

Curriculum Vitae

LYDIAH KANANU KIRAMBA

University of Nebraska–Lincoln · College of Education and Human Sciences
Department of Teaching, Learning and Teacher Education
CPEH 290 · Lincoln, NE 68588-0355 · lkiramba2@unl.edu

EDUCATION

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|------|----------------------|--|
| 2016 | Ph.D. | University of Illinois at Urbana–Champaign (UIUC): Curriculum & Instruction, Division of Language & Literacy
<i>Major:</i> Language and Literacy Studies
<i>Concentration:</i> Bilingual Education and Linguistic Diversity
Second Language Acquisition and Teacher Education (SLATE)
<i>Dissertation:</i> Communicative Practices in a Bi-/Multilingual, Rural, Fourth Grade Classroom in Kenya |
| 2011 | M.A.
Minor | University of Illinois at Urbana–Champaign: African Studies
Gender Relations in International Development |
| 2008 | M.A.
M.A. Thesis: | Moi University, Kenya: Linguistics (African Linguistics–Kiswahili)
Muundo wa Kisintaksia wa Kikundi Kitenzi cha Kimeru: Kiunzi cha Kanuni Finyu
(The Syntactic Structure of Kimeru Verbal Phrase: A Minimalist Approach) |
| 2005 | B. Ed. Arts | Moi University, Kenya: Education Arts
Kiswahili Language & Literature and Mathematics |
| 2002 | Certificate | Kenyatta Virtual University: Computer Studies |

ACADEMIC APPOINTMENTS AND TEACHING EXPERIENCE

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|------------------------------------|---|
| August 15, 2022–
present | Associate Professor
Teaching, Learning and Teacher Education
University of Nebraska Lincoln |
| August 15, 2016–August
15, 2022 | Assistant Professor
Teaching, Learning and Teacher Education
University of Nebraska Lincoln |

RESEARCH AND TEACHING INTERESTS

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

1. ***Kiramba, L.K.**, Ali, U.A., Aisha, S., & Hamann, E. (2024). Exploring identity negotiations, multiple literacies, and imagined communities of Somali American high school students. *Research in the Teaching of English*. Special issue.
2. Asfaha, Y.M & **Kiramba, L.K.** (2024). On epistemology in researching the teaching and learning of literacy, literature, and the language arts. *Research in the Teaching of English* 58 (3), pp. 330 – 343. <https://doi.org/10.58680/rte2024583330>
3. ***Kiramba, L.K.**, Deng, Q., Guo, X. Yunes-Koch, A., Viesca, K. (2023). Community language ideologies: Implications for language policy and practice. *Linguistics and Education*. <https://doi.org/10.1016/j.linged.2023.101251>
4. ***Kiramba, L.K.** Traore, H. M., & Trainin, G. (2022). “At school, it’s a completely different world”: African immigrant youth agency and negotiation of their adaptation processes in US urban schools. *Urban Education*. <https://doi.org/10.1177/00420859221140>
5. **Kiramba, L.K.**, Deng, Q., & Viesca, K. (2022). Novice general education teachers’ perceptions of preparedness in U.S. public schools: The impact of learning about and working with multilingual students. *Teaching and Teacher Education*, 116. <https://doi.org/10.1016/j.tate.2022.103757>
6. *Yang, S., **Kiramba, L. K.**, & Wessels, S. (2021). Translanguaging for biliteracy development: Book reading practices in a Chinese bilingual family. *Bilingual Research Journal*. Advance online publication. <https://doi.org/10.1080/15235882.2021.1907486>
7. **Kiramba, L. K.**, Kumi-Yeboah, A., Smith, P., & Sallar, A. M. (2021). Cultural and linguistic negotiations of immigrant youth: Voices of African immigrant youth in United States urban schools. *Multicultural Education Review*. Advance online publication. <https://doi.org/10.1080/2005615X.2021.1890312>
8. Catalano, T., **Kiramba, L. K.**, & Viesca, K. (2020). Transformative interviewing and the experiences of multilingual learners not labeled “ELL” in US schools. *Bilingual Research Journal*, 43(2), 178–195. <https://doi.org/10.1080/15235882.2020.1738287>
9. Deng, Q., **Kiramba, L. K.**, & Viesca, K.M. (2020). Factors associated with novice general education teachers’ preparedness to work with multilingual learners: A multilevel study. *Journal of Teacher Education*. Advance online publication. <https://doi.org/10.1177/0022487120971590>
10. **Kiramba, L. K.**, Kumi-Yeboah, A., & Sallar, A. M. (2023). “It’s like they don’t recognize what I bring to the classroom”: Multicultural navigation and educational experiences of the African immigrant youths in the US schools. *Journal of Language, Identity and Education*, 22 (1), 83-98. <https://doi.org/10.1080/15348458.2020.1832499>
11. **Kiramba, L. K.**, & Oloo, J. A. (2020). Identity negotiation in multilingual contexts: A narrative inquiry into experiences of an African immigrant high school student. *Teachers College Record*, 122(13). <https://doi.org/10.1177/016146812012201308>
12. **Kiramba, L. K.**, Onyewuenyi, A., Kumi-Yeboah, A., & Sallar, A. M. (2020). Navigating the multiple worlds of Ghanaian-born immigrant adolescent girls in US urban schools. *International Journal of Intercultural Relations*, 77, 46–57. <https://doi.org/10.1016/j.ijintrel.2020.04.003>
13. *Kumi-Yeboah, A., Sallar, A. W., **Kiramba, L. K.**, & Kim, Y. (2020). Exploring the use of digital technologies from the perspective of diverse learners in online learning environments. *Online Learning (OLJ)*, 24(4), 42–63. <https://doi.org/10.24059/olj.v24i4.2323>
14. **Kiramba, L. K.** (2019). Heteroglossic practices in a multilingual science classroom. *International Journal of Bilingual Education and Bilingualism*, 22(4), 445–458. <https://doi.org/10.1080/13670050.2016.1267695>; originally published online in 2016

