case study in Chinese heritage language classrooms*. National Association for Bilingual Education Annual Conference, Orlando, February 2013.
- Pu, C. *Classroom talk: A case study of a novice ESL teacher*. 2012 American Association for Applied Linguistics (AAAL) Annual Conference, Boston, MA, March, 2012.
- Pu, C. & Ochs, L. *Narrative inquiry: Preservice teachers’ understanding of teaching ESL students*. 2011 American Association for Applied Linguistics (AAAL) Annual Conference, Chicago, IL, March, 2011.
- Pu, C. *Teaching ESL students: Beyond the “just good teaching strategies” perspective*. 2011 ATE (The Association of Teacher Educators) Annual Conference, Orlando, FL, February, 2011.
- Pu, C. *Intercultural Communication*. Interest Section Workshop, GATESOL 2011 conference, Atlanta, GA. September, 2011.
- Pu, C. *Rethinking heritage language learners’ oral language development in their heritage language*. The American Association for Applied Linguistics (AAAL) Annual Conference 2010, Atlanta, GA, March, 2010.

- Pu, C. *Bridging for biliteracy development: Instructional needs of community-based heritage language schools and public schools*. First International Conference on Heritage/Community Languages, UCLA, CA, February, 2010.
- Pu, C. Marlow, L. & Anderson, A. *Showcase of best practice: Building collaboration between college and community while working with English language learners*. AILACTE 2010, Atlanta, GA, February, 2010.
- Pu, C. & Li, X. *Classroom “shock”*: A case study of teacher-student interactions in a Chinese heritage language classroom. International Association for Intercultural Communication Studies (IAICS) Convention 2009, Japan, September, 2009.
- Pu, C. *Chinese American students’ biliteracy development in heritage language and public schools*. American Educational Research Association (AERA) 2009 Annual Conference, San Diego, April, 2009.
- Pu, C. *Rethinking the needs of teaching Non-LEP labeled language minority students*. Annual TESOL International Convention, Denver, CO, March, 2009.
- Pu, C. *Chinese American children’s biliteracy development in heritage language and public schools: A common goal*. National Association for Bilingual Education Annual Conference 2009, Austin, TX. (accepted)
- Pu, C. *Enhancing ESL pre-service teachers’ understanding of connecting community with ESL students’ literacy development*. 2008 Georgia TESOL Conference, Jekyll Island, GA. November, 2008.
- Pu, C. (Invited keynote Speaker), *Learning and teaching ESL*, TexTESOL II Spring 2008 Conference: Voices of ESL Learners, San Antonio, Texas, March, 2008.
- Pu, C. & Li, X. *Tapping the potential: Read-alouds in a Chinese heritage language classroom*. The American Association for Applied Linguistics (AAAL) Annual Conference 2008, Washington D.C., March, 2008.
- Li, X. & Pu, C. *“Speak Zhōng Wén”*: Code-switching in a Chinese heritage language classroom. Second Language Research Forum (SLRF), University of Illinois, U-C, Illinois, October, 2007.
- Pu, C. & Li, X. *“What is your role?” Identity negotiation in a Chinese heritage language classroom*. 2007 International Association for Intercultural Communication Studies (IAICS) Convention, Harbin, China, June, 2007.
- Pu, C. *Classroom “shock”? A case study of Chinese immigrant children’s participation structure in a Chinese heritage language classroom discourse*. 2007 Chinese American Educational Research Development Association (CAERDA) International Conference, Chicago, April, 2007.
- Pu, C. *Discursive analysis of President Bush’s speech at Tsinghua University, China*. 2006 International Association for Intercultural Communication Studies (IAICS) Convention, San Antonio, Texas. August, 2006.
- Wright, W. & Pu, C. *Are ELLs “soaring academically” in Arizona? An analysis of state elementary achievement and accountability data*. American Educational Research Association (AERA) 2006 Annual Conference, San Francisco, California, April, 2006.
- Wright, W. & Pu, C. *Are ELLs “Soaring academically” in Arizona? An analysis of state elementary achievement and accountability data*. National Association for Bilingual Education (NABE) 2006 Annual Conference, Phoenix, Arizona. February, 2006.
- Li, X. & Pu, C. *Unraveling East Asian students’ participation patterns in American classrooms*. National Association for Bilingual Education (NABE) 2006 Annual Conference, Phoenix, Arizona. February, 2006.
- Jia, L., Pu, C. & Li, X. *Teaching writing effectively in an international ESL classroom*. UNAM-San Antonio 11th ESL Conference, San Antonio, TX. September, 2005.

