

Curriculum Vitae

THERESA CATALANO

Professor of Second Language Education/Applied Linguistics
Department of Teaching, Learning & Teacher Education,
282 Carolyn Pope Edwards Hall, University of Nebraska-Lincoln
Phone: (402) 472-2231
tcatalano2@unl.edu

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

Professor, Dept. of Teaching, Learning and Teacher Education, College of Education and Human Sciences, University of Nebraska-Lincoln, 2022 – present.

Associate Professor, Dept. of Teaching, Learning and Teacher Education, College of Education and Human Sciences, University of Nebraska-Lincoln, 2017 – 2022.

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

Coordinator, World Language Secondary Education Program (including Master's plus certification), 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 944B Aesthetics and Arts Education for Multilingual Learners

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 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: English as a second language (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 = 22; i10 index = 39; Citations = 1843

(Source: [Google Scholar](#))

(70 total publications including 3 books (and one in progress), 49 peer-reviewed journal articles, 13 editor-reviewed book chapters, 1 refereed conference presentation, 2 book reviews, 1 planning guide for the Midwest Equity and Plains Equity Assistance Center, 1 foreword and 1 prologue 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

4) Assimakopoulos, S., **Catalano, T.** (30%), & Lee, C. (Eds.) (In progress). *Bloomsbury Handbook of Harmful Discourse*. Bloomsbury.

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

49) Hamann, E.T., **Catalano, T.** (35%), and Mitchell-McCullough, J. (In press). What Lau could have precipitated but didn't: The stalled campaign for DLBE in the 'Middle of Everywhere'. *Bilingual Research Journal, Special Issue* on "The Past, Present and Future of Language Rights in the United States: Lau v. Nichols 50th Anniversary".

48) **Catalano, T.** (60%), *Malgoubri, I., Shende, M., Ganesan, U., & *Pir, H. (In press). Supporting multilingual learners and their home languages: Parent perspectives. *Journal of Language, Identity and Education*.

47) Leonard, A., **Catalano, T.**, (40%) Reeves, J., Wessels, S., Ganesan, U., *Barbici-Wagner, A., (In press). Developing interculturality in preservice teachers via dance storytelling. *Journal of Dance Education*.

46) Moran, D., **Catalano, T.** (50%) & *Palala Martínez, H. (2024). Indigenous Latinx students and translanguaging: The possibilities and challenges of using K'iche' in a kindergarten Spanish-English handwriting classroom. *Bilingual Research Journal*.

45) **Catalano, T.** (60%), Malgoubri, I., Bockerman, J., *Palala Martinez, H., *Kelsey, M., *Brandolini, L., & *Shcherbakov, I. (2024). Collaborative aesthetic experiences and teacher learners: Arts-practice research in a teacher education classroom. *International Journal of Education & the Arts*. 25(13). <http://doi.org/10.26209/ijea25n13>

44) **Catalano, T.** (60%), & Schleck, J. (2024). Discourses that undermine union movements: A multimodal analysis of union-busting videos. *Social Semiotics*. <https://doi.org/10.1080/10350330.2023.2298819>

42) Wessels, S., **Catalano, T.**, (40%) Reeves, J., Leonard, A. E., *Ganesan, U., *Barbici-Wagner, A. & *Gallardo, C. (2023). "Just attaching a face": Engaging local refugee communities in preservice teacher education focused on students with immigrant/refugee backgrounds. *TESOL Journal*, 15, e782. <https://doi.org/10.1002/tesj.782>

42) Barbici-Wagner, A.*, **Catalano, T.** (35%), & Meadows, B. (2023). Migrants, Covid-19, and Italy: A multimodal critical discourse analysis of the construction of and resistance to nationalist discourses. *Critical Approaches to Discourse Analysis Across Disciplines (CADAAD)*. 15(1), 21-44. <https://www.lancaster.ac.uk/fass/journals/cadaad/volume-15-2023/>

