

Curriculum Vitae

THERESA CATALANO

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EDUCATION

United States

Ph.D. (2011) Second Language Acquisition and Teaching, University of Arizona, Tucson, Arizona.

M.A. (1998) English Language/Linguistics, University of Arizona, Tucson, Arizona.

B.S. (1990). Elementary Education, University of Nebraska-Lincoln, Lincoln, Nebraska.
Minor: Italian.

International

Corfinio, Italy. (1989). Corfinio College Italian Intensive Language Program, (through Thomas Edison State College).

Islamabad, Pakistan (1993). Fulbright Scholarship to study Islam and Pakistan. Sponsored by the University of Nebraska at Omaha, summer, 1993.

Ankara, Turkey (1998) Bilkent University Curriculum and Testing Training Program, BUSEL (Bilkent University School of English Language).

PROFESSIONAL EXPERIENCE

Associate Professor, Dept. of Teaching, Learning and Teacher Education, College of Education and Human Sciences, University of Nebraska-Lincoln, 2017 – present.

Coordinator, Dual Language Endorsement Program, College of Education and Human Sciences, University of Nebraska-Lincoln, 2017-present.

Co-Coordinator, Master's in Language Teaching and Acquisition (MAlta) Program/ World Language Secondary Education Program, College of Education and

Human Sciences, University of Nebraska-Lincoln, 2013-present.

Assistant Professor, Teaching, Learning and Teacher Education, College of Education and Human Sciences, University of Nebraska-Lincoln, 2011-2017.

Courses Taught

University of Nebraska-Lincoln, Lincoln, Nebraska

TEAC 413M Teaching Multilingual Learners in Content Area Classrooms

TEAC 815J Spanish in the Content Areas (Co-taught with Isabel Velázquez 2018/Héctor Palala Martinez 2021)

TEAC 815A Foundations of Dual Language Education

TEAC 413E Immigrant Education in the Italian Context (study abroad program in Italy)

TEAC 815B Schooling and the Multilingual Mind

TEAC 890 Workshop Seminar Integrating the Humanities into K-12 Teaching

TEAC 930M (formerly 930B) Introduction to Multimodal Textual Analysis (doctoral seminar)

TEAC 833B Special Topics in Comparative Education: Schooling in South Africa

TEAC 902A Language Planning and Policy in South Africa (As part of study abroad trip to South Africa)

TEAC 452/852 Curriculum Principles and Practices for Secondary World Language Methods. TEAC 397R/894R, Practicum

ELL Expert/Instructor Xian Jiaotong University Chinese Teachers Summer Workshop (Confucius Institute)

TEAC 813K Linguistics for the Language Teacher

TEAC 813J Intercultural Communication

TEAC 451/851R Secondary World Language Methods I.

TEAC 317, Teaching Multilingual Learners in the Elementary Classroom

University of Arizona, Tucson, Arizona

September-October 2010: Co-teacher for SLAT 596Y (Proseminar), University of Arizona, Tucson, Arizona. Co-teaching of three-week session on Language Use (Semiotics, Critical Discourse Analysis, and Pragmatics).

August 2010- May 2011: Assistant to the Director of Basic Languages in Italian, University of Arizona, Tucson, Arizona. Participation in the organization and presentation of teacher development workshop fall 2010, coordination of exams for 101, 102 levels.

June 2008- August 2010: ESL Instructor at the Center for English as a Second Language (CESL), University of Arizona. Teaching of speaking and writing courses of various levels.

August 2007- 2011: Graduate Associate in Italian, University of Arizona. Responsible for teaching, planning and grading of, Italian 101,102 (Beginning Italian) and 301 (Advanced conversation).

August 1995 – 1998: Graduate Assistant, Department of French and Italian, University of Arizona. Teaching of Italian 101, 102 classes.

Pima Community College, Tucson, Arizona

January 2010 – May 2010: ESL Instructor. Instructor of Advanced Conversation ESL 081.

University of Nebraska at Omaha, Nebraska

August 2002 –May 2007: Instructor, Department of Foreign Languages, Teaching of Italian beginning and intermediate courses (Italian 1110, 1120, 2110, 2120).

Bilkent University, Ankara, Turkey

August 1998 – August 1999: Instructor, BUSEL (Bilkent University School of English Language), Teaching of all levels of EAP classes.

St. Cecilia's Grade School, Omaha, Nebraska

August 2005 –May 2007: Instructor, Spanish program. Teaching of seventh and eighth grade classrooms basic conversational Spanish 45 minutes per week.

Metropolitan Community College, Omaha, Nebraska

August 2000 – August 2006: (summers only) Instructor, Department of Global Languages. Teaching of all level ESL grammar classes (085, 086, 087, 094), TOEFL Preparation (099), Pronunciation (082), and Advanced Conversation (097).

Creighton University, Omaha, Nebraska

January 2001 – August 2005: Instructor, Intensive English Language Institute (IELI). Teaching of EAP courses such as Reading, Writing, Speaking, and Listening, various levels, accent reduction for Pharmacy students 2002-2003.

South High, Omaha Public Schools, Omaha, Nebraska

August 1999 – August 2000: Instructor, Omaha Public Schools Adult Education, Taught all levels of adult ESL.

Western Hills Elementary School, Omaha, Nebraska

August 1992 – 1995: ESL teacher, Omaha Public Schools. Taught ESL K-6.

Christ the King Elementary School, Omaha, Nebraska

August 1991-1992: Fifth grade teacher

PUBLICATIONS

Current H-index = 13; i10 index = 23; Citations = 729

(Source: Google Scholar

<https://scholar.google.com/citations?user=r1eFvtEAAAAJ&hl=en>)

(53 total publications including 3 books, 38 peer-reviewed journal articles, 8 editor-reviewed book chapters, 1 refereed conference presentation, 1 book review, 1 planning guide for the Midwest Equity and Plains Equity Assistance Center and 1 foreword published or in press. Notes: *Single asterisk indicates student/advisee collaborators. My effort towards the design, implementation and completion of each project is noted with percentages (%).

Books

3) **Catalano, T.** (50%) & L. R. Waugh. (2020). *Critical Discourse Analysis, Critical Discourse Studies and Beyond*. In series: *Perspectives in Pragmatics, Philosophy & Psychology*. Cham, Switzerland: Springer Nature.
<https://www.springer.com/gp/book/9783030493776>

2) **Catalano, T.** (100%) (2016). *Talking about global migration: Implications for language teaching*. In series: *New Perspectives in Language and Education*. Bristol, U.K.: Multilingual Matters.

1) **Catalano, T.** (100%) (2006). *Art Activities for the English Language Classroom*. New York: Cambria Press.

Peer-Reviewed Journal Articles

38) **Catalano, T.** (50%), *Ganesan, U., *Barbici-Wagner, A., Leonard, A., Wessels, S., Reeves, J. (in press). Dance as Dialog: A metaphor analysis of arts and community-based learning with preservice teachers and a local refugee community. *Teaching and Teacher Education*.

37) **Catalano, T.** (60%) & Morales, A. (in press). Dancing across difference: Arts and community-based interventions as intercultural education. *Intercultural Education*.

36) Hamann, E. & **Catalano, T.** (40%) (in press). Picturing dual language and gentrification: An analysis of visual media and their connection to language policy. Special issue of *Language Policy* on gentrification in dual language programs.

35) **Catalano, T.** (70%) & Muñoz-Barriga, A. (2021). Shaping the teaching and learning of intercultural communication through virtual mobility. Special issue of *Intercultural Communication Education*. 4(1), 75-89.

34) Vandeyar, S. & **Catalano, T.** (50%) (2020). Language and identity: Multilingual immigrant learners in South Africa. *Language Matters*. 51(2), 106-128, <https://doi.org/10.1080/10228195.2020.1769713>

33) **Catalano, T.** (50%), Kiramba, L.K. & Viesca, K. (2020). Transformative interviewing and the experiences of multilingual learners not labeled “ELL” in US schools. *Bilingual Research Journal*, 43(2), 178-195. <https://doi.org/10.1080/15235882.2020.1738287>

32) **Catalano, T.** (100%). (2020). The visual representation of dual language education. *Visual Communication*. 0 (0), 1-23. <https://doi.org/10.1177/1470357220904395>

31) **Catalano, T.** (60%) & Kohen, A. (2020). Googly eyes and yard signs: Deconstructing one professor’s successful rebuffing of a right-wing attack on an academic institution. *Discourse & Society* 31(2), 129-152.

