

Curriculum Vitae

LYDIAH KANANU KIRAMBA

University of Nebraska-Lincoln
College of Education and Human Sciences
Department of Teaching, Learning and Teacher Education
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Lincoln, NE 68588-0355
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EDUCATION

Ph.D., Curriculum and Instruction: Division of Language and Literacy

University of Illinois at Urbana –Champaign (UIUC)

2016

Major: Language and Literacy Studies

Concentration: Bilingual Education and Linguistic Diversity
Second Language Acquisition and Teacher Education (SLATE)

Dissertation Title: *Communicative Practices in a Bi-/Multilingual, Rural, Fourth Grade Classroom in Kenya*

MA African Studies

2011

University of Illinois at Urbana Champaign

Minor: Gender Relations in International Development

2016

MA Linguistics (African Linguistics-Kiswahili)

2008

Moi University, Kenya.

MA Thesis: *Muundo wa Kisintaksia wa Kikundi Kitenzi cha Kimeru: Kiunzi cha Kanuni Finyu*
(The Syntactic Structure of Kimeru Verbal Phrase: A Minimalist Approach)

Bachelor of Education Arts

2005

Moi University, Kenya

Kiswahili Language & Literature and Mathematics

Certificate in Computer Studies

2002

Kenyatta Virtual University

ACADEMIC APPOINTMENTS AND TEACHING EXPERIENCE

Assistant Professor, English Learner (EL): Linguistics

August 2016 to present

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

Lincoln, NE

TEACHING

University of Nebraska-Lincoln

TEAC 815E: Emerging Biliteracy
TEAC 413/813K: Linguistics for the English language learner (ELL) Teacher
TEAC 317: Teaching English Language Learners in Elementary School
TEAC 413/813M: Teaching English Language Learners in Secondary Content Areas
TEAC 902A: Language Policy and Planning
TEAC 413/813K: Linguistics for the Language teacher
TEAC 413/813M: Teaching Multilingual Learners in Secondary Content Areas
TEAC 317: Teaching Multilingual Learners in Elementary School
TEAC 499: Independent Study

University of Illinois at Urbana-Champaign (UIUC)

Instructor of Language and Literacy

CI 476: Teaching Elementary Reading and Language Arts II **Spring 2016**
CI 475: Teaching Elementary Reading and Language Arts I **2015**
CI 433: Foundations of Bilingual Education in the US **2013**

Instructor of Swahili (UIUC)

Department of Linguistics and African Studies

Elementary, Intermediate, and Advanced Swahili **2009- 2015**
Summer Institute for Languages of the Muslim World **2011, 2012, 2013, 2014, 2015**
Summer Cooperative African Languages Institute (SCALI), Michigan State University **2010**

Carol College, Teachers Training, Kenya

Director of Teaching Practice **2007- 2009**

- Posted pre-service teachers to various schools for teaching practice/practicum
- Coordinated assessment of pre-service teachers by the teaching staff
- Conducted field observations and assessments of language arts and content areas

Lecturer of Education **2007- 2009**

- Kiswahili language and literature courses
- Early childhood development & education (Diploma and Certificate)
- Research methods

African Institute of Development and Technology, Department of Education **2006- 2007**

Lecturer of Education

- Kiswahili lecturer (regular session).
- Early childhood development & education: Diploma and Certificate; school-based program

Koilot Secondary School Lessos-Eldoret

High School Teacher **2005-2006**

- Kiswahili and Mathematics, and, badminton coach

RESEARCH AND TEACHING INTERESTS

Bi-/multilingualism and Bilinguality, Second/additional Language Education, Migrants, Immigrants and Multilingual/Multicultural Education, Language and Literacy Development, Language and Literacy Teaching and Assessment, Classroom Discourses, Teacher Education, Language Policy and Ideologies, Transnational Literacy, and, Urban Education