41) Wang, P.* & **Catalano, T.** (40%) (2023). 'Chinese Virus': A critical discourse analysis of anti-Asian racist discourse during the COVID-19 pandemic. *Journal of Language and Discrimination*. 7(1), 26-51. <https://doi.org/10.1558/jld.23484>

- 40) Gu, X.*, & **Catalano, T.** (40%) (2022). Representing transition experiences: A multimodal critical discourse analysis of young immigrants in children's literature. *Linguistics and Education*. <https://authors.elsevier.com/c/1fRXX3CKC-8vvD>
- 39) **Catalano, T.**, (60%) *Palala Martinez, H., & *Moran, D. (2022). 'I see you': Indigenous language study in a bilingual teacher education program. *International Journal of Bilingual Education and Bilingualism*. DOI: 10.1080/13670050.2022.2072169. <https://www.tandfonline.com/doi/full/10.1080/13670050.2022.2072169>
- 38) **Catalano, T.** (60%) & Morales, A. (2022). Dancing across difference: Arts and community-based interventions as intercultural education. *Intercultural Education*. <https://doi.org/10.1080/14675986.2021.2016214>
- 37) **Catalano, T.** (50%) & Wang, P. (2021). Social media, populism, and COVID-19: Weibo users' reactions to anti-Chinese discourse. *Studies in Media and Communication*. 9(2), 58-70. <https://doi.org/10.11114/smc.v9i2.5388>
- 36) **Catalano, T.** (50%), *Ganesan, U., *Barbici-Wagner, A., Leonard, A., Wessels, S., Reeves, J. (2021). Dance as Dialog: A metaphor analysis of arts and community-based learning with preservice teachers and a local refugee community. *Teaching and Teacher Education*. <https://doi.org/10.1016/j.tate.2021.103369>
- 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. <https://doi.org/10.29140/ice.v4n1.443>
- 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%), Kananu Kiramba, L. & 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. DOI: [10.1177/0957926519880037](https://doi.org/10.1177/0957926519880037)

- 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. doi:10.1080/15427587.2019.1626237
- 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.
<https://digitalcommons.unl.edu/teachlearnfacpub>
- 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

13) **Catalano, T.** & Gu, Xiaoyan. (In press). What makes a good picture book about migration and how can multimodal critical discourse analysis help us find the answer? In Santamaria-García, C. and E. Ventola (Eds.) *A Multimodal Approach to Picture Books on Migration and Migrants*. In series *Routledge Studies in Multimodality* edited by Kay L. O'Halloran.

12) Moran, D.* & **Catalano, T.** (50%). (In press). Desde *hola* hacia *utz i petik*: El desarrollo de conexiones familiares mediante el estudio de idiomas indígenas [From *hola* to *utz i petik* : Creating family connections through Indigenous language study.] In E. Johnson & L. Murillo (Eds.), *Alianzas Familiares en la Educación Multilingüe/Family Alliances in Multilingual Education*, Information Age Publishing (IAP).

11) **Catalano, T.** (60%) & *Malgoubri, I. (In press). Developing critical cultural awareness and critical consciousness in world language classrooms. In V. Russell, K. Murphy-Judy, F. Troyan, A. Moeller, & K. Hines-Gaither, (Eds.) *Routledge Handbook of Research on World Language Instruction*. Routledge.

10) **Catalano, T.**, (60%) Hamann, E. T., & Zúñiga, V. (October 2024). Teacher educators following the steps of transnational students: Virtual exchanges in teacher education programs between Mexico and the US. In F. Dervin, J. Peng, & V. Tremion

(Eds.), *Interculturality Online: Ideological Constructions and Considerations for Higher Education*. Routledge.

9) * Wang, P. & **Catalano, T.** (40%) (2022). 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.** (60%) & Waugh, L. (2022). Chapter 9: Metonymies of migration: Media discourse about and by migrants. In M. Brdar & R. Brdar (Eds.). *Figurative thought and language in action*, (pp. 215-235). In *Figurative Thought and Language Series*. London: John Benjamins.