15. **Kiramba, L. K., & Harris, V. J.** (2019). Navigating authoritative discourses in a multilingual classroom: Conversations with policy and practice. *TESOL Quarterly*, 52(2), 482–513. <https://doi.org/10.1002/tesq.493>; originally published online in 2018
16. **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*. Advance online publication. <https://doi.org/10.1177/0042085919873696>
17. **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. <https://doi.org/10.2989/16073614.2019.1632723>
18. **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. <https://doi.org/10.1016/j.tate.2019.06.011>
19. Oloo, J. A., & **Kiramba, L. K.** (2019). A narrative inquiry into experiences of Indigenous teachers during and after teacher preparation. *Race, Ethnicity and Education*. Advance online publication. <https://doi.org/10.1080/13613324.2019.1604507>
20. **Kiramba, L. K.** (2018). Language ideologies and epistemic exclusion. *Language and Education*, 32(4), 291–312. <https://doi.org/10.1080/09500782.2018.1438469>
21. **Kiramba, L. K.** (2017). Multilingual literacies: Invisible representation of literacy in a rural classroom. *Journal of Adolescent & Adult Literacy*, 61(3), 267–277. <https://doi.org/10.1002/jaal.690>
22. **Kiramba, L. K.** (2017). Translanguaging in the writing of emergent multilinguals. *International Multilingual Research Journal*, 11(2), 115–130. <https://doi.org/10.1080/19313152.2016.1239457>
23. **Kiramba, L. K.** (2014). Ufundishaji wa Kiswahili katika enzi ya utandawazi. *Journal of the African Language Teachers Association (JALTA)*, 2, 97–112.

BOOK CHAPTERS

1. **Kiramba, L. K.** (2020). Immigrant background students’ names and identities in U.S. schools: Voices from the underground. In L. J. Pentón Herrera & E. T. Trĩnh (Eds.), *Critical storytelling: Multilingual immigrants in the United States* (pp. 3–8). Brill/Sense. https://doi.org/10.1163/9789004446182_001
2. **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). Georgetown University Press.