- Wright, W. & Pu, C. *ELL impacted elementary schools in Arizona*. The Arizona Language Minority Rights Research Roundtable of Arizona Colloquium, Arizona State University, AZ. January, 2005.
- Pu, C. *Observation on L2 reading: A study of intermediate Chinese English learners*. Doctoral Student Forum, TESOL 2005 International Convention. San Antonio, TX. March, 2005.
- Pu, C. *The effect of grammar consciousness-raising tasks on improving accuracy in English speaking*, Graduate Student Research Colloquium 2004, SCSU, MN.
- Pu, C. *An analysis of Chinese Malaysians' attitude towards language choice in Malaysia*, Graduate Student Research Colloquium 2003, SCSU, MN.
- Pu, C., Davis, H., Lahmann, E., & Nyirenda, A. *We are not all the same: Diversity in the writing center*. The Midwest Writing Centers Association and the National Conference on Peer Tutoring in Writing. Lawrence, KS. 2002.

Invited Speech

2018 STIS Bilingual Lecture with Dr. Chang Pu

https://www.youtube.com/watch?v=TfBsW_JWfhQ

Collaborative Projects with Local K-12 Schools

Foster Chinese-English Bilingual Students' Global Competence Development through Global Literacies. In collaboration with International Charter School of Atlanta and Chengdu ISC Experimental School, 2020-2021.

Parent English Language Classes at West Central Elementary school (as part of the ASPIRE Grant), 2017.

South Rome Redevelopment Initiative: Education sector: Curriculum and Instruction design for a new early learning center serving low income and culturally linguistically diverse families, January 2013- 2015.

Culturally responsive teaching (2nd -6th grade), YMCA Rome (part of the Welcoming Hispanic Families program, Goizueta Foundation), June-July, 2012.

Cultural Immersion and Educational Outreach Program, Dalton City School District, Dalton, GA, May, 2012.

Berry ESOL Summer Camp (K-7th grade), Floyd County School District, Rome, GA. 2009-2011.

Pathway to Success: Preparing High School ESOL Students to Attend Colleges, Rome High School, Rome City School District, Rome, GA. 2010-2011.

Scholarships, Grants & Awards

AILACTE Global Excellence Award, 2021.

Worlds of Words Grant: Global Literacy Communities: Gateways to Culture and Language, The Center for Educational Resources in Culture, Language, and Literacy (CERCLL) and Worlds of Words at the University of Arizona. Status: Funded, 2020-2021.

Global Teacher Educator Fellows, Longview Foundation, 2019-2020.

Faculty Research Grant, Research Project: Differentiated Instruction for English Language Learners: Through the Lens of edTPA, Berry College, 2018-2019. Status: Funded.

ASPIRE Grant (Collaborated with Rome City Schools), Status: Funded.

Short-term International Program Grant, Berry College, 2017, Status: Funded.

Course Development Grant: Multicultural Education, Berry College, 2012. Status: Funded.

Faculty Research Grant, Research Project: Building on immigrant students' strength: Literacy development in a high school biology class, Berry College, 2011-2012. Status: Funded.

Governor's Teaching Fellows, State of Georgia, May, 2010.