7) **Catalano, T.** (70%) & *Moran, D. (2022). 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 Hamann, E. T., Zúñiga, V., & Sánchez García, J. (Eds.) (2022). *Lo que conviene que los maestros mexicanos conozcan sobre la educación básica en Estados Unidos* [What Mexican Teachers Need to Know About ‘Educación Básica’ in the United States]. Universidad Autónoma de Nuevo León Press.

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. Zeichner (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

Waugh, L.R. & **Catalano, T.** (50%) (2021). Review of Wodak, Ruth. *The Politics of Fear: The Shameless Normalization of Far-Right Discourse (2nd Edition)*. (Sage, 2021). *Qualitative Sociology Review*, July 2021.

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

3) **Catalano, T.** (100%). (2024). Foreword. In C.H. Guerrero-Nieto (Ed.), *ELT Local Research Agendas III*. Universidad Distrital Francisco José de Caldas Press.
<https://die.udistrital.edu.co/node/14393>

2) Hamann, E. T., **Catalano, T.**, (50%), & *Moran, D. (2022). Planning guide for starting dual language programs. Indianapolis, IN: Midwest and Plains Equity Assistance Center. <https://greatlakesequity.org/resource/planning-guide-starting-dual-language-programs>

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

INVITED LECTURES/PODCASTS/WORKSHOPS (International)

“From idea to paper: Talking through the process”. Invited talk as part of Institute of Corpus Studies and Applications two-day symposium for doctoral students at Shanghai International Studies University, Shanghai, China, August 12, 2023.

“Engaging local communities with social and political issues through multimodal critical discourse studies”. Invited speaker at the CDA Meeting 2023 “Critical Discourse, Crisis and the Normalisation of the Politics of Exclusion”. CEMFOR, Uppsala University, Uppsala, Sweden, June 1-2, 2023.

“Critique of CDS: Contemplating our past in order to redefine our future”. Invited panelist on CDA Symposium on “Reassessing the ‘critical’ in CDS”. Università della Svizzera Italiana, Lugano, Switzerland, March 21-22, 2023.

“Analyzing images” Invited talk
as part of Institute of Corpus Studies and Applications “training day” for doctoral students at Shanghai International Studies University, Shanghai, China, January 14, 2023.

“¿Cómo crear ambientes bilingües en el aula?” [How to create bilingual environments in the classroom?]. Workshop given as part of the certificate of inclusivity for Mexican teachers focusing on migrant and Indigenous students in Nuevo León. Nuevo León, Mexico (via virtual workshop), December 3, 2022.

“Dancing across difference: Developing interculturality through arts and community-based pedagogies”. Invited webinar (with Amanda Morales) for students and professors of the Doctorate (in Education and Society), Master (in Didactics of Languages) and undergraduate (Spanish and foreign languages) of the Faculty of Education Sciences, Universidad de La Salle, Bogotá, Colombia, November 3, 2022.

“Metaphor, metonymy, and migration: Implications for language teachers”. Invited webinar given for the Migration, Identity, and Translation Network (MITN) based at the University of Warwick, England and Monash, Australia. Virtual webinar, November 3, 2021.

“¿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. Martínez”, 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)

“The benefits of interdisciplinarity in educational research, teacher education, multilingual pedagogies, and program leadership”. Keynote address of the 24th SLAT Roundtable *Interdisciplinarity in Language Research, Leadership, and Pedagogical Practices*, University of Arizona, Tucson, Arizona, February 7-8, 2025.

“Alternative research methods”. Invited panelist for Second Language Acquisition and Teaching Webinar, University of Arizona, Tucson, Arizona, April 25, 2024.

“Capturing moments in time: How multimodal critical discourse analysis can be used in educational research”. Talk given as Featured Speaker for the Research Enhancement Committee (REC) in Curriculum and Instruction, College of Education at Texas State University, St. Marcos, Texas, March 29, 2024.