INVITED ARTICLES AND BOOK REVIEWS

1. **Kiramba, L. K.** (2020). Review of *Educating English language learners in an inclusive environment*. In Y. Kim & P. H. Hinchey (Eds.), *Teachers College Record*. (Invited book review).
2. **Kiramba, L. K.** (2019). Invisible literacies among multilingual children: A reflection. *TESOLers for Social Responsibility: The Newsletter of the Social Responsibility Interest Section [SRIS]*. Retrieved January 4, 2021, from <http://newsmanager.commpartners.com/tesolsris/issues/2019-09-12/3.html>

INVITED TALKS

1. Kiramba, L.K. (Keynote Speaker). Spring 2024 (February 21, 2024). Multilingual Education is the Pillar of Learning and Intergenerational Learning. International Mother Language Day. Department of Curriculum and Instruction, College of Education, Texas Tech University.
2. Kiramba, L.K. (Guest Speaker). Fall 2023 (September 16), FACS UNL Welcoming Event. Malone Community Center.
3. Kiramba, L. K. (Invited Panelist). (2021, April 8–12). Plurilingualism beyond language hegemony: Disrupting stagnancy in bilingual teacher *preparation programs* [Invited panel discussion]. AERA Presidential Session 1, AERA 2021 Virtual Annual Meeting, United States.
4. **Kiramba, L. K.** (Invited Panelist). (2021, March 24–27). *Translanguaging practices in a multilingual science classroom* [Invited panel discussion]. TESOL 2021 International Convention and English Language Expo, Virtual conference. (TESOL Applied Linguistics Interest Section).
5. **Kiramba, L. K.** (Invited Panelist). (2019, April 2). *Promising multilingual literacy practices: Translanguaging in language arts and content areas* [Presentation]. RTI International, Washington, DC, United States. <https://www.rti.org/event/beyond-early-grade-reading-sustaining-learning-gains-upper-primary>
6. **Kiramba, L. K.** (Panelist and Moderator). (2019, March 28). *Panel E: Humanities, literature, the arts and education* [Panel discussion]. Africa Summit 2019, University of Nebraska Medical Center, Omaha, NE, United States.
7. **Kiramba, L. K.** (Invited). (2018, August 13–19). *Language purism in education: English medium instruction in Kenyan multilingual classrooms* [Oral presentation]. School of Languages in Education, Faculty of Education, North-West University, Potchefstroom, South Africa. <https://newsroom.unl.edu/announce/cehs-news/8355/47658>
8. **Kiramba, L. K.** (Keynote Speaker). (2017, June). Mandela Washington Fellowship (MWF).

PRESENTATIONS | PEER-REVIEWED CONFERENCE PAPERS

1. **Kiramba, L. K.**, Trainin, G. (March 6-8, 2024,). *"I just don't what to do." Teacher preparation for multilingual students of immigrant and refugee background students*. Virtual paper session. Comparative and International Education Society (CIES), 68th Annual Conference, Miami, Florida, United States.
2. Trainin, G., **Kiramba, L. K.**, & Deng, Q. (March 6-8, 2024,). *Bridging the digital divide in parental engagement: Trends in digital communication between schools and immigrant families*. Virtual paper session. Comparative and International Education Society (CIES), 68th Annual Conference, Miami, Florida, United States.
3. **Kiramba, L.K.** & Hamann, E.T. (March 6-8, 2024,). *Exploring identity negotiations, multiple literacies, and imagined communities of Somali American high school students*. Virtual paper session. Comparative and International Education Society (CIES), 68th Annual Conference, Miami, Florida, United States.