30) Sierk, J. & **Catalano, T.** (30%) (2020). The downfall: Listening to non-urban communities and their language ideologies. *Critical Inquiry in Language Studies*. 17 (2), 121-142.

29) **Catalano, T.** (60%), *Traore Moundiba, H.C. & *Pir, H. (2019). “I felt valued”: Multilingual microteachings and the development of teacher agency in a teacher education classroom. *Critical Multilingualism Studies*, 7 (2), 55-76.

28) **Catalano, T.** (60%) & Musolff, A. (2019). ‘Taking the Shackles off’: Metaphor and metonymy of migrant children and border officials in the U.S. *Metaphorik.de*. 29, 11-46.

- 27) *Fucci, T. & **Catalano, T.** (40%) (2019). Missing the (Turning) Point: The erosion of democracy at an American university. *Journal of Language and Politics*. 18(3), 346-370.
- 26) **Catalano, T.** (50%) & Fielder, G.E. (2018). European Spaces and the Roma: Denaturalizing the naturalized in online reader comments. *Discourse & Communication*. 12(3), 240–257.
- 25) **Catalano, T.** (100%) (2018). The use of zingari/nomadi/rom in Italian crime reports. *Nomadic Peoples* 22 (1), 123-142.
- 24) **Catalano, T.** (60%) Reeves, J. & Wessels, S. (2018). "The soccer field, it has dirt": A critical analysis of teacher learners in contact with emergent multilingual students". *Critical Inquiry in Language Studies*. 15(1), 1-20.
- 23) Wessels, S., Trainin, T., Reeves, J, **Catalano, T.**, (20%) and *Deng, Q. (2017). Pre-service teachers' confidence and attitudes toward teaching English learners. *Teacher Education and Practice*. 30 (N3), 443- 461.
- 22) **Catalano, T.** (100%) (2017). When children are water: Representation of Central American migrant children in public discourse and implications for educators. *Journal of Latinos and Education*. 16 (2), 124-142. DOI: 10.1080/15348431.2016.1205988
- 21) **Catalano, T.** (60%) & Waugh, L. (2017). Representations of power: A critical multimodal analysis of U.S. CEOs, the Italian Mafia and government in the media. *Journal of Language and Politics*. 15(6), 790–817.
- 20) **Catalano, T.** (60%) & Gatti, L. (2017). Representing teachers as criminals in the news: a multimodal critical discourse analysis of the Atlanta schools' "Cheating Scandal". *Social Semiotics*, 27(1), 59-80.
- 19) **Catalano, T.** (100%) (2016). Linguistic Construction of Migrant Identity in U.S. Crime Reports. *CALL: Irish Journal for Culture, Arts, Language and Literature*. 1(1), 1-18.
- 18) **Catalano, T.** (50%) and Hamann, E. T. (2016). Multilingual pedagogies and pre-service teachers: Implementing 'language as a resource' orientations in teacher education programs. *Bilingual Research Journal*, 39 (3-4), 263-278.
- 17) **Catalano, T.**, (60%), *Shende, M. & *Suh, E. (2016). Developing multilingual pedagogies and research through language study and reflection. *International Journal of Multilingualism*, 1-18. DOI: 10.1080/14790718.2016.1181633.
- 16) **Catalano, T.** (60%) & Leonard, A. (2016). Moving people and minds: Dance as a vehicle of democratic education. *Education, Citizenship and Social Justice*. 1-22. DOI: 10.1177/1746197915626082.

- 15) **Catalano, T.**, (60%) *Fox, J., and Vandeyar, S. (2016). Being 'in a limbo': Perceptions of immigration, identity and adaptation of immigrant students in South Africa and the U.S. *Journal of Language, Identity and Education*. 15 (3), 137-150.
- 14) *Lu, J. & **Catalano, T.** (40%) (2015). Let them learn English: Reader response to media discourse about dual language education. *International Journal of Language Studies*, 9 (2). 1-24.
- 13) *Nugent, K. & **Catalano, T.** (40%) (2015). Critical cultural awareness in the foreign language classroom. *NECTFL Review*. 75, 15-30.
- 12) Gatti, L. & **Catalano, T.** (40%) (2015). The business of learning to teach: A critical metaphor analysis of one teacher's journey. *Teaching and Teacher Education*, 45, 149-160.
- 11) **Catalano, T.** (100%) (2014). The Roma and Wall Street/CEOs: Linguistic construction of identity in U.S. and Canadian Crime Reports. Special issue on justice and the Roma for the *International Journal of Comparative and Applied Criminal Justice*. DOI:10.1080/01924036.2013.803768
- 10) Elwes Aguilar, O., Bernardo Jiménez, A., Guadamillas Gómez, M.V., **Catalano, T.** (20%) and McGowan, T. (2013). La preparación de los maestros para afrontar la diversidad en la escuela. Estudio comparativo entre Castilla-La Mancha y el estado de Nebraska. [Preparation of teachers for diversity in schools: A comparative study between Castilla-LaMancha and Nebraska.] *Revista docencia y investigación*. 23, 67-83.
- 9) **Catalano, T.** (50%) & Moeller, A.J., (2013). Media discourse and dual language programs: A critical linguistic analysis. *Discourse, Context & Media*. 2 (4), 165-174.
- 8) **Catalano, T.** (100%)(2013a). Occupy: A case illustration of social movements in global citizenship education. *Education, Citizenship and Social Justice*. 8 (3), 276-288. DOI: 10.1177/1746197913497661
- 7) **Catalano, T.** (100%) (2013b) Anti-immigrant ideology in U.S. crime reports: Effects on the education of Latino children. *Journal of Latinos and Education*. 12 (4), 254-270.
- 6) **Catalano, T.** (70%) & Creswell, J. (2013). Understanding the language of the Occupy Wall Street Movement: A Cognitive Linguistic Analysis. *Qualitative Inquiry*. 19 (9), 664-673. doi:10.1177/1077800413500931.
- 5) **Catalano, T.** (60%) & Waugh, L. (2013a). The language of money: How verbal and visual metonymy shapes public opinion about financial events. *International Journal of Language Studies*. 7 (2), 31-60.
- 4) **Catalano, T.** (60%) & Waugh, L. (2013b). The ideologies behind crime reports of Latinos and Wall Street/CEOs: A Critical Analysis of Metonymy in text and image. *Critical Discourse Studies*, 10 (4), 406-426. doi:10.1080/17405904.2013.813774.

3) **Catalano, T.** (100%)(2012) The Denaturalization of Romanies in Italy: How Language and Image Work Together. *The International Journal of the Image*, 2 (4), 159-172.

2) **Catalano, T.** (100%) (2011). Barack Obama: A Semiotic Analysis of his Philadelphia Speech. *Issues in Political Discourse Analysis*, 3 (1), 47-74.

1) **Catalano, T.** (100%) (2011). Promoting Literacy in LCTL's with Hypermedia. *NECTFL Review*. 67, 31-49.

Editor-Reviewed Book Chapters

9) Wang, P. & **Catalano, T.** (40%) (in press). Social media, right-wing populism, and COVID-19: A multimodal critical discourse analysis of reactions to the "Chinese Virus" discourse. In A. Musolff, R. Breeze, K. Kondo, and S. Vilar-Lluch (Eds.), *Pandemic and Crisis Discourse*. London: Bloomsbury Linguistics.

8) **Catalano, T.** & Waugh, L. (60%) (in press). Chapter 9: Metonymies of migration: Media discourse about and by migrants. In M. Brdar & R. Brdar (Eds.). *Figurative thought and language in action*. Part of Figurative Thought and Language Series. London: John Benjamins.

7) **Catalano, T.** (70%) & *Moran, D. (in press). Un día en la vida de una alumna inscrita en un programa bilingüe de una escuela de Nebraska. [A day in the life of a dual language student in Nebraska]. In T. Hamann, V. Zúñiga, & J. Sánchez García (Eds.), *What Mexican Teachers Need to Know About 'Educación Básica' in the United States*. Spanish translation by V. Zúñiga.