“So you want to be a language teacher educator and researcher: What you need to know”. Invited research colloquium presentation for the interdisciplinary program in Second Language Acquisition and Teaching, University of Arizona, Tucson, Arizona (virtual series on Zoom), September 17, 2021.

“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)

“Integrating art practices into dissertations”. Invited panelist, Department of Teaching, Learning and Teacher Education, University of Nebraska-Lincoln, Lincoln, Nebraska, November 11, 2024.

“Arts-based approaches to dual language: Enriching the ‘linguaging’ of your students with aesthetic experiences”. Invited talk given for Spanish Studies Institute Dual Language Institute, Omaha Zoo, Omaha, Nebraska, September 14, 2024.

“Forum Theatre Workshop”. Given with Amanda Morales and Inoussa Malgoubri for the *I-80 Scholar Diversity, Equity, Inclusion, Belonging, and Accessibility Connect*, Lincoln Public Schools, Lincoln, Nebraska, April 10, 2024.

“Responding to Racism and Othering” Invited speaker (with Inoussa Malgoubri) for LPS Equity Cadre Event, Lincoln Public Schools, Lincoln, Nebraska, February 22, 2024.

“Translanguaging in World Language Classrooms”. Virtual talk as part of Nebraska Department of Education Special Guest Series, Lincoln, NE, February 21, 2024.

“Want to Teach a World Language?” Breakout session presented with Inoussa Malgoubri for future UNL students in World Language and Dual Language Education programs. University of Nebraska-Lincoln, Lincoln, NE, February 6, 2024.

“Studying the Languages of our Students”. Presentation given with Lydiah Kananu Kiramba, Dan Moran, and Hector Palala as part of Dual Language Workshop given by the Spanish Studies Institute at the University of Nebraska at Omaha, Omaha, NE, October 28, 2023.

“Teaching language using art” Invited presentation and teaching demonstration given as part of the Teaching with Art at Sheldon workshop, Sheldon Museum, University of Nebraska-Lincoln, Lincoln, NE August 15, 2023.

“Forum Theater Workshop for Graduate Teaching Assistants”. Invited workshop given with Amanda Morales for TLTE graduate students, University of Nebraska-Lincoln, Lincoln, Nebraska, January 27, 2023.

“Strategies for Intercultural Communication in the U.S.” Invited workshop given for the Fulbright English for Graduate Studies Program, PIESL, University of Nebraska-Lincoln, Lincoln, Nebraska, August 2, 2022.

“Engaging Emergent Multilinguals in Art: A Workshop for Docents at Sheldon Museum of Art”, Lincoln, Nebraska, February 28, 2022, 9-11 a.m.

“The Chinese Virus: Sinophobia and COVID-19”. Faculty Connector Presentation with Peiwen Wang. Office of Research and Economic Development virtual research sharing forum. University of Nebraska-Lincoln, Lincoln, NE, April 20, 2021.

“‘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)

“Critical Cultural Awareness and Critical Consciousness in World Language”. Paper presentation given with Inoussa Malgoubri for the American Council for Teachers of Foreign Languages Annual Conference, Philadelphia, Pennsylvania, November 22-24, 2024.

“Collaborating with All Communities: University/Rural Partnerships in Dual Language Programs”. To be presented with *Karla Andazola, Dan Moran, Ted Hamann, and *Odwuar Quiñonez at the International Conference on Immersion & Dual Language Education. Salt Lake City, Utah, October 3-5, 2024.

“Valuing Indigenous languages in dual language programs: Handwriting as a vehicle for translanguaging” Roundtable presentation given with Dan Moran for the American Association of Applied Linguistics Annual Meeting 2024, Houston, Texas, March 18-21, 2024.

“What teachers should know about our multilingual children” Presentation given with *Inoussa Malgoubri, *Hadi Pir, Madhur Shende, and Uma Ganesan at the Language, Migration, and Education conference, University of Nebraska-Lincoln, Lincoln, NE, September 9, 2023.