PUBLICATIONS

1. **Kiramba, L.K.** & Oloo, J.A. (2019). "It's OK. She doesn't even speak English." Narratives of language, culture, and identity negotiation by immigrant high school students. *Urban Education*. <https://doi.org/10.1177/0042085919873696>
2. **Kiramba, L. K.**, & Smith, P. H. (2019). "Her sentence is correct, isn't it?": Regulative discourse in English medium classrooms. *Teaching and Teacher Education*, 85, 105-114.
3. **Kiramba, L. K.** & Oloo, J.A., (2019) Untapped communicative resources in multilingual classroom settings: Possible alternatives. *Southern African Linguistics and Applied Language Studies*, 37(2), 171-187. DOI: [10.2989/16073614.2019.1632723](https://doi.org/10.2989/16073614.2019.1632723)]
4. Oloo, J.A & **Kiramba, L.K.** (2019). A narrative inquiry into experiences of Indigenous teachers during and after teacher preparation. *Race, Ethnicity and Education*. <https://doi.org/10.1080/13613324.2019.1604507>
5. **Kiramba, L.K** & Harris, V.J. (2018/2019). Navigating authoritative discourses in a multilingual classroom: Conversations with policy and practice. *TESOL Quarterly*, 52(2), 482-513. doi:10.1002/tesq.493
6. **Kiramba, L.K.** (2018). Language ideologies and epistemic exclusion, *Language and Education*, 32(4), 291-312. doi: 10.1080/09500782.2018.1438469
7. **Kiramba, L. K.** (2017). Multilingual literacies: Invisible representation of literacy in a rural classroom. *Journal of Adolescent & Adult Literacy*, 61(3), 267-277. doi:10.1002/jaal.690
8. **Kiramba, L. K.** (2017). Translanguaging in the writing of emergent multilinguals. *International Multilingual Research Journal*, 11(2), 115-130. doi:10.1080/19313152.2016.1239457
9. **Kiramba, L. K.** (2016/2019). Heteroglossic practices in a multilingual science classroom. *International Journal of Bilingual Education and Bilingualism*, 22(4), 445-458. doi:10.1080/13670050.2016.1267695
10. **Kiramba, L.K.** (2015). Classroom discourse in bilingual and multilingual Kenyan primary schools. In, E. Zsiga, B. One, & R. Kramer (eds.), *Languages in Africa: Multilingualism, language policy and education* (pp. 49-58). Washington DC: Georgetown University Press.
11. **Kiramba, L.K.** (2014). Ufundishaji wa Kiswahili katika enzi ya utandawazi. *Journal of the African Language Teachers Association (JALTA)*, 2, 97-112.

OTHER PUBLICATIONS

1. Kiramba, L.K. (2019). Invisible literacies among multilingual children: A reflection. *TESOLers for social responsibility*. The newsletter of the social responsibility interest section (SRIS). TESOL. <http://newsmanager.commpartners.com/tesolsris/issues/2019-09-12/3.html>

MANUSCRIPTS UNDER REVIEW

1. Catalano, T., **Kiramba, L.K.**, & Viesca, K. Markedness, Iconicity, Erasure, and Languages as Resources: The Experiences of Multilingual Learners Not Labeled 'ELL' in U.S. Schools

2. Charamba, E. & **Kiramba, L.K.** Translanguaging in a multilingual chemistry classroom: Framing epistemic access in sciences.
3. **Kiramba, L. K.** , Onyewuenyi, A., Kumi-Yeboah, A., & Sallar, A. M. Navigating multiple worlds: Experiences of Ghanaian-born immigrant adolescent girls in the US urban schools.
4. **Kiramba, L.K.**, & Oloo, J.A. (Forthcoming, January 2020). Identity negotiation in multilingual contexts: A narrative inquiry into experiences of an African immigrant high school student. In P. Smith (Ed.), Clarifying the role of race in the literacies of Black immigrant youth. Yearbook/Special Issue, Volume 122, Number 13, Teachers College Record.

MANUSCRIPTS IN PREPARATION

1. Yang, S., **Kiramba, L.K.** & Wessels, S. Translanguaging for biliteracy development: Book reading practices in a Chinese bilingual family.
2. **Kiramba, L.K.**, & Deng, Q. Are teachers prepared to teach multilingual learners in U.S. public schools? A national sample of public-school teachers.
3. **Kiramba, L.K.**, Kumi-Yeboah, A., & Smith, P. Cross-cultural educational experiences: Voices of Black African-born adolescent immigrants in United States schools
4. **Kiramba, L.K.**, Kumi-Yeboah, A., & Smith, P. "Marginalized by their culture": Cross-Cultural educational experiences of the African immigrant youth in United States schools