6) **Catalano, T.** (60%) & *Mitchell-McCollough, J. (2019). Representation of unaccompanied or separated children from Central America in the United States: Media vs. migrant perspectives. In A. Musolff & L. Viola (Eds.) *Migration and Media: Discourses about Identities in Crisis*. (pp. 239-262). London: John Benjamins.

5) Gatti, L. & **Catalano, T.** (40%) (2019). Capítulo 3: Quando o dinheiro fala mais alto: privatização, formação de professores y imaginários sociais conflitantes nas escolas dos Estados Unidos. [Money talks: Privatization, teacher education, and conflicting social imaginaries in US schools]. In J.E. Diniz-Pereira & K. Zeichtner (Eds.), Translated by J.E. Diniz-Pereira. *Formação de professores S/A: Tentativas de privatização da preparação de docentes da educação básica no mundo*. [Teacher Education, Inc.: Attempts at Privatizing Teacher Preparation Systems around the World] (pp. 84-133). Belo Horizonte/São Paulo, Brazil: Autêntica.

4) Fielder, G. & **Catalano, T.** (40%) (2017). Othering others: Right-wing populism in UK media discourse on "new" immigration. In J. Chovanec and K. Molek-Kozakowska

(Eds.), *Representing the Other in European Media Discourses*. (pp. 207-234). London/New York: John Benjamins.

3) Waugh, L.R., **Catalano, T.** (30%), Al Masaeed, K., Hong Do, T. & Renigar, P. (2016). Critical Discourse Analysis: History, approaches, relation to pragmatics, critique, trends and new directions. In A. Capone. & J. Mey (eds.). *Interdisciplinary Studies in Pragmatics, Culture and Society*. (pp. 71-136). Berlin: Springer Verlag.

2) **Catalano, T.** (100%) (2015). Romanies and the Mafia: “Us” vs. “Them” in Italian crime reports. In H. Kyuchukov, M. Kaleja, and M. Samko (eds.). *Linguistic, Cultural, and Educational Issues of Roma*. (pp. 27-55). Munich, Germany: Lincom GmbH.

1) Moeller, A. J. and **Catalano, T.** (20%)(2015). Foreign language teaching and learning. In J.D. Wright (ed.) *International Encyclopedia for Social and Behavioral Sciences 2nd Edition*. Vol 9 (pp. 327-332). Oxford: Elsevier.

Refereed Conference Papers

Catalano, T. (100%) (2015). Boosting intercultural competence in a teacher education course. Conference Proceedings of the Fourth International Conference on the Development and Assessment of Intercultural Competence, Tucson, Arizona, January 23rd-26th, 2014.

Book Reviews

Catalano, T. (100%) (2016). Review of S. Vandeyar and T. Vandeyar, *The Construction, Negotiation, and Representation of Immigrant Student Identities in South African Schools* (Information Age Publishing, 2015). *Anthropology and Education*, 47 (3), 343-345.

Other Publications

Hamann, E. T., **Catalano, T.**, (50%), & *Moran, D. (In press). Planning Guide for Starting Dual Language Programs. Indianapolis, IN: Midwest and Plains Equity Assistance Center.

Catalano, T. (100%) (2014). Foreword. In S. Vandeyar (ed.) *Mirrors and Windows: Good practice in culture rich classrooms*. South Africa: Oxford University Press.

INVITED LECTURES/PODCASTS/WORKSHOPS (International)

“¿Cómo acompañar a los alumnos transfronterizos en sus transiciones lingüísticas?” [How to accompany cross-border students in their linguistic transitions]. Workshop co-leader (with Catalina Panait) entitled “Procesos integración de las alumnas y alumnos que llegan a las escuelas mexicanas procedentes de Estados Unidos” Secretaria de Educación Estatal Programa Binacional de Educación Migrante en el Estado de Baja [PROBE] Baja,

California, May 28, 2021 (Virtual conference organized from Tijuana, BC, México).

“Developing interculturality during a pandemic”. Keynote speech given (virtually) at the “First National Congress of Foreign Languages Research” Fray Bernado de Lugo Language Institute, Santo Tomás University, November 5-6, 2020, Bogotá, Colombia.

“Interdisciplinary Approaches: Critical Discourse Analysis/Studies and (Language) Education”. Invited talk given to Master’s students in Applied Linguistics as part of the XXV Symposium on Research in Applied Linguistics & VII International Symposium on Literacies and Discourse Studies at the Universidad Distrital (Aduanilla de Paiba) in Bogotá, Colombia, November 6, 2019.

“Social Action, Social Change and Social Justice: The Link to Critical Discourse Analysis/Studies”. International invited plenary (followed by a panel discussion) given at the XXV Symposium on Research in Applied Linguistics & VII International Symposium on Literacies and Discourse Studies at the Universidad Distrital (Aduanilla de Paiba) in Bogotá, Colombia, November 7-8, 2019.

“Textos Académicos” [Academic Texts]. Jornada Académica sobre Producción de Textos Académicos. Invited talk given at the Escuela Normal "Miguel F. Martínez" Monterrey, NL Mexico, March 21, 2019.

“Quitándose las cadenas: Representaciones del Border Patrol y niños no acompañados en el discurso de la inmigración y los medios de comunicación de los Estados Unidos” [Taking the Shackles off: Representation of the Border Patrol and unaccompanied minors in immigration and media discourse from the United States]. Invited talk given at the Escuela Normal "Miguel F. Martínez" Monterrey, NL Mexico, March 21, 2019.

“Dance as a vehicle for language teaching”. Individual talk from *Retos, métodos, y estrategias en la enseñanza de inglés como lengua adicional* (Challenges, methods, and strategies in the teaching of English as an additional language). Invited workshop given with Jenelle Reeves, Stephanie Wessels, and Ted Hamann, Cotacachi, Ecuador (via Uno a Uno non-profit organization), October 18, 2018.

“Platica: Intercambio de Experiencias Universidad de Nebraska” [Talk: (Intercultural) Exchange of experiences, University of Nebraska]. Invited panel at the Escuela Normal “Miguel F. Martinez”, Monterrey, Mexico, October 17, 2016.

“Hablando de la migración internacional: Implicaciones para profesores.” [Talking about international migration: Implications for teachers]. Invited presentation given at the Seminario Migración Internacional: Familia, Escuela y Retorno [Seminary of international migration: Family, school and return], Monterrey, Mexico, October 15, 2016.

“I Rom degli Stati Uniti” [Roma in the United States]. Invited lecture given at the University of Verona, Italy, May 25, 2015.

“Occupy Wall Street, Education and South Africa”, University of Pretoria, September 11, 2012.

INVITED LECTURES/PODCASTS/WORKSHOPS/WEBINARS (National)

“Didattica all’insegnamento dell’italiano basato sulla giustizia sociale” [A Social Justice Approach to the Teaching of Italian]. Invited (virtual) workshop given to Italian professors at Georgetown University, Washington, D.C., May 12, 2021

“Metaphor and Metonymy”. Invited guest lecture (via Zoom) for multimodal analysis graduate course, Texas State University, San Marcos, Texas, July 15, 2020.

“Applied Linguistics and Community Building”. Plenary talk given at the 2019 Second Language Acquisition and Teaching (SLAT) Roundtable at the University of Arizona, Tucson, Arizona, February 8, 2019.

“Liquid Interculturality and Cultural Humility: Strategies for World Language Teachers” Invited workshop given to world language instructors at Santa Clara University, Santa Clara, California, March 4, 2017.

Intercultural communication: Pedagogical strategies for language teachers. Invited workshop given at the Department of Romance Studies, Duke University, Durham, North Carolina, September 27, 2016.

“Methodologies That Matter: Centering Community Voices.” Invited Podcast co-moderated and presented with two other faculty members and two representatives from the AERA Division G Student Executive Committee, American Educational Research Association (AERA), Division G (Social Contexts of Education), January 15, 2015. View podcast here: <https://aeradivg.wordpress.com/divgpodcasts/>

INVITED LECTURES/PODCASTS/WORKSHOPS (Local/Regional)

“Ad Majorem Dei Gloriam”: Language Learning to Enrich your Life and the Lives of Others”. Keynote speech given for the Creighton Preparatory High School French and Spanish Honor Society Induction Ceremony. Creighton Prep High School, Omaha, Nebraska, April 18, 2021.