“Indigenous language study as teacher education: Collective autoethnography from three different perspectives”. Paper presented with Dan Moran* and Héctor Palala* at the LPP Conference Multidisciplinary Approaches in Language Policy and Planning Conference, McGill University Montreal, QC, Canada, August 25 - 27, 2022.

“The possibilities and limitations of binational virtual professional development: Schooling the students that Mexico and the United States share”. Virtual presentation given with Ted Hamann and Víctor Zúñiga as part of a panel entitled "Education and

mobility today: integrating digital and visual technology with physical learning" for the Anthropology, AI and the Future of Human Society Virtual Conference, June 7, 2022.

"De-centering and Centering Mobility in Educator Professional Development". Presented with Ted Hamann at the Eighth International Conference on the Development and Assessment of Intercultural Competence sponsored by the Center for Educational Resources in Culture, Language and Literacy at the University of Arizona, Tucson, Arizona, January 27-30, 2022.

"Visual Representations of Dual Language Programs: 'Showing' Who These Programs Are For. Presentation with Ted Hamann at the Multidisciplinary Approaches in Language Policy & Planning (Virtual) Conference, McGill University, Montréal, QC, Canada, August 20-22, 2021. (This conference was re-scheduled from 2020 due to COVID-19).

"Connecting LPP Research to Policy and Practice: A Planning Guide for Starting Dual-Language Immersion Programs" Presentation with Ted Hamann and Dan Moran at the Multidisciplinary Approaches in Language Policy & Planning (Virtual) Conference, McGill University, Montréal, QC, Canada, August 20-22, 2021. (This conference was re-scheduled from 2020 due to COVID-19).

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

Trump's 'Chinese virus' Rhetoric and Weibo Users' Resistance: What This Means for Anti-racist Curriculum. Virtual presentation with *Peiwen Wang at the American Educational Research Association Annual Meeting, April 9-12, 2021. (Conference online due to COVID-19 pandemic).

"Trump Virus": A Counter-Discourse Analysis of Weibo Users' Reactions to US Government Communication about COVID-19. Virtual presentation 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", Virtual presentation at LA COSECHA with Ted Hamann and *Dan Moran, November 4-7, 2020, Santa Fe, New Mexico.

"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.

"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 (AERA) 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 *Hanihani 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

International Collaborator: *Collaborative Research Constellations 2024: Afrodescendencias, Identity Trajectories and Plural Languages: Presences, Positionings and Autonarratives in a Decolonial Perspective*, March 20, 2024, (PI Maria Carolina Vesce), University of Macerata, Italy (Funded).

Senior Personnel: *Building Bridges to Quality Multilingual Teaching: The Multilingual Educator Academy*. U.S. Department of Education Office of English Language Acquisition National Professional Development grant (PI Lydiah Kananu Kiramba, Co-PIs Kara Viesca & Ursula Nguyen). May 15, 2024 (Pending, \$3.49 million).

Advisory Board Member: *Project RAÍCES (Re-envisioning Action and Innovation through Community Collaborations for Equity Across Systems)*. Three-year federal Supporting Effective Educator Development (SEED) grant co-administered with Kansas State University. PI (Amanda Morales), co-PIs (Lauren Gatti, Ted Hamann). August, 2023. (Funded, 5.25 million).

PI: Distinguished Lecturer Award (through UNL Research Council) for Dr. Ofelia García to speak at the Language, Migration and Education Conference, with co-PIs Loukia Sarroub, Tricia Gray, and Stephanie Wessels University of Nebraska-Lincoln, March 10, 2023. (Funded, \$2995.00)

Co-PI: “Family Literacy Nights: Increasing Educator Capacity for Family Engagement” Grant for NAFSCE with Amanda Witte (PI), and co-PIs Stephanie Wessels and Jenelle Reeves. Submitted November 2022 to National Association for Family, School, and Community Engagement (NAFSCE) (Unfunded: \$17,500).