4. **Kiramba, L.K.** & Hamann, E.T. (April 10-14, 2024). *Valuing the construction of transnational imagined communities by Somali refugee background high school students*. Paper session. The American Educational Research Association (AERA), Philadelphia Conference Center, PA, United States.
5. **Deng, Q, Kiramba, L.K.** & Trainin, G. (April 10-14, 2024). *Trends in families' satisfaction and interaction with schools: Results from the early childhood longitudinal study*. Poster session. The American Educational Research Association (AERA), Philadelphia Conference Center, PA, United States.
6. **Kiramba, L.K.** & Trainin, G. (May,4-5, 2023). *Teacher preparation, positionality and agency: Teachers of immigrant and refugee background students*. [Virtual paper session]. The American Educational Research Association (AERA), Chicago, IL, online, United States.
7. **Kiramba, L. K.**, & Kumi-Yeboah, A. (April 13-16, 2023). *Immigrant youth educational experiences in US schools*. [Roundtable session]. AERA Annual Meeting, Chicago, IL, United States.
8. Trainin, G., Deng, Q., & **Kiramba, L.K.** (2023). *Digital Communication with School for Immigrant and Minority Families*. Nebraska Educational Technology Association. Omaha, NE.
9. Morales, A., Hamman, E., **Kiramba, L.K.**, (February 2023). *Reimagining Education 4 Liberation: Diversifying Teacher Pathways in the Midwest Through BIPOC Youth Participatory Action Research (YPAR)*. **AACTE**
10. Hamann, T., **Kiramba, L.K.**, Morales, L. (2023). *Connecting YPAR and Teacher Education Pathways in Diverse Nebraska High Schools*. The 21st Annual Cambio de Colores Conference entitled "Identidades: Intersectionalities in the Latin@ Community and Beyond", 7-10th, 2023, at the Hampton Inn and Suites. Columbia, Missouri.
11. Trainin, G. & **Kiramba, L.K.** (November 29 - December 3, 2022). *Teacher preparation for immigrant background students: Teachers of African immigrant and refugee (AIR) background students*. Literacy Research Association (LRA), 72nd Annual Conference. Phoenix, Arizona. United States.
12. **Kiramba, L.K.** & Trainin, G. (April 21-26, 2022). *Contextual negotiations of immigrant youth in U.S. urban schools* [Virtual roundtable session]. The American Educational Research Association (AERA), San Diego, CA, and online, United States.
13. Ward, N., Yang, S., Warren, A., Moran, R., & **Kiramba, L.K.** (April 21-26, 2022). *Making space for learner interaction in online courses* [Paper presentation]. The American Educational Research Association (AERA), San Diego, CA, and online, United States.
14. Hamann, E., Morales, A., Martinez, R., & **Kiramba, L.K.** (November 17-21, 2021). *Reimagining collaboration: tensions and possibilities in participatory action research* [Paper presentation]. American Anthropology Association (AAA) annual meeting, Baltimore, MD, United States.
15. **Kiramba, L. K.**, Traore, H. M., & Trainin, G. (2021, April 9–12). *"At school, it's a completely different world": African immigrant youth agency and negotiation of their adaptation processes in US urban schools* [Roundtable session]. The American Educational Research Association (AERA) Virtual Annual Meeting, United States.
16. Kumi-Yeboah, A., Smith, P., Amponsah, S., & **Kiramba, L. K.** (2021, April 9–12). *Perspectives of West African-born immigrant students' socio-cultural and academic experiences in United States public schools* [Paper session]. The AERA Virtual Annual Meeting, United States.
17. **Kiramba, L. K.** (2020, April 17–21). *Racialized narratives of multilingualism, identity, and culture negotiation by immigrant high school students* [Symposium]. AERA Annual Meeting, San Francisco, CA, United States. <http://tinyurl.com/tjgmcso> (Conference canceled).
18. **Kiramba, L. K.** (2020, April 17–21). *How many languages do you speak? Narratives of language, culture, and identity negotiation by immigrant high school students* [Roundtable session]. AERA Annual Meeting, San Francisco, CA, United States. <http://tinyurl.com/sxuxczu> (Conference canceled).
19. **Kiramba, L. K.**, Kumi-Yeboah, A., & Smith, P. (2020, April 17–21). *"Marginalized by their culture": Cross-cultural educational experiences of African immigrant youth in U.S. schools* [Roundtable