“The Value of Art in Education”. Guest lecture for TEAC 161 (Dr. Lorraine Males) at the University of Nebraska-Lincoln, Lincoln, NE, February 16, 2021

“How racism works in the brain: A cognitive linguistic perspective” Invited talk given on Zoom for Lincoln Public Schools DIVE class on racial inequality. Lincoln, NE November 19, 2020.

“Migration, Media, and Metaphor”. Guest lecture given (via Zoom) with *Jessica Mitchell-McCollough for the Department of Modern Languages and Literature, University of Nebraska-Lincoln, Lincoln, NE, October 29, 2020.

“Semiotics, Media, and Election 2020”. Guest lecture given (via Zoom) for Maria Marron’s seminar on “Media and Election 2020”, College of Journalism and Mass Communication, University of Nebraska-Lincoln, Lincoln, NE, October 15, 2020.

“The Chinese Virus: Sinophobia and COVID-19”. Four guest lectures (with *Peiwen Wang) for Lincoln High School Theory of Knowledge classes (7 and 8:00), September 21, 2020 and World Experience classes (10:00 and 1:00), October 27, 2020, Lincoln, NE.

“The Value of Art in Education”. Guest lecture for TEAC 162 (Dr. Ali Moeller) at the University of Nebraska-Lincoln, Lincoln, NE, September 16, 2020

“The Chinese Virus: Sinophobia and COVID-19”. Guest speaker (with *Peiwen Wang) for AFIRE (Advocating for Inclusion, Respect, and Equity), University of Nebraska-Lincoln, September 4, 2020.

“Art and Multilingual Learners”, Guest lecture for 413M (Teaching Multilingual Learners in the Content Areas), University of Nebraska-Lincoln, September 3, 2020, Lincoln, NE.

“Hostile Terrain 94 Workshop”, Hosted (with M3) workshop session on Jason Leon’s pop-up exhibit to honor migrants who died in the Tucson desert. University of Nebraska-Lincoln, August 31, 2020.

“Faculty Panel on Professional Academic Writing and Reading”. Invited panelist for graduate student orientation in the Department of Teaching, Learning and Teacher Education at the University of Nebraska-Lincoln, Lincoln, Nebraska, August 18, 2020.

“Social Equity in Language Acquisition” Invited panel discussant for the MALT Colloquium, University of Nebraska-Omaha, Omaha, Nebraska, February 8, 2020.

“Voices of Multilingual Learners Not Labeled ‘ELL’ in US Schools”. Webinar co-presented with Lydiah Kiramba and Kara Viesca for the M3 initiative (<https://cehs.unl.edu/tlte/m3-initiative/>) webinar series. University of Nebraska-Lincoln via Zoom <https://unl.zoom.us/j/471821904> , January 12, 2020.

“Use your words: How language shapes and is shaped by the way we think”. Invited talk to be given to PIESL (Programs in English as a Second Language) teachers at the University of Nebraska- Lincoln, Lincoln, Nebraska, December 10, 2019.

Multilingual learners not labeled as ‘ELL’”. Webinar given with Lydiah Kiramba and

Kara Viesca as part of the ICMEE/M3 initiatives, University of Nebraska-Lincoln, Lincoln, Nebraska, January 13, 2020.

“La educación bilingüe en Nebraska”. Invited talk given for Spanish for Spanish Speakers’ class at North Star High School, Lincoln, Nebraska, September 11, 2019.

“La educación bilingüe en Nebraska”. Invited talk given for Spanish for Spanish Speakers’ class at Lincoln High School, Lincoln, Nebraska, September 11, 2019.

“Use your words: How language shapes and is shaped by the way we think”. Invited talk given for the Lincoln Public Schools English Language Learner teacher orientation/professional development session, Lincoln High School, Lincoln, Nebraska, August 7, 2019.

“La educación bilingüe en Nebraska”. Invited talk given for Spanish for Spanish Speakers’ class at Northeast High School, Lincoln, Nebraska, September 5, 2018.

“La educación bilingüe en Nebraska”. Invited talk given for Spanish for Spanish Speakers’ class at Lincoln High School, Lincoln, Nebraska, September 5, 2018.

“La educación bilingüe en Nebraska”. Invited talk given for Spanish for Spanish Speakers’ class at North Star High School, Lincoln, Nebraska, September 7, 2018.

“Faculty Panel on Professional Academic Writing and Reading”. Invited panelist for graduate student orientation in the Department of Teaching, Learning and Teacher Education at the University of Nebraska-Lincoln, Lincoln, Nebraska, August 20, 2018.

“Teaching at UNL”. Invited talk for New Faculty Orientation entitled “Thoughts from the Faculty: Getting Your Start from a Star” given at the University of Nebraska-Lincoln, Lincoln, Nebraska, August 15, 2018.

“Strategies for Intercultural Communication in the U.S.” Invited talk given for the Fulbright English for Graduate Studies Program, PIESL, University of Nebraska-Lincoln, Lincoln, Nebraska, July 9, 2018.

“Dual language programs”. Invited talk given for Spanish for Spanish Speakers’ class at North Star High School, Lincoln, Nebraska, May 2018.

“Qualitative Methodologies: Critical Discourse Studies” Invited panelist for the Department of Teaching, Learning and Teacher Education Graduate Student Association Methodology Panel Discussion, University of Nebraska- Lincoln, April 20, 2018.

“Intercultural Learning and Student Preparation”. Invited workshop for the Education Abroad Office, University of Nebraska-Lincoln, Lincoln, Nebraska, January 25, 2018.

“Metaphor, metonymy and migrants”. Invited talk given to students in the International Baccalaureate Program, Theory of Knowledge class, Lincoln High, Lincoln, Nebraska, March 30, 2017.

“Romanies and the Porajmos.” Invited talk given to 8th graders at Lefler Middle School, Lincoln, Nebraska, March 30, 2017.

“Talking about global migration and your classroom”. Invited talk given at Concordia University in Lincoln, Nebraska, November 10, 2016.

“Talking about global migration.” Invited presentation given to the Osher Lifelong Learner Center, University of Nebraska-Lincoln, October 10, 2016.

“Talking about global migration: Metonymy and migrant perspectives of migration.” Invited presentation given to the Language, Literacy and Culture group, University of Nebraska-Lincoln, September 16, 2016.

“Social Justice Coffee Break”. Discussion/presentation on AERA podcast with Loukia Sarroub for the TLTE Graduate Student Association. Dept. of Teaching, Learning and Teacher Education, University of Nebraska-Lincoln, February 23, 2015.

“Undocumented students in the media and your classrooms”. Presentation given to elementary school teachers at Prescott Elementary School, Lincoln, NE, January 6, 2015.

“Romanies and the Holocaust” Presentation given to 8th graders at Lefler Middle School, Lincoln, NE, April 29, 2014.

"Critical Social Justice Education in the Foreign Language Classroom: Inclusive Activities for a Changing Student Population". Keynote speech presented at the 8th Annual Colloquium on Language Teaching at the University of Nebraska-Omaha, February 22, 2014.

“Romanies”. Multicultural Education (330). University of Nebraska-Lincoln, November 29, 2011.

“Language and Ideology: Cosa Nostra, Wall Street and Migrants in the Media”. Second Language Acquisition and Teaching (SLAT) Colloquium, University of Arizona, January 14, 2011.

“Immigrants in the media in Italy & the US: Will the real criminal please stand up?” English Department at the University of Arizona, November 5, 2010.

“Art activities for the Italian classroom”. Teacher development workshop for Italian instructors, Dept. of French and Italian, University of Arizona, August 18-20, 2010.

“Language Prejudice and Identity: An Analysis of *America’s Next Top Model*”,
Presentation given for *Language Varieties*, University of Arizona, April 29, 2008.