RESEARCH ACTIVITIES

2016-2020	Senior personnel, International Consortium for Multilingual Excellence in Education (ICMEE)
2018-2020	Voices of Multilingual Learners. PIs: Theresa Catalano, Lydia Kiramba , Kara Viesca
2018-2021	Voices of African immigrant and refugee children and parents about their schooling in the US
2019-2021	Africa Research Initiative. Trainin, G. (PI); Kiramba, L.K.; Hamann, T.; Thomas, S. & Amani, N. (Co-Pi's)

INVITED TALK

1. Kiramba, L.K. (April 2, 2019). Promising multilingual literacy practices: Translanguaging in language arts and content areas. **RTI International**. Washington, DC.
<https://www.rti.org/event/beyond-early-grade-reading-sustaining-learning-gains-upper-primary>
2. March 27, 2019. Panelist and moderator. **Africa Forum**, Omaha
3. Kiramba, L.K. Language purism in education: English medium instruction in Kenyan multilingual classrooms. **School of Languages in Education, Faculty of Education. North-West University**, Potchefstroom Campus, South Africa, August 13-19, 2018.
<https://newsroom.unl.edu/announce/cehs-news/8355/47658>
4. Keynote Speaker, **Mandela Washington Fellowship (MWF)**, (June, 2017)

1. Kiramba, L.K. (under review). Identity negotiation in multilingual contexts: A narrative inquiry into experiences of African immigrant high school students. **Comparative and International Education Society. 64th Annual Conference.** Miami, FL. March 22-26, 2020
2. **Kiramba, L.K.**, Kumi-Yeboah, A., & Smith, P. (accepted) "Marginalized by their culture": Cross-cultural educational experiences of African immigrant youth in United States schools. Proposal submitted to the 2020 annual meeting of the **American Educational Research Association (AERA)**, San Francisco, CA. April 17-21, 2020
3. **Kiramba, L.K.** (accepted). How many languages do you Speak? Narratives of language, culture, and identity negotiation by immigrant high school students. Proposal submitted to the 2020 annual meeting of the **American Educational Research Association (AERA)**, San Francisco, CA. CA. April 17-21, 2020
4. **Kiramba, L.K.** (under review). Racialized narratives of multilingualism, identity and culture negotiation by immigrant high-school students. In Symposium, Clarifying the Role of Race in the Literacies and Englishes of Black Immigrant Youth. Proposal submitted to the 2020 annual meeting of the **American Educational Research Association (AERA)**, San Francisco, CA. April 17-21, 2020
5. Kiramba, L.K. Language hierarchy and identity construction in multilingual contexts: A narrative inquiry into experiences of an African immigrant high school student. Poster to be presented at the 2019 Annual meeting of **National Council of Teachers of English (NCTE)** as a part of CNV program, Baltimore, Maryland, November 21-24, 2019
6. **Kiramba L.K** & Oloo, J.A. "It's OK. She doesn't even speak English." Narratives of language, culture, and identity negotiation by immigrant high school students. Fifteenth **International Congress of Qualitative Inquiry (ICQI)**. University of Illinois at Urbana Champaign, IL. May 15-18, 2019
7. Kiramba, L.K. Highlighted session: Multilingual teaching in schools and in homes - Multilingual competencies: Discursive practices in a multilingual Classroom. **Comparative and International Education Society. 63rd Annual Conference.** April 14-18, 2019. San Francisco, United states
8. Deng, Q. & **Kiramba, L.K.** Are Teachers Prepared to Teach Multilingual Learners in U.S. Public Schools? A National Sample of Public-School Teachers. **American Educational Research Association (AERA)**, Toronto, Canada. April 5-9, 2019
9. Yang S. & **Kiramba, L.K.** Translanguaging for biliteracy development: Book reading practices in a Chinese Bilingual Family. 68th Annual Conference, **Literacy Research Association**, Indian Wells, CA. November 28th -December 1, 2018
10. Watson, V.W., Bryan, K., Smith, P., **Kiramba, L.**, Braden, E., & Zaidi, R. Love through advocacy: Clarifying the invisible literacies of immigrant youth. Symposium submitted to the 2018 annual meeting of the **Literacy Research Association**, Indian Wells, CA. [Chair: Patricia Enciso | Discussant: Aria Razfar]. November 28th -December 1, 2018