- session]. AERA Annual Meeting, San Francisco, CA, United States.
<http://tinyurl.com/ws6tcml> (Conference canceled).
20. **Kiramba, L. K.** (2020, February 21–23). *Identity negotiation in multilingual contexts: A narrative inquiry into experiences of African immigrant high school students* [Paper presentation]. National Council of Teachers of English Assembly for Research (NCTEAR), Vanderbilt University, Nashville, TN, United States.
 21. **Kiramba, L. K.** (2019, November 21–24). *Language hierarchy and identity construction in multilingual contexts: A narrative inquiry into experiences of an African immigrant high school student* [Poster presentation]. Annual meeting of National Council of Teachers of English (NCTE) as a part of CNV program, Baltimore, MD, United States.
 22. **Kiramba L. K., & Oloo, J. A.** (2019, May 15–18). *"It's OK. She doesn't even speak English."* *Narratives of language, culture, and identity negotiation by immigrant high school students* [Paper presentation]. Fifteenth International Congress of Qualitative Inquiry (ICQI), University of Illinois at Urbana–Champaign, IL, United States.
 23. **Kiramba, L. K.** (2019, April 14–18). *Multilingual teaching in schools and in homes–Multilingual competencies: Discursive practices in a multilingual classroom* [Highlighted paper session]. Comparative and International Education Society's 63rd Annual Conference, San Francisco, CA, United States.
 24. **Deng, Q., & Kiramba, L. K.** (2019, April 5–9). *Are teachers prepared to teach multilingual learners in U.S. public schools? A national sample of public-school teachers* [Paper presentation]. American Educational Research Association (AERA), Toronto, Canada.
 25. **Watson, V. W., Bryan, K., Smith, P., Kiramba, L., Braden, E., & Zaidi, R.** (2018, November 28–December 1). Love through advocacy: Clarifying the invisible literacies of immigrant youth. In P. Enciso (Chair), *(No title)* [Symposium], Annual meeting of the Literacy Research Association, Indian Wells, CA, United States.
 26. ***Yang, S., & Kiramba, L. K.** (2018, November 28–December 1). *Translanguaging for biliteracy development: Book reading practices in a Chinese bilingual family* [Paper presentation]. 68th Annual Conference, Literacy Research Association, Indian Wells, CA, United States.
 27. **Kiramba, L. K.** (2018, November 15–18). *Translingual practices in an emerging multilingual classroom* [Paper presentation]. 2018 NCTE Annual Convention: Raising Student Voice: Speaking Out for Equity and Justice, George R. Brown Convention Center, Houston, TX, United States.
 28. **Kiramba, L. K.** (2018, November 15–18). *Invisible literacies* [Poster presentation]. Annual meeting of National Council of Teachers of English (NCTE) as a part of CNV program, George R. Brown Convention Center, Houston, TX, United States.
 29. **Kiramba, L. K.** (2018, August 17–19). *Multilingual competencies: Invisible assets in a multilingual classroom* [Paper presentation]. 5th International Conference on Language and Literacy Education, University of Witwatersrand, Wits School of Education, South Africa.
 30. **Kiramba, L., & Yang S.** (2018, April 25). *Translanguaging for biliteracy development: Book reading practices in a Chinese bilingual family* [Paper presentation]. 5th Biennial CYFS Summit on Research in Early Childhood: Creating Connections among Research, Practice & Policy, Nebraska Innovation Campus Conference Center, Lincoln, NE, United States.
 31. **Kiramba, L. K.** (2018, March 16–18). *The discursive practices in a multilingual classroom: Persuasive or authoritative?* [Paper presentation]. 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, MD, United States.