“Art Activities for the Language Classroom”, Workshop held at CERCLL
(Center for Educational Resources in Culture, Language, and Learning) University of
Arizona, Tucson, AZ, October 2007.

CONFERENCE PRESENTATIONS (* denotes student)

Trump’s ‘Chinese virus’ Rhetoric and Weibo Users’ Resistance: What This Means for
Anti-racist Curriculum. Presentation with Peiwen Wang at the American Educational
Research Association Annual Meeting, April 9-12, 2021 (Conference will be virtual due
to COVID-19).

“Trump Virus”: A Counter-Discourse Analysis of Weibo Users’ Reactions to US
Government Communication about COVID-19. Presented (with *Peiwen Wang) at the
American Association of Applied Linguistics Annual Conference, March 20-23, 2021
(Conference online due to COVID-19 pandemic).

“Connecting Dual Language Research to Policy and Practice: A Planning Guide”,
Presented at LA COSECHA with Ted Hamann and *Dan Moran, November 4-7, 2020,
Santa Fe, New Mexico. (Conference online due to COVID-19 pandemic).

“Dancing Discourse: Preservice Teachers, Yazidi Refugee Community, & Migrant
Experiences”. Presented in absentia with Leonard, A.E., Reeves, J., & Wessels, S. at the
National Dance Education Organization’s annual meeting, October 14, 2020, Denver,
CO. (Conference online due to COVID-19 pandemic).

“Creating Dance Stories: Engaging with Migrant Experiences through an Arts-based
Intervention”. Presented in absentia with Alison Leonard, Jenelle Reeves, and Stephanie
Wessels. Paper presented at the Palmetto State Arts Education Conference, October 11-
13, 2020, Spartanburg, South Carolina.

“Visual Representations of Dual Language Programs: ‘Showing’ Who These Programs
Are For. To be presented with Ted Hamann at the Multidisciplinary Approaches in
Language Policy & Planning Conference, McGill University, Montréal, QC, Canada,
August 20-22, 2020. (This conference has been re-scheduled for 2021 due to COVID-
19).

“Connecting LPP Research to Policy and Practice: A Planning Guide for Starting Dual-
Language Immersion Programs” To be presented with Ted Hamann and Dan Moran at
the Multidisciplinary Approaches in Language Policy & Planning Conference, McGill
University, Montréal, QC, Canada, August 20-22, 2021.

“Creative inquiry and community engagement: Bringing refugees and preservice teachers together through arts-based interventions”. To be presented in absentia with Jenelle Reeves, Alison Leonard, Stephanie Wessels, and Uma Ganesan* at the 19th AILA (Association Internationale de Linguistique Appliquée) World Congress, Gröningen, Netherlands, August 9-14, 2020. (This conference has been re-scheduled for 2021 due to COVID-19).

"Who are dual language programs for? De-mystifying ideas about who can benefit from bilingual education". Presentation given with Marcie Castillo* for the Mid-America Teachers of English to Speakers of Other Languages (MIDTESOL) Annual Conference, Omaha, Nebraska, September 27-28, 2019.

“The war on migrants: Militarization of the U.S. Border Patrol as seen through Recruitment Videos”. Paper presented with Andreas Musolff at the Approaches to Multimodal Digital Environments (A-Mode) International Conference, University of Tor Vergata, Rome, June 20-22, 2019.

“Bow ties, medals, and uniform jackets: The visual representation of dual language students” Paper presented as part of a symposium entitled “Democratizing evidence by documenting the gentrification of DL: Language allocation, metaphors, images, and teachers’ perspectives” for the American Educational Research Association Annual Meeting 2019, Toronto, Canada, April 5-9, 2019.

“Linguistic rights and the value of linguistic diversity: Raising awareness through community engagement in a teacher education classroom”. Paper presented with Amanda Morales at the V Congresso Internacional de Dialetoologia e Sociolinguística (V CIDS), Linguistic Diversity: Research, Teaching and Interfaces, Salvador, Bahia, Brazil, September 11-14, 2018.

“Documenting critical discourse studies as social action” Paper presented with Linda R. Waugh as part of panel discussion (organized by myself and Linda R. Waugh) at The International Society for Language Studies Annual Conference in Waterloo, Canada, June 28-30, 2018.

“Missing the (Turning) Point: Neoliberalism, Anti-Intellectualism, Public Education, and the Press”. Presentation given with *Tony Fucci at The International Society for Language Studies Annual Conference in Waterloo, Canada, June 28-30, 2018.

“They should be able to communicate with us”: Language as an excuse for inequity in the New Latino Diaspora. Presentation given as part of the panel “Language as Activism: Disrupting Systems of Oppressive Policies and Practices in Schools” Paper presented with Jessica Sierk at Anthropology Matters! The 116th American Anthropological Association Annual Meeting in Washington, D.C., December 1, 2017

“Translanguaging in a teacher education classroom: A collaborative auto-ethnography”. Presentation given with *Haniani MoundibaTraore and *Hadi Pir at the XIII Inter-

American Symposium on Ethnography and Education, University of Texas at El Paso, El Paso, Texas, September 21-22, 2017.

“(Il)legal alien” vs. “cosmopolitan person”: The role of metonymy in media discourse compared to the way migrants talk about themselves.” Paper presented with Linda R. Waugh at the Third International Symposium on Figurative Thought and Language, Osijek, Croatia, April 26-28, 2017.

“Metonymies of migration: Migrant perspectives” Paper presented with Linda R. Waugh at the American Association of Applied Linguistics (AAAL) Conference, Orlando, FL, April 9-12, 2016.

“Re-discovering the language learner in the language teacher” Paper presented with *Emily Suh and *Madhur Shende at the American Association of Applied Linguistics (AAAL) Conference, Orlando, FL, April 9-12, 2016.

“Engaging students in critical dialogue through dance and discourse: A case illustration of immigrant stories” Roundtable paper presented with Alison Leonard at the American Educational Research Association (AERA) Annual Meeting, Washington, D.C., April 8-10, 2016.

“It’s like learning a whole new language’: The language of privatization and learning to teach” Paper presented with Lauren Gatti, in the symposium “Teacher Education, Inc.: Attempts at Privatizing Teacher Preparation Systems around the World” at the American Educational Research Association Annual Meeting (AERA), Washington, D.C., April 8-10, 2016.

“Dual Language Endorsement Development: A Narrative Inquiry Possibility” Presented at the Invisible College for Research on Teaching) Annual Meeting, Washington, D.C., April 7, 2016.

“Moving Bodies and Minds: Dance and the Development of Interculturality” Paper presented as part of a symposium with Christelle Palpacuer-Lee, Erin Kearney and Kristin Hoyt entitled “Towards Intercultural Practices in Language Teacher Education.” at the Fifth International Conference on the Development and Assessment of Intercultural Competence (CERCLL), Tucson, Arizona, January 21-24, 2016.

“European Spaces: A Moving Target”. Presented with Grace Fielder at the Fifth International Conference of Critical Approaches to Discourse Analysis Across Disciplines (CADAAD), Budapest, Hungary, September 1-3, 2014.

"CEOs, the Mafia and the Government: A Critical Multimodal Analysis of the Representation of These Entities in Crime Reports". Presented with Linda R. Waugh at the American Association of Applied Linguistics (AAAL) Conference 2014, Portland, Oregon, March 22-25, 2014.

“Comparative Education Through Travel Study: A Consideration of Student Expectations and Experiences” Presented (in absentia) with Ted Hamann at the CIES (Comparative and International Education Society) Annual Conference, Toronto, March 10-15, 2014.

“Designing International Travel-Study: Reflections on Experience” Presented (in absentia) with Jenelle Reeves and Ted Hamann at the CIES (Comparative and International Education Society) Annual Conference, Toronto, March 10-15, 2014.

"Boosting intercultural competence in a teacher education course". Presented at the Fourth International Conference on the Development and Assessment of Intercultural Competence (CERCLL), Tucson, Arizona, January 23rd-26th, 2014.

“Learning to Teach within a Neoliberal Policy Context.” Conference paper presented in absentia with Lauren Gatti (1st author) and Ted Hamann (3rd author) at the annual conference of the American Anthropological Association (AAA). Chicago. November, 2013.