NU Project Advisory Board Member: Spencer Foundation Grant entitled “Re-examining Student Mobility and Teacher Readiness in Two Countries” involving 7 campuses and collaborators in Monterrey and Baja California Mexico and San Diego, Kansas, and Nebraska. PI Ted Hamann, Co-PI Aprille Phillips. Submitted May 2022 to Spencer Foundation (Unfunded: \$486,000).

PI: Special Opportunity Fund sponsored by the University of Nebraska-Lincoln Research Council entitled “Teachers of Color Summit Keynote Speaker: Dr. Socorro Herrera” (with Co-PIs Amanda Morales and Guy Trainin and M3 planning committee). Submitted December 2021 (Funded, \$3000).

PI: U.S. Department of Education Office of English Language Acquisition National Professional Development Grant entitled “Dual Language Rural Nebraska (DuLaRuNe): Preparing and Supporting Dual Language Teachers and Families in Rural Nebraska” (Co-PIs Jenelle Reeves, Stephanie Wessels, HyeonJin Yoon, Lorey Wheeler; Senior Personnel Lydiah Kiramba, Isabel Velázquez). April 22, 2021 (Unfunded, \$2.400.000).

PI: 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).

Co-PI: 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).

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

PI: 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>

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

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

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

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

PI: 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 Champagne, 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

May 2021: Nominated for the American Association of Applied Linguistics (AAAL) Book Award (with co-author Linda Waugh) for *Critical Discourse Analysis, Critical Discourse Studies and Beyond*. (Springer Nature).

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 2023: *Distinguished Research/Creative Activity Career Award*, College of Education and Human Sciences

October 2021: *Courtesy Appointment* in the Department of Modern Languages and Literatures

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 Doctoral Committees:

[5] Hamza Rfissa, Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln (expected defense Spring 2027, Co-Chair Ali Moeller)

[4] Amy Royuk, Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln (expected defense Spring 2026, Co-Chair Ali Moeller)

[3] Tianna Bankhead, Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln (expected defense Spring 2028)

[2] Madiha Munawar, Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln (expected defense Spring 2026)

[1] Inoussa Malgoubri, Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln (expected defense Spring 2025)

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

[10] Hadi Pir, PhD, (Graduated Spring 2024). Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln (expected defense Spring 2024). Dissertation Title: “Iraqi education past and present: The role of policymakers and their ideological backgrounds”.

[9] Kayla Aurich (Power), EdD. (Graduated Fall 2024). Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln (expected defense Fall 2023). Dissertation Title: “Collaborative practices between general education teachers and teachers of the deaf/hard of hearing: A narrative inquiry”.

[8] Magaly Castillo, (Graduated December 2023). Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln. Dissertation Title: “I want to do it for the next generation’: Perceptions of former students and current dual language teachers on dual language education”

[7] Yassine Rfissa, (Graduated August 2023). Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln. Dissertation Title: “Glocalizing teaching English as an international language: A case study of Moroccan English teachers' perspectives”.

[6] Alessia Barbici-Wagner, (Graduated May 2023). Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln. Dissertation Title: “Translanguaging in world language higher education”.

[5] Madhur Shende, (Graduated May 2023). Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln. Dissertation Title: “Language ideologies of multilingual learners in an intensive English program”.

[4] Uma Ganesan, (Graduated May 2023). Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln. Dissertation title: “Exploration of the lived experiences of Native American science teachers of the Great Plains: A narrative inquiry”.

[3] Hanihani Traore Moundiba (Graduated August 2022). Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln. Dissertation title: “Translanguaging as a critical pedagogy in English language classrooms in Burkina Faso: A participatory action research case study”.

[2] Fathiyyeh Maryufani (Graduated 2022, co-Chair Ross Miller, Political Science) Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln. Dissertation Title: “Capturing and filtering the nation: Examining Indonesian national identity through Instagram”.

[1] Soon Ye Hwang (Graduated 2015, co-Chair Margaret McIntyre Latta). Department of Teaching, Learning & Teacher Education, University of Nebraska-Lincoln. Dissertation Title: “Classrooms as creative learning communities: A lived curricular expression”.