11. Translingual Practices in an emerging multilingual classroom. **2018 NCTE Annual Convention: Raising Student Voice: Speaking Out for Equity and Justice.** George R. Brown Convention Center - Houston, TX. November 15-18, 2018
12. Kiramba, L.K. Invisible Literacies. Poster presented at the 2018 Annual meeting of **National Council of Teachers of English (NCTE)** as a part of CNV program, George R. Brown Convention Center - Houston, TX. November 15-18, 2018
13. Kiramba, L.K. Multilingual competencies: Invisible assets in a multilingual classroom. **5th International Conference on Language and Literacy Education.** University of Witswatersrand, Wits school of Education, South Africa, 27th ST Andrews Road. August 17-19, 2018
14. Kiramba, L. & Yang S. Translanguaging for Biliteracy development: Book reading practices in a Chinese Bilingual Family. The fifth biennial CYFS Summit on **Research in Early Childhood: Creating Connections among Research, Practice & Policy.** Nebraska Innovation Campus Conference Center. April 25, 2018
15. The discursive practices in a multilingual classroom: Persuasive or authoritative? **National Council of Teachers of English Assembly for Research (NCTEAR) Midwinter Conference: Inclusivity, Diversity, Equity, and Activism: Research and Practice for the Success of All.** Towson University, Towson, Maryland, March 16-18, 2018
16. Heteroglossic Practices in a Multilingual classroom: Navigating authoritative discourses. **Language, Literacy, and Culture Research Colloquium.** Department of Teaching, Learning and Teacher Education. College of Education and Human Sciences, February 17, 2017
17. Navigating authoritative discourses in a multilingual classroom: Conversations with policy and practice (*accepted*). **Comparative and International Educational Society (CIES 2017):** Problematizing inequality: The promise of comparative and international education. Atlanta, GA. March 5-9, 2017
18. Heteroglossic practices in a multilingual science classroom. **National Association for Bilingual Education (NABE) 2017.** Hilton Anatole ~ Dallas, TX. February 23rd-25th, 2017
19. Language Purism in Education at Globalizing Times. **Urbanization, Youth Languages and Technological Innovations in Africa.** Yale University. October 6-7, 2016
20. Literacies and Tensions. **Twelfth International Congress of Qualitative Inquiry.** University of Illinois at Urbana-Champaign. May 18-21, 2016
21. Translanguaging in the Writing of Emergent Multilinguals. **Twelfth International Congress of Qualitative Inquiry.** University of Illinois at Urbana-Champaign. May 18-21, 2016
22. Decolonizing Literacy: Multilingual Literacies in a Kenyan Rural Classroom. **National Council of Teachers of English (NCTEAR),** Eastern Michigan University, Ypsilanti, MI. February 5-7th. 2016
23. Decolonizing Literacy: Multilingual Literacies in Kenya Rural Classrooms. **58th African Studies Association (ASA) Annual Meeting.** San Diego, California. November 19 - 22, 2015

24. Tensions and Interaction Resources: Multilingual Literacies in Kenya Rural Classrooms. **12th Annual African Students Organization Spring Forum**. Bruce D. Nesbitt African American Cultural Center (BNAACC), March 14, 2015
25. Writing in a Foreign Language Classroom. **18th Annual African Language Teachers Association (ALTA) Conference**, Westin Hotel, Chicago IL, April, 25th -27th, 2014
26. Collaborative Writing in a Foreign Language Classroom. **National Council of Teachers of English (NCTEAR)**, Elmhurst College IL, January, 10-12th, 2014
27. Meaning Making Literacy Practices in Rural Schools in Kenya. **Literacy Research Association (LRA) 63rd Conference**, Omni Dallas Hotel, Dallas-Texas. December, 4th -7th, 2013
28. Classroom Discourse in Bi/Multilingual Kenyan Rural Primary Schools. **Annual Conference on African Linguistics (ACAL 44)**, Georgetown University, Washington, D.C. 7th-10th March, 2013
29. Nafasi ya Kiswahili Katika Enzi za Utandawazi. **14th Annual ALTA Conference**. Madison Concourse Hotel, Madison Wisconsin, April 7th -10th, 2011
30. Linguistic Human Rights. **8th Annual African Students Organization Spring FORUM** at Alice Campbell Alumni Center, UIUC. April 23, 2011

TEACHER PROFESSIONAL DEVELOPMENT E-WORKSHOPS

ICMEE 2019 E-workshop: Embracing community cultural wealth among multilingual learners of migrant and refugee backgrounds