“Crime reports and social justice: The representation of Latinos in text and image” The first paper (with Linda R. Waugh) in a panel entitled “Ideologies at the intersection of discourse and social justice: Deepening our understanding of the paradoxical relationship” given at the International Society for Language Studies Conference (ISLS), San Juan, Puerto Rico, June 13-15, 2013.

“Art as Curriculum: Understanding Human Migration through the Vehicle of Dance” Presentation given with dancers and participants in the Migrant Stories/Dance Project at the 9th International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, May 15-18, 2013.

“Occupy Wall Street, Poverty and Education: Why Educators Should Be Occupiers”, Presentation given at the American Educational Research Association (AERA) Conference, San Francisco, April, 28 2013.

“The language of money: How metonymy helps shape public opinion about financial events” Presentation given at the University of Arizona SLAT colloquium (in absentia with Linda R. Waugh), Tucson, Arizona, April 19, 2013.

“Communicating about Immersion Programs to the Public: A Critical Discourse Analysis.” Presented with Aleidine J. Moeller at Immersion 2012: Bridging Contexts for a Multilingual World: Fourth International Conference on Language Immersion Education. St. Paul, Minnesota, October 18-20, 2012.

“A Critical Analysis of Metonymy in Image and Text: The ideologies behind crime reports of Latinos and Wall Street/CEOs”, Presentation with Linda R. Waugh given at the American Association of Applied Linguistics (AAAL) Conference, Boston, March 24, 2012.

“Linguistic Construction of Migrant Identity in U.S. Crime Reports”, Presentation given at the Dublin Institute of Technology in Dublin, Modern Languages Symposium, Conference on Language and Migration, Ireland, 2-3 December 2011.

“The Denaturalization of Romanies vs. the Naturalization of Italian Crime Organizations in Italy”. Presentation given at the Inaugural Conference in Romani Studies, University of California-Berkeley, November 10-11, 2011.

“Xeno-racism and discursive construction of “Us” vs. “Them”: Migrants and CEOs in U.S. crime reports”. Presentation given at Columbia University for Language and Social Interaction Working Group (LANSI), October 14-15, 2011.

“The Denaturalization of Romanies in Italy: How Language and Image Work Together”, Virtual presentation given for the Second International Conference on the Image, Kursaal Congress Palace, San Sebastian, Spain, 26-27 September, 2011.

“CALL Hypertext Reading activities for Italian students”. Co-presenter with Dr. Robert Ariew at the North East Conference on the Teaching of Foreign Languages (NECTFL), New York, March 26, 2010.

“Cosa Nostra and the Beasts: How media represent a xenophobic and racist ideology in Italy”. Co-presenter with Bryan Meadows, Four Corners Immigration Conference in Grand Junction, CO, October 9-10 2009.

“Cross-Linguistic Phonological Transfer Effects on Third Language Learners”, Presentation given at the Sixth Annual Third Language Conference in Bolzano, Italy, September 10-12, 2009.

“Barack Obama: A Semiotic Analysis of His Philadelphia Speech”, Presentation given at the American Association for Applied Linguistics Conference (AAAL), Denver, Colorado, March, 2009.

“Teaching Culture through Art”, Presentation given at the AZ-TESOL Conference, Tucson, AZ, October 4, 2008.

“Language and Identity: An Analysis of *America’s Next Top Model*”, Presentation given at the SLAT Roundtable, University of Arizona, Tucson, AZ, March 8, 2008

“Art Activities for the Foreign Language Classroom”, Presentation given at ACTFL (American Council of Teachers of Foreign Languages) Conference, San Antonio, November 2007.

“Art Activities for the Language Classroom”, Workshop held at Fall ESL Conference, Omaha Public Schools, Omaha, NE, October 2006.

GRANTS AND AWARDS

Grants

COVID-19 Rapid Response Grant Program grant from the Office of Research and Economic Development, University of Nebraska-Lincoln entitled “The ‘Chinese Virus: A critical discourse analysis of US government communication about COVID-19 and its impact on Chinese and Asian Americans in the U.S.” Co-PI, *Peiwen Wang. May 29, 2020 (Funded, \$3440).

COVID-19 Rapid Response Grant Program grant from the Office of Research and Economic Development University of Nebraska-Lincoln entitled “Zooming In: Best Practices for Remote Language Teaching in Response to the COVID-19 Pandemic”. PI Aleidine Moeller. May 30, 2020 (Unfunded).

Advisory Research Committee (with PIs Yolanda Heredia and Víctor Zúñiga of Tec de Monterrey), Spencer Foundation grant entitled “Transitioning from English to Spanish Literacy: Designing pedagogical strategies for children moving from U.S. to Mexican schools”. Submitted May, 2020 (Unfunded).

Co- PI (with PI Ted Hamann (UNL), Co-PIs Chandra Diaz (UNK), Janet Eckerson (UNK), Amanda Morales (UNL), Stephanie Wessels (UNL) and NU Affiliated scholars: Alfaro (SDSU), Sera Hernandez (SDSU), and one other SDSU colleague; J. Gabriel Ochoa (UPN-Tijuana), additional colleague from UPN-Tijuana; Juan Sánchez García (Escuela Normal Miguel F. Martínez [ENMFM]), additional colleague from ENMFM, Víctor Zúñiga (Tec de Monterrey) on University of Nebraska Collaboration Initiative Grant entitled “Education, Migration, and Teacher Preparation”. Submitted January 13, 2020, University of Nebraska-Lincoln. (Funded: \$114, 961).

Advisory Research Committee (with PIs Yolanda Heredia and Víctor Zúñiga of Tec de Monterrey), CONACYT (Consejo Nacional de Ciencia y Tecnología, Mexico) grant “Transitioning from English to Spanish Literacy: Designing pedagogical strategies for children moving from U.S. to Mexican schools”. Submitted March, 2020 (Unfunded).

Spencer Foundation New Civics Grant entitled “Creating community spaces for civil discourse through arts-based education”, February 1, 2019 (Unfunded).

Humanities Nebraska Grant entitled “Strengthening Nebraska’s Communities and Cultivating Better Teachers through Arts-Based Education”, January 2019 (Funded, \$1000). See <http://cyfs.unl.edu/news/?p=3578>

Spencer Foundation New Civics Grant entitled “Developing a Critical Consciousness and Civil Discourse through Arts-Based Education”, August 2018 (Unfunded).

Cooper Foundation Grant entitled “Democratic Education and the Arts: Understanding Migration through Experiential Learning”, June 2018 (Unfunded).

International Seed Grant for Teaching English to Speakers of Other Languages (TESOL) Certificate Initiative in Ecuador (Jenelle Reeves, leader), March 2018 (Funded, \$7200).

Spencer Foundation New Civics Grant entitled “Democratic Education and the Arts: Understanding Migration through Experiential Learning”, February 2018 (Unfunded).

Women Investing in Nebraska Grant entitled “Democratic Education and the Arts: Understanding Migration through Experiential Learning” February 2018 (Unfunded).

UNL Research Council Montgomery Lectureship Award Recipient to bring Dr. Ian Hancock to the University of Nebraska-Lincoln (through the UNL Research Council), March 16-18, 2015 (Funded, \$2000).

University Department Teaching Award-supported Grant to support research on “Changing 360 degrees: Stories of global migration and what teachers can learn from them”. Department of Teaching, Learning and Teacher Education, University of Nebraska-Lincoln, November 2014 (Funded, \$2000).

International Seed Grant for scouting trip to Italy to prepare for Italy 2015 study abroad trip, Summer 2015 (Funded, \$6000).

International Seed Grant for Migrant Dance Project for travel to Italy and to present dances at the 9th International Congress of Qualitative Inquiry at the University of Illinois Urbana Champaign, May 15-18, 2013 (Funded, \$6000).

International Seed Grant (with Ted Hamann and John Creswell) for exploratory meetings in Pretoria and travel to South Africa, Fall 2012, Summer 2013 (Funded, \$7000).

International Seed Grant (with Tom McGowan) for “Preparing general education teachers for second language learners project” with UCLM in Spain, Spring 2012 (Funded, \$5000).

National Awards

October 2017: Nominated for the American Educational Research Association (AERA) Exemplary Research in Teaching and Teacher Education Award.