Faculty Research Grant, Research Project: Beyond "just good ESL teaching strategies": Navigating actions to teaching English language learners, Berry College, 2010-2011. Status: Funded.

The Jiede Empirical Research Grant Award for Chinese Pedagogy/Chinese Applied Linguistics 2008, Chinese Language Teachers Association in the U.S.A. Status: Funded.

Arizona Research Roundtable for Language Minority Rights in Education, Research Stipend Award, 2005.

International Educational Collaborations

Virtual Exchange Program with Setsunan University, Japan, 2022-2023

Virtual Exchange program with GuangZhou University, China, 2020-2021

Parent Workshop "How to raise a bilingual child?" Chengdu ISC International School Zhonghai Campus, China, May 2017.

Teacher Workshops, Chengdu ISC International School, China, May 2017

- Topic 1: Early Bilingual Development
- Topic 2: The impact of cultural differences (Chinese culture vs. Western culture) on classroom teaching and learning

Cultural Exchange/Immersion Program in China.

Partner School: Beijing Jiu Fang Xiang Yue Music Institute, China, May 2009.

Bilingual Education and Cross-Cultural Communication Advisor, Tangshan Teacher's college, Tangshan, China, March, 2007-present.

Duties: Design bilingual teacher training materials (syllabi, lesson plan, and student assessment); provide consultation on culture learning, emerging issues on cultural

expression, and the influence of cultural diversity and learning environment on language learning and teaching.

Advisor, Early Childhood Education Bilingual Pilot Program. Chang Ning College, TangShan, China, November, 2006-present.

Duties: Evaluate and select appropriate bilingual children literature; provide consultation on dual bilingual program design; design teacher training materials: Powerpoint slides of bilingual approach to content-based learning and bilingual language development.

Invited ESL/EFL teaching consultant, Beijing MinZu University, March, 2007- present.

Duties: provide consultation and evaluation on English teaching pedagogy and instructional activities; provide lesson plan samples and templates; evaluate the adopted English textbooks and other instructional materials.

College and School Committee Services

2008-2014 Serving on the Diversity Committee, NCATE, Charter School of Education and Human Science, Berry College

2010- present Serving on the Maymester Committee, Charter School of Education and Human Science, Berry College

2008-2009 Serving on the Asian Studies Proposal Committee, Berry College

2009-2011 Serving on the Student Scholarship Committee, Berry College

2010-2012 Serving on the Writing across Curriculum Committee, Berry College

2010-2012 Serving on the Who's Who Committee, Berry College

2011-2013 Serving on the Cultural Event Committee, Berry College

2011 Faculty Search Committee (Assistant Professor of Literacy), Charter School of Education and Human Science, Berry College

2012-2014 Serving on Institutional Effectiveness Committee, Berry College

2012-2013 Serving on International Programs Committee, Berry College

2012-2020 Serving on Multicultural and International Student Programs Advisory Committee, Berry College

2012 Chair, Faculty Search Committee (Assistant Professor of Applied Linguistics), Charter School of Education and Human Science, Berry College

2013-2015 Serving on Conson Wilson Lectureship Committee

2013-2015 Faculty Assembly Representative (At Large): Conson Wilson Lectureship and Graduate Council

2013-2014 Freshmen Class Advisor

2013 (Fall) Faculty Search Committee (Post-Doc. position in Math Education), Berry College

2014 (Spring) Faculty Search Committee (Tenure Track Assistant Professor in Math Education), Berry College

2014 (Fall)-2016, Program Impact Committee, CAEP, Department of Teacher Education, Charter School of Education and Human Science, Berry College

2015-2017, Cultural Event Committee, Endowed Lectureship Committee

2015 Assisted International Program External Review

2016-2018 Foundations Committee

2016-2017 Dr. Anne Marshall's third-year review committee member

2017-2019 Information Technology Committee (Chair)