Doctoral (PhD and Ed. D) Committee Member for the Following 39 (Graduated) Students:

Sydney Brown (2012), Brad Baurein (2013), Sevda Budak (2013), Connie Gibb (2014), Janet Emlich Kirchner (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), Lisabeth Dotan (2022), Alexa Yunes (2022), Brandon Heinz (2023), Xiaoyan Gu (2023), Heidi Jo Bartlett (2023), Consuelo Gallardo (2023), Kimberley D’Adamo (2024), Peiwen Wang (2024), and Kimberley D’Adamo

External Committee Member for the Following 12 (Graduated) Doctoral Students:

Zach Beare (ENG), Maria Tsakeni (2015, University of Pretoria), Yolandi Woest (2016, University of Pretoria), Amanda Levos (2019, EDAD), Kris Schneider (2019, EDAD), Rachel Gresk (2020, EDAD), Montserrat Fuente Camacho (2021, DMLL), Marcus Vinícius Barbosa (2021, DMLL), Luz Stella Valenzia Galviz (2022, DMLL), Elliott Jacobson (DMLL), and Barrie McGee (Texas State University, Department of Curriculum & Instruction), Lara Armenteros Garrido (DMLL), Josefa Samper Suarez (DMLL).

Doctoral (PhD and Ed.D.) Committee Member for the Following 22 Candidates:

Crystal Bock, Jessica Mitchell-McCullough, Cara Morgenson, Amy Royuk, Molly Hereen (formerly Williams), Jacob Luiken, Heidi Jo Bartlett, Hector Palala Martínez, Virginia Newton, Dongmei Li, Leonardo Brandolini, Kathie Sweet, Hamza Rfissa, Douglas Tan, Tamanna Sharmin Kabir, Jennene Aten, Iliia Shcherbakov, Zohreh Tamimdari, Lisa Waechter-Cass, Daniel Buhrman, Mackayla Kelsey, Katie Miller-Krivanek, and Brendan Kachnowski

External Committee Member for the Following 7 PhD and EdD Candidates:

Katelyn Abraham (POLIS), James Tews (EDAD), Jubin P. Kwon (EDAD), Angela Bryan (EDAD), Alex Zatzabal Boryca (EDAD), Jonathan Wong (YSEALI Program, School of Public Administration, UNO), Daniel Lino Plata (DMLL)

Advisor of 31 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/English 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), Wenli Xu (World Language), Michelle Clifford (Art Education), Lauren Watkins (World language), Bárbara Puig-Rovira (Spanish/TLTE), Montserrat Fuente Camacho (DMLL/World Language), Emily Brooks (TLTE), Brent Koenigsman (DMLL/TLTE), Rachael Belke (ELL), Matthew Giesselmann (World Language), Dan Moran (TLTE/ DL and ELL), Mariah Wailes (TLTE), and Sierra Burkinshaw (World Language)

Advisor of 8 Current Master's students:

Lisa McKee (English Learners), Kimberly Wilson (Golden Spanish/ELL), Rachel Alitz (English Learners), Lara Armenteros Garrido (World Language), Odwuar Quiñonez (Dual Language), Karla Andazola (Dual Language), Heidi Quintanilla (Dual Language), Miriam Tellez Trujillo (Dual Language), Darby Thomas (Early Childhood/Elementary Education)

Advisor for 11 WL Certification, DL Endorsement, or Social Justice and Diversity in Education Certificates

Rachel Tommy (Spanish), Nael Hijjo (Arabic), Vanessa Lopez-Franco (DL), Odwuar Quiñones Rodriguez (DL), Karla Andazola (DL), Heidi Quintanilla (DL), Miriam Tellez Trujillo (DL), Adnan Alfatwali (Arabic), Casey Bartlett (Spanish), Zulema Tanquero (Spanish/French), Jiaxin Xue (Chinese),

Advisor of 1 Graduated Initial World Language Certification Students:

Ashton Krueger

Minor Advisor/Committee Member of 6 master's students: * = graduated

*Jocelyn Swanson (DMLL), Francisco Javier Rodríguez (DMLL), *Rebeca Jacobsen de Portales (DMLL), Kaitlynn Dykman (DMLL), *Brenda Lopez (UNK, Chair, Janet Eckerson), David Diez Laso (DMLL)

Minor Advisor of 3 PhD Students:

Josefa Samper (DMLL), *Montserrat Fuente Camacho (DMLL), Luz Stella Valenzia Galviz (DMLL)

Honors Thesis Advisor (Undergraduate):

Mckenzie Nelson (DMLL/Global Studies) (Graduated May 2023, High Distinction)

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

Member, Scientific Committee for ICC 2024, Intercultural Learning, Global Citizenship and Peacebuilding, The Ninth International Conference on the Development and Assessment of Intercultural Competence, Tucson, Arizona, February 22-25, 2024.

Reviewer for the 9th International Conference on the Development and Assessment of Intercultural Competence entitled “Intercultural Learning, Global Citizenship, and Peacebuilding”, Center for Educational Resources in Culture, Language and Literacy at the University of Arizona, Tucson, Arizona, February 22-25, 2024.

Reviewer for the American Educational Research Association’s Second Language Research (SLR) Special Interest Group (SIG)’s Outstanding Dissertation Award, 2022.

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

External Reviewer for Tenure & Promotion Candidate for the following universities:

- The Warner School of Education and Human Development University of Rochester, November 2020
- University of Minnesota, Department of Curriculum & Instruction, August, 2021
- Carnegie Mellon, Department of Modern Languages, 2023
- Colorado State University, Department of Language, Literatures and Cultures, 2023
- University of Texas at Arlington (UTA), College of Education, 2024

International Society for Language Studies (ISLS) Board of Directors, Elected in 2020, served 2020-2022.

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, Language Learning and Technology, International Journal of Multilingualism, Oxford Research

Encyclopedia, International Journal of Communication, Whiteness and Education, Thinking Skills and Creativity, Antropologia Pubblica, The Bilingual Review/Revista Bilingüe, Mexican Studies (Estudios Mexicanos), Language and Discrimination, Education Policy Analysis Archives (EPAA),

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

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, 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.

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

Presentation for UNL Faculty on using art from the museum's collection entitled "Teaching with Art at Sheldon", Sheldon Museum, University of Nebraska-Lincoln, Lincoln, Nebraska, August 15, 2023.

Member of NDE World Language Advisory Board, part of a team to support NDE World Language in decision making concerning state-level world language education initiatives, Nebraska Department of Education, Lincoln, NE, 2023-Currently.

Member of Nebraska Department of Education World Language Public Awareness Panel, 2023-Currently.

Member of ASPIRE faculty evaluation sub-committee, Department of Engineering, University Nebraska-Lincoln, August 2021-May 2022.

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

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 CEHS Research Council, College of Education and Human Sciences, University of Nebraska-Lincoln, Lincoln, Nebraska, 2023-2026.

Elected Member of CEHS Promotion and Tenure Committee, 2022-2024.

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, 2018-2024.

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

“Forum Theater Workshop for Graduate Teaching Assistants”. Invited workshop given with Amanda Morales for TLTE graduate students, University of Nebraska-Lincoln, Lincoln, Nebraska, January 27, 2023.

M3 Language, Education and Migration Conference Planning Committees, 2022-2023.

Extended Personnel Committee Member, 2021-2024.

Member of Department of Teaching, Learning and Teacher Education English Education Professor of Practice Search Committee, Fall 2022.

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

M3 Teachers of Color Summit Planning Committee and Language, Education and Migration Conference Planning Committees, 2021-2023.

M3 (Migrant, Multilingual, Multicultural Populations) Initiative member/point-person 2017-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 for ICC 2024, Intercultural Learning, Global Citizenship and Peacebuilding, The Ninth International Conference on the Development and Assessment of Intercultural Competence, Tucson, Arizona, February 22-25, 2024.

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 September 30, 2024