May 2017: Nominated for the American Association of Applied Linguistics (AAAL) Book Award for *Talking about global migration: Implications for language teaching* (Multilingual Matters).

January 2017: Nominated for the 2017 Qualitative Book Award for the International Congress of Qualitative Inquiry for *Talking about global migration: Implications for language teaching* (Multilingual Matters).

February 2014: Finalist for 2014 Founders' Emergent Scholars Award (FESA) for the International Society of Language Studies and the Language Studies Foundation.

University of Nebraska-Lincoln

April 2021: *Faculty Mentoring Award*, College of Education and Human Sciences

December 2018: *Great Plains Fellow*, Center for Great Plains Studies

May 2018: *Faculty Affiliate*, Global Studies Program

January 2018: *Donald R. & Mary Lee Swanson Award for Teaching Excellence*, College of Education and Human Sciences

October 2017: Nominated for the Susan J. Rosowski Professorship

April 2016: *Emerging Scholar Research and Creative Award*, College of Education and Human Sciences

April 2015: Nominated for the *Women of Character, Courage and Commitment Award*

November 2014: *Faculty Affiliate*, Forsythe Family Program on Human Rights and Humanitarian Affairs

April 2014: *College Distinguished Teaching Award*, College of Education and Human Sciences

June 2013: *Faculty Affiliate*, Nebraska Center for Research on Children, Youth, Families and Schools

May 2013: *University Department Teaching Award* (awarded to whole Dept. of Teaching, Learning & Teacher Education)

University of Arizona

Spring 2011: *Outstanding Graduate Teaching Assistant*, College of Humanities

Fall 2010, Spring 2010: *SLAT Dissertation Scholarship Award*, Graduate Interdisciplinary PhD Program in Second Language Acquisition and Teaching

Fall 2010, 2009: *Graduate College Fellowship*, University of Arizona, Dept. of French and Italian

Fall 2009: *Merit Award* for travel to the 6th Annual Third Language Conference in Bolzano, Italy, University of Arizona, Graduate Interdisciplinary PhD Program in Second Language Acquisition and Teaching and Center for English as a Second Language

Fall 2009: *Graduate and Professional Student Council Travel Grant*, University of Arizona, Graduate and Professional Student Council

Fall 2009, Spring 2009, Fall 2007: *Herbert E. Carter Travel Award*, University of Arizona, Graduate Interdisciplinary PhD Programs Administration

Spring 2009: *SLAT Program Travel Grant*, University of Arizona, Graduate Interdisciplinary PhD Program in Second Language Acquisition and Teaching

2008: *Excellence in Service Award*, University of Arizona. Department of French and Italian

University of Nebraska at Omaha

2006: *Excellence in Teaching Award*, Department of Foreign Languages and Literature

1993: *Fulbright Scholarship* for study in Pakistan

Western Hills Elementary School

1995: *Nebraska PTA Honorary State Life Award for Excellence in Teaching*, Omaha, Nebraska

INTERNATIONAL EXPERIENCE

UNL Faculty-Led Study Abroad Trip Leader, “Italy: Immigrant Education in the Italian Context”, Summer 2019.

UNL Faculty-Led Study Abroad Trip Co- Leader, “Netherlands: Immigrant Education in the Dutch Context”, Summer 2017.

UNL Faculty-Led Study Abroad Trip Co-Leader, “Teaching English Language Learners in the UK”, Summer 2016.

UNL Faculty-Led Study Abroad Trip Co-Organizer, “Dominican Republic: Semester-Long Secondary Foreign Language Program”, Fall 2016

UNL Faculty-Led Study Abroad Trip Leader, “Italy: Immigrant Education in the Italian Context”, Summer 2015.

UNL Faculty-Led Study Abroad Trip Co-Leader, “South Africa: Schooling in Post-Apartheid South Africa, Summer 2013.

Student Mentoring

Chair or Co-Chair of 11 Doctoral Committees:

[10] Hadi Pir, PhD, Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln (expected defense Spring 2024)

[9] Fathiyyah Maryufani, PhD, Political Science, University of Nebraska-Lincoln (expected defense Fall 2021, co-chair Ross Miller)

[8] Uma Ganesan, PhD. Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln (expected defense Spring 2023)

[7] Alessia Barbici-Wagner, PhD. Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln (expected defense Spring 2023)

[6] Kayla Aurich, EdD. Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln (expected defense Spring 2022)

[5] Hanihani Traore Mandiba, PhD. Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln (expected defense Spring 2022, co-chair, Karl Hostetler)

[4] Magaly Castillo, PhD. Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln (expected defense Spring 2022)

[3] Yassine Rfissa, PhD. Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln (expected defense Spring 2022)

[2] Madhur Shende, PhD. Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln (expected defense Spring 2021)

[1] Jia Lu, PhD. Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln (expected defense Fall 2021, co-chair, Guy Trainin)

Chair/Co-Chair of Doctoral Committee for the Following (Graduated) Doctoral Students:

[1] Soon Ye Hwang (Graduated 2015, co-chair Margaret McIntyre Latta) Dissertation Title: "Classrooms as Creative Learning Communities: A Lived Curricular Expression"

Doctoral (PhD and Ed.D) Committee Member for the Following 29 (Graduated) Students:

Sydney Brown (2012), Brad Baurein (2013), Sevda Budak (2013), Connie Gibb (2014), Sheri Hurlbut (2015), Kristen Nugent (2015), Sarah Osborn (2015), Andrew Hustad (2015), Adam Wagler (2015), Christopher Richardson (2016), Fei Yu (2016), Amanda Romjue (2016), Kristine Sudbeck (2016), Scot Blum (2017), Jessica Sierk (2017), Emily Suh (2017), Jill Fox (2017), Nick Ziegler (2017), April Phillips (2017), Natalya Bogopova (2018), Lesa Brand (2018), Brett Erickson (2018), Jessica Masterson (2018), Kristin Ruiz (2018), Aiqing Yu (2019), Valerie Jones (2019), Phuong Pham (2019), Chrystal Liu (2020), Jillian Harpster, (2020).

External Committee Member for the Following 4 (Graduated) Students:

Zach Beare (ENG), Janet Emlich Kirchner (CPED, 2014), Maria Tsakeni (2015, University of Pretoria), Yolandi Woest (2016, University of Pretoria), Amanda Levos (2019, EDAD), Kris Schneider (2019, EDAD), Rachel Gresk (2020, EDAD)

Doctoral (PhD and Ed.D) Committee Member for the Following 23 PhD and EdD Candidates:

Crystal Bock, Megan van Alstine, Brandon Heinz, Jessica Mitchell-McCullough, Cara Morgenson, Danae Peterson, Amy Royuk, Molly Williams, Jacob Luiken, Xiaoyan Gu, Lisabeth Dotan, Heidi Jo Bartlett, Hector Palala Martínez, Virginia Newton, Dongmei Li, Alexa Yunes, Peiwen Wang, Consuelo Gallardo, Leonardo Brandolini, and Aizhen Zhang, Jennifer Bockerman, Lorinda Rice, and Kimberley D'Adamo

External Committee Member for the Following 9 PhD and EdD Candidates:

Katelyn Abraham (PolSci), Montserrat Fuente Camachos (DMLL), Elliott Jacobson (DMLL), Ann Matthews (CYAF), Luz Stella Valenzia Galviz (DMLL), James Tews (EDAD), Marcus Vinícius Barbosa (DMLL), Josefa Samper Suarez (DMLL), and Lara Armenteros Garrido (DMLL)

Advisor of 21 Master's Students (Graduated):

Brenden Burke (2017, World Language/English Learners), Chris Cunningham (2015, Art Education), Oscar Fuentes (2018, World Language/English Learners), Angelica Kluthe (2018, World Language), Zach Mapes (2016, English Learners), Bonodji Nako (2017, World Language/English Learners), Jared Peo (2015, English Learners) Hadi Pir (2018, English Learners), Sheila Siles (2016), Gigi Sothan (2013, English Learners), Chisato Steele (2014), Adrienne Thomas (2012), Ziqi Wang (2018, World Language), Jiayi Lu (2018, World Language), Shiqi Zang (2013, World Language), Learners Araceli Lobato Darias (World Language/English Learners), Catherine García (World Language), Chelsea (Cox) Nicholson (World Language/English Learners), Jeremy Hollman (World Language), Marcie Castillo (Dual Language), Michelle Clifford (Art Education)