ICMEE 2018 E-workshop: Uncovering and leveraging students' home literacies in the classroom
<https://newsroom.unl.edu/announce/cehs-news/9619/56514>

ICMEE (2018). ¡HABLAMOS! Conversations on Teaching, Learning and Bilingualism
<https://mediahub.unl.edu/media/7858>

AWARDS AND HONORS

Nominated for AERA Language and Social Processes (LSP) SIG Emerging Scholar Award	2019
International Reading Association (IRA) Reading Hall of Fame (RHOF) Young Scholars Award, Reading Hall of Fame	2018-2020
Cultivating New Voices Among Scholars of Color (CNV). National Council of Teachers of English (NCTE) Research Foundation	2018-2020
Graduate Student Fellowship Department of Curriculum and Instruction, University of Illinois at Urbana Champaign	2016

Hardie Conference Travel Grant College of Education, University of Illinois at Urbana Champaign	2015
Graduate College Conference Travel Award Graduate College, University of Illinois at Urbana Champaign	2015
Hardie Dissertation Award College of Education, University of Illinois at Urbana Champaign	2014
Teachers Ranked Excellent by their Students Center for Innovation in Teaching and Learning, University of Illinois at Urbana Champaign	2011, 2012, 2013, 2014, 2015
Hardie Conference Travel Grant College of Education, University of Illinois at Urbana Champaign	2013
Graduate College Conference Travel Award Graduate College, University of Illinois at Urbana Champaign	2013
College of Education Conference Travel Grant College of Education, University of Illinois at Urbana Champaign	2013
Graduate College Conference Travel Award Graduate College, University of Illinois at Urbana Champaign	2011
Best Graduate Paper Award African Studies, University of Illinois at Urbana Champaign	2011

GRANTS WORK

2018-2020: Trainin, G. (PI); **Kiramba, L.K.**; Hamann, T.; Thomas, S. & Amani, N. (Co-Pi's). (2018). Africa Research Initiative. NU. (\$20,000, funded)

2016-2021: International Consortium for Multilingual Excellence in Education. PI: Kara Mitchell Viesca. Senior Personnel: Joan Barnatt, Chris Carson, Nancy Commins, Kelly Demers, Timo Ehmke, Margaret J. Freedson, Lauren Gatti, Renée Greenfield, Svenja Hammer, Bryn Harris, Kim Hutchison, Aaron Johnson, Joy Johnson, Nicole Joseph, Jung-In Kim, **Lydia Kiramba**, Nancy Leech, Amy Liebermann, Christine Montecillo Leider, Ngoc-Diep, Nguyen, Justing Olmanson, Sharolyn Pollard-Durodola, Kathryn Strom, and Annela Teemant. Department of Education Office of English Language Acquisition National Professional Development Program (Award # T365Z160351). REQ: \$2.74 million, funded.

Kiramba, L.K (PI); Mabeya, D & Mock, P. (from Midwestern African Museum of Art, (MAMA)) (Co-PIs). Multilingual literacies: African immigrant and refugee children and families rewriting/retelling their stories through reading. (Submitted on 8/1/19 to Sociological Foundation Initiatives (\$20,000)).

Kiramba, L.K.; Hamann, T. & Thomas, S. (Co-Pis). (2018). Africa Teaching Initiative. (\$10,000) (Not funded)

Kiramba, L.K. (Principal investigator). (2017). Voices of African immigrant and refugee children and parents about schooling in the US. Submitted to Layman seed grant, UNL (\$10,000). (Not funded)

TEACHING CERTIFICATION

Second Language Acquisition and Teacher Education (SLATE) 2016
Department of Linguistics and Curriculum & Instruction, UIUC

Certificate in Teaching with Technology 2016
Center for Innovation in Teaching and Learning, UIUC

Graduate Teacher Certificate 2016
Center for Innovation in Teaching and Learning, UIUC

Second Language Acquisition Certificate 2010
African Language Teachers Association

TEACHING WORKSHOPS

Peer review of teaching. University of Nebraska-Lincoln 2019-2020

New Faculty Development Program Workshop: **Teaching at Nebraska** 2018
September 27th at the Nebraska Innovation Campus Conference Center

Spring Teaching and Learning Symposium. Motivation, Engagement, and Evidence. UNL 2017

Faculty Summer institute on **Intersection of Teaching and Technology**, May 27-29, 2015. 2015
I Hotel and Conference Center, Champaign, IL