2017-present Berry Lesson Plan Rubric Committee

2018 Berry College ESOL Endorsement Advisory Committee (Chair)

2019-2020 Multicultural and International Student Programs Advisory Committee

2019 Academic Council Ad-hoc Committee: Pass/No Pass Task Force
2019-2020 Faculty Search Committee: Director of Teacher Education (Chair)
2019-2021 Information Technology Committee
2019-2020 CSEHS School Promotion & Tenure Committee
2018-Present: CASE student organization faculty advisor
2020-2022 Faculty Assembly Representative: Center for Teaching Excellence Advisory Committee
2020-2022 Enrollment Management Advisory Committee
2018-present Teacher Education Program Accreditation and Assessment Committee
2020-2022 Institution Effectiveness Committee
2020-2021 Faculty Assembly Ad-hoc Committee: Diversity, Equity, and Inclusion
2022-2024 Academic Council

Other Professional Services and Experiences

Longview Foundation Global Teacher Education Fellow Reviewer, 2021-2022
Reimagining Migration: Social-Emotional Thinking Routine Study Group, Project Zero, Harvard Graduate School of Education, 2020-2021
2016 National Professional Development Grant: Content Reviewer. U.S. Department of Education. 2016.
GaPSC ESOL Task Force, Georgia Professional Standards Commission, State of Georgia
Duty: Revised ESOL Endorsement Program Standards in the state of Georgia.
AACTE Institutional Representative, 2011-2016
Executive Board Member, GATESOL, 2009-2011
Awards Committee Chair, GATESOL, 2009-2010
Language Representative, Alliance Partner for the Advancement of Heritage Languages, Center for Applied Linguistics (CAL), 2008-present.
Editorial Board Member: Journal: English Language Teaching (Canadian Center of Science and Education) (2010-2016).
Journal: TESOL in Action (2009-2012).
Newsletter Editor, Berry ESOL: Newsletters for TESOL in the Northwest Georgia area.
Guest Editor, ESL Magazine.
Referred Journal Reviewer: Language, Culture and Curriculum
The Teacher Educator
Journal of Language, Identity, and Education
Journal of Diaspora, Indigenous, and Minority Education
English Language Teaching (Canadian Center of Science and Education).
Equity and Excellence in Education.
Current Issues in Education.
International Journal of Multicultural Education.
Journal of the Chinese Language Teachers Association.
Bilingual Research Journal.
Journal of Latinos and Education
Conference Proposal/Panel Reviewer:
AACTE Annual Conference

International Reading Association Convention
National Association for Bilingual Education Annual
Conference
American Educational Research Association Annual
Conference
American Association of Applied Linguistics Annual
Conference

Textbook Reviewer: Allyn & Bacon and Merrill Education.
Routledge

Invited Guest Speaker, Immigrant Parent Workshops, Rome High and Middle Schools, Rome
City School District, Rome, GA.

ESOL field experience supervisor, Berry College, 2008-present

Student teaching supervisor, Berry College, 2008-present

Student academic advisor, Berry College, 2008-present

Research Assistant, University of Texas, San Antonio. September, 2004-January, 2005.

Principal Investigator: Dr. Wayne Wright
Project Title: ELL Impacted Elementary Schools in Arizona
Duties: transcribe interview data, statistic data analysis, chapter writing.

Writing Tutor, Write Place, St. Cloud State University. September, 2001-December, 2001.

Professional Memberships

American Association of Applied Linguistics

American Educational Research Association

Georgia Teachers of English to Speakers of Other Languages

International Association for Intercultural Communication Studies

Kappa Delta Pi International Honor Society in Education

Languages

English: fluent

Chinese: native speaker

Japanese: Two years of formal study

Research Software and Teaching Technology

DSS Player Transcription Software
Endnote Bibliography Management Software
iMovie
Microsoft Office
Nvivo Qualitative Research Software
SPSS Statistical Analysis Software
WebCT Web Course
SmartBoard
LiveText
Livescribe
Kaltura
NearPod
Schoology
Canvas
GoReact