Advisor of 13 Current Master's Students:

Rachael Belke (World Language), Emily Brooks (Golden Spanish), Matthew Geisselmann (World Language/English Learners), Lisa McKee (English Learners), Wenli Xu (World Language), Lauren Watkins (World Language), Kimberly Wilson (Golden Spanish/ELL), Bárbara Puig-Rovira (Spanish/TLTE), Dan Moran (Dual Language), Mariah Wailes (World Language), Rachel Alitz (English Learners), and Sierra Burkinshaw (World Language), Montserrat Fuente Camacho (DMLL/World Language)

Minor Advisor of Master's Students:

Jocelyn Swanson (DMLL), Francisco Javier Rodríguez (DMLL), Rebeca Jacobsen de Portales (DMLL)

Minor Advisor of Phd Students:

Josefa Samper (DMLL), Montserrat Fuente Camacho (DMLL)

Curriculum Writing

May 15-25, 2005: Curriculum Writer, Creighton University. Designing three 16-week courses (speaking/listening levels intermediate, high-intermediate, advanced) complete with extra activities, songs, links, and course overviews.

June 2000-July 2000: Curriculum Writer, Omaha Public Schools Adult Education Program. Writing, designing, and presenting materials to be distributed to Adult Ed. ESL teachers regarding oral activities for the classroom as well as workplace related materials.

January 1999 – August 1999: Curriculum and Testing Level Coordinator, Curriculum and Testing Department, Bilkent University. Designing and implementing EAP curriculum and preparing standardized tests unique to Bilkent (COPE exam).

Professional Services

National/International

Chapter reviewer for edited volume on *Linguistic Social Justice*, Spring 2021.

External Reviewer for Tenure & Promotion Candidate in the Warner School of Education and Human Development University of Rochester, November 2020.

International Society for Language Studies (ISLS) Board of Directors, Elected in 2020, will serve from 2020-2023.

Reviewed articles for the following peer-reviewed academic journals:

International Journal of Communication, Critical Inquiry in Language Studies, Bilingual Research Journal, Latino Studies, Teaching and Teacher Education, Frontiers in Education, Critical Discourse Studies, Journal of Teacher Education, Journal of Second Language Teaching, Discourse, Context and Media, Journal of Latinos and Education, Migration Studies, Linguistics and Education, Social Semiotics, Journal of Education for Students Placed at Risk (JESPAR), Journal of Language and Politics, Teacher Education Quarterly, Journal of Educational Policies and Current Practices, International Journal of Multicultural Education, Language and Education, TESOL Quarterly, Visual Communication, Review of Cognitive Linguistics

Reviewer for CERCLL International Conference on the Development and Assessment of Intercultural Competence, 2020.

Reviewer for “Pathways to Paradigm Change: Critical Examinations of Prevailing Discourses and Ideologies in Second Language Education”, 2019 Volume of Issues in Language Program Direction of the American Association of University Supervisors and Coordinators (AAUSC), September 2018.

Member of the American Association of Applied Linguistics Book Award Committee March 2018 - 2021

Reviewer for Sociolinguistics and Discourse and Interaction Strands for the American Association of Applied Linguistics Annual Conference (AAAL), March 28-31, 2020, Denver, Colorado.

Language and Ideology Strand Coordinator for the American Association of Applied Linguistics Annual Conference, Chicago, Illinois, March 25-27, 2018.

Editorial Board member for *South African Journal of Education*, March 2017-March 2019.

Associate Editor for *International Journal of Language Studies*, 2014-2019.
<http://www.ijls.net/editors/theresa.html>

Reviewer for American Association of Applied Linguistics Conference (AAAL), Orlando, Florida 2016.

Reviewed one project for National Research Foundation, 2014.

Reviewed two papers for *Central States Conference Report*, 2014-2015.

International Consultant (Asesora Internacional) for Universidad Distrital de Colombia. Advised the research project entitled ““Speeches, Interactive Media and Educational Policy” (occurring in Colombia) and provided feedback. Portland, Oregon, March 21, 2014.

Editorial Advisory Board Member for *Bloomsbury Advances in Critical Discourse Studies* book series. 2013-2015.

Associate Editor for *International Journal of the Image*, 2011-2013.

Reviewer, Center for Advanced Research on Acquisition (CARLA) Expanding our Horizons: Language Teacher Education Conference, May 2011

SLAT Annual Interdisciplinary Roundtable, 2008- 2010
Organizer, Moderator, Chair of registration table

CERCLL International Conference on the Development and Assessment of Intercultural Competence, 2010
Registration table volunteer

French and Italian Dept. Undergraduate Orientation, Summer 2010,
Representative at orientation for undergraduate students.

University of Nebraska-Lincoln/State of Nebraska

Member of Teaching Council, University of Nebraska-Lincoln, 2017-2020.

Treasurer, American Association of University Professors, University of Nebraska-Lincoln Chapter, 2019-2021.

Member of Academic Program Review Team, Global Studies Program, University of Nebraska-Lincoln. December 2017- January 2018.

Participated in World Language Standards revision for the Nebraska Department of Education, Spring and Summer 2020.

College of Education and Human Sciences (University of Nebraska-Lincoln)

Member of Dean Search Advisory Committee, College of Education and Human Sciences, January-February, 2019.

Member of Curriculum Committee for the College of Education and Human Sciences, University of Nebraska-Lincoln, Fall 2018.

Member of Teacher Scholars Academy Committee for the College of Education and Human Sciences, University of Nebraska-Lincoln, 2018-2021.

Department of Teaching, Learning and Teacher Education (University of Nebraska-Lincoln)

Member of Department of Teaching, Learning and Teacher Education Chair Search Committee, Spring 2021.

M3 (Migrant, Multilingual, Multicultural Populations) Initiative member- 2017-2019, leader, 2019-currently.

Member of Elementary Literacy Search Committee, Fall 2019.

Chair, Curriculum Committee for the Department of Teaching, Learning and Teacher Education, University of Nebraska-Lincoln, 2017-2018.

¡Hablamos! *Conversations on teaching, learning, and bilingualism.* Podcast for the International Consortium for Multilingual Excellence in Education (ICMEE), TLTE, University of Nebraska-Lincoln, May 2017.

Member of Advisory Committee, University of Nebraska-Lincoln, 2012-2013, 2018.

Member of Scholarship Committee, University of Nebraska-Lincoln, 2012-2014, 2017.

Faculty Advisor for the Graduate Student Association (GSA), Department of Teaching, Learning and Teacher Education, University of Nebraska-Lincoln, 2012-present.

Professional Memberships

Member, Scientific Committee of “Language and Literature Pedagogy” of the College of Education of the University of Basque Country [Universidad del País Vasco]. Member since 2019.

Member, Scientific Committee of "Reading and Literary Education" for the 17th International Congress of the Spanish Society of Didactics of Language and Literature Toledo, Spain. Member since 2017

Member, Latino Education Committee/Forum, Lincoln, NE, 2017-2018

Lincoln Public Schools Dual Language Coalition, co-founder/member 2016-2019

Member, University of Pretoria Centre for the Goodness in Diversity Initiative (2014-2015)

Association for Research and Applying Metaphor (RaAm), member since 2014

American Educational Research Association (AERA), member since 2012

American Association of Applied Linguistics (AAAL), member since 2008

Teachers of English to Speakers of Other Languages (TESOL), member since 2005

American Council of Teachers of Foreign Languages (ACTFL), member since 2006

International Society for Language Studies (ISLS), member since 2012

LANGUAGES

English: native speaker

Italian: near-native speaker

Spanish: Advanced mid (ACTFL OPIc, October 29, 2019)

French: intermediate reading and translation, novice speaking

Turkish: novice

Portuguese: novice

For additional information and examples of materials please visit

<https://cehs.unl.edu/tlte/faculty/theresa-catalano/>

*This c.v. was updated April 21, 2021