National Council of Less Commonly Taught Languages (NCOLTCL). **Technologies in Language Teaching**. April 24-27, 2014. The Westin Chicago North West. 2014

Midwest Association of Language Testers (MwALT) 2012 Conference on **Inferences and Actions in Language Testing**. October 5th - 6th, UIUC 2012

NCOLTCL. **Building Language Capacity: Collaboration, Innovation and Globalization** 2011

PROFESSIONAL MEMBERSHIP

American Educational Research Association (AERA)

Divisions and special interest groups:

- Bilingual Education Research Special Interest Group (SIG)
- Second Language Acquisition SIG
- Division G – Social Context of Multiple Languages and Literacies
- Division G – Social Context of Education Policy, Politics, and Praxis

- Division K – Teaching and Teacher Education
- Language and Social Processes SIG
- Narrative SIG

National Association for Bilingual Education (NABE)

Literacy Research Association (LRA)

National Council of Teachers of English (NCTE)

Comparative and International Education Society (CIES)

African Studies Association (ASA)

SERVICE TO THE DEPARTMENT/COLLEGE/UNIVERSITY

- Member, Scholarship Committee (2017 -)
- Member, Graduate Committee (2018 -)
- Elementary education capstone assessment, April 27th 2018; December, 7th, 2018, April, 2019
- Invited guest in TEAC 995A – Graduate Seminar (September, 2016)
- Invited guest in TEAC 815B- Schooling and the Multilingual Mind) class (April 10, 2017)
- Panelist, Graduate students' orientation, August, 2019
- Panelist, Graduate students association, (April 17th, 2017)
- Reviewer, Cped admissions committee member (October, 2016)
- Reviewer, elementary education admissions (2016-)
- Study abroad scouting trip to South Africa (August, 2018)
- Secondary leader, study abroad to South Africa, 2019

GRADUATE STUDENT ADVISING

- Member of dissertation committee, 4 PhD students
- Advisor, 5 masters students
- Co-advisor, 2 EdD students
- Co-advisor, 1 PhD student
- Advisor, 1 PhD student
- Reader, masters thesis (April, 2018)
- Reader, PhD dissertation (June, 2019)
- Advised one student to complete a senior thesis (6 credit hours), (Fall 2017)

DOCTORAL DISSERTATION COMMITTEE MEMBER (COMPLETED)

Shuling Yang (2019). Coaching Chinese mothers to ask higher-level questions during dialogic reading, University of Nebraska-Lincoln.

PROFESSIONAL SERVICE

- America Educational Research Association (AERA, 2019/2020). Conference proposal reviewer for:
 - SIG – Narrative and Research (7 proposals)
 - SIG – Bilingual Education Research (6 proposals)
 - SIG – Language and Social Processes (6 proposals)
 - SIG – Second Language Research (10 proposals)

- America Educational Research Association (AERA, 2018/2019). Conference proposal reviewer for:
 - Division G - Social Context of Education (4 proposals)
 - SIG – Bilingual Education Research (7 proposals)
 - SIG – Language and Social Processes (5 proposals)
 - SIG – Second Language Research (8 proposals)

- Reviewer, *Language and Education*, October 2019-
- Ad-hoc reviewer, *Linguistics and Education*, October 2019-
- Reviewer, *International Journal of Multilingualism*, August 2019-
- Reviewer, *Journal of Language, Identity & Education*, July 2019-
- Reviewer, *Language, Culture and Curriculum*, March 2018 - present
- Reviewer, *Bilingual Research Journal*, December, 2018 - present
- Reviewer, *Southern African Linguistics and Applied Language Studies*, 2017-present
- Member of editorial review board, *Caribbean Educational Research Journal (CERJ)*
- Reviewer, *Foreign Language Annals*, 2016-2017
- Guest Reviewer, *JTE*, August 2018 - present
- Guest reviewer and translator, *Research in the Teaching of English*, (2016-)
- Paper session Chair, Literacy Research Association, Thursday, November 28th, 2018
- Paper session chair, 5th International Conference on Language and Literacy Education. University of Witswatersrand, Wits school of Education, South Africa, 27th ST Andrews Road. August 17-19, 2018
- Invited international scholar, North-West University, South Africa. August 13-19, 2018

LANGUAGES

Kimeru, Kiswahili and English
 Others: Kikuyu, Kiambu and Kikamba