32. **Kiramba, L. K.** (2017, March 5–9). *Navigating authoritative discourses in a multilingual classroom: Conversations with policy and practice* [Paper presentation]. Comparative and International Educational Society (CIES 2017): Problematizing inequality: The promise of comparative and international education, Atlanta, GA, United States.
33. **Kiramba, L. K.** (2017, February 23–25). *Heteroglossic practices in a multilingual science classroom* [Paper presentation]. National Association for Bilingual Education (NABE) 2017, Hilton Anatole, Dallas, TX, United States.
34. **Kiramba, L. K.** (2016, October 6–7). *Language purism in education at globalizing times* [Paper presentation]. Urbanization, Youth Languages and Technological Innovations in Africa, Yale University, New Haven, CT, United States.
35. **Kiramba, L. K.** (2016, May 18–21). *Literacies and tensions* [Paper presentation]. Twelfth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, Urbana, IL, United States.
36. **Kiramba, L. K.** (2016, May 18–21). *Translanguaging in the writing of emergent multilinguals* [Paper presentation]. Twelfth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, Urbana, IL, United States.
37. **Kiramba, L. K.** (2016, February 5–7). *Decolonizing literacy: Multilingual literacies in a Kenyan rural classroom* [Paper presentation]. National Council of Teachers of English Assembly for Research (NCTEAR), Eastern Michigan University, Ypsilanti, MI, United States.
38. **Kiramba, L. K.** (2015, March 14). *Tensions and interaction resources: Multilingual literacies in Kenya rural classrooms* [Presentation]. 12th Annual African Students Organization Spring Forum. Bruce D. Nesbitt African American Cultural Center (BNAACC), University of Illinois at Urbana-Champaign (UIUC), IL, United States.
39. **Kiramba, L. K.** (2015, November 19–22). *Decolonizing literacy: Multilingual literacies in Kenya rural classrooms* [Paper presentation]. 58th African Studies Association (ASA) Annual Meeting, San Diego, CA, United States.
40. **Kiramba, L. K.** (2015, March 14). *Tensions and interaction resources: Multilingual literacies in Kenya rural classrooms* [Presentation]. 12th Annual African Students Organization Spring Forum. Bruce D. Nesbitt African American Cultural Center (BNAACC), University of Illinois at Urbana-Champaign (UIUC), IL, United States.
41. **Kiramba, L. K.** (2014, January 10–12). *Collaborative writing in a foreign language classroom* [Paper presentation]. National Council of Teachers of English Assembly for Research (NCTEAR), Elmhurst College, Elmhurst, IL, United States.
42. **Kiramba, L. K.** (2014, April 25–27). *Writing in a foreign language classroom* [Presentation]. 18th Annual African Language Teachers Association (ALTA) Conference, Westin Hotel, Chicago IL, United States.
43. **Kiramba, L. K.** (2013, March 7–10). *Classroom discourse in bi/multilingual Kenyan rural primary schools* [Paper presentation]. Annual Conference on African Linguistics (ACAL 44), Georgetown University, Washington, DC, United States.
44. **Kiramba, L. K.** (2013, December 4–7). *Meaning making literacy practices in rural schools in Kenya* [Paper presentation]. Literacy Research Association (LRA) 63rd Conference, Omni Dallas Hotel, Dallas, TX, United States.
45. **Kiramba, L. K.** (2011, April 23). *Linguistic human rights* [Presentation]. 8th Annual African Students Organization Spring Forum at Alice Campbell Alumni Center, UIUC, United States.
46. **Kiramba, L. K.** (2011, April 7–10). *Nafasi ya Kiswahili Katika Enzi za Utandawazi* [Presentation]. 14th Annual ALTA Conference. Madison Concourse Hotel, Madison Wisconsin, United States.

NON-PEER REVIEWED PRESENTATIONS

1. Catalano, T., Kiramba, L.K., Moran, D. & Martinez, H. P. (October 28th, 2023). Indigenous Languages of students: Teachers studying the languages. OPS Dual Language Institute, Nebraska Department of Education.
2. Morales, A. R., Hamann, T., **Kiramba, L.K.**, & Martinez, R. (September 2022). Reconciliation Through Diversifying Nebraska's Teaching Force. Presentation at the Reckoning and Reconciliation in Education Conference. *Center for Great Plains Studies*. Lincoln, NE.
3. Catalano, T., **Kiramba, L.K.**, & Viesca, K. (2020, January 13). *Voices of multilingual learners not labeled "ELL" in US schools* [M3 Webinar series].
4. **Kiramba, L. K.** (2019, October 25). *Identity negotiation in multilingual contexts: A narrative inquiry* [Graduate programs research colloquium brown bag lunch presentation]. Department of Teaching, Learning and Teacher Education. College of Education and Human Sciences, University of Nebraska–Lincoln, Lincoln, NE, United States.
5. **Kiramba, L. K.** (2017, February 17). *Heteroglossic practices in a multilingual classroom: Navigating authoritative discourses* [Presentation]. Language, Literacy, and Culture Research Colloquium, Department of Teaching, Learning and Teacher Education, College of Education and Human Sciences, University of Nebraska–Lincoln, Lincoln, NE, United States.

GRANTS WORK AND RESEARCH ACTIVITIES

2016–2021	International Consortium for Multilingual Excellence in Education. K. M. Viesca (PI), Barnatt, Carson, Commins, Demers, Ehmke, Freedson, Gatti, Greenfield, Hammer, Harris, Hutchison, A. Johnson, J. Johnson, Joseph, Kim, L. K Kiramba , Leech, Liebermann, Montecillo Leider, Nguyen, Olmanson, Pollard-Durodola, Strom, & Teemant (Senior Personnel). U.S. Dept of Education, Office of English Language Acquisition, National Professional Development Program (Award No. T365Z160351): \$2,740,000. (Funded)
2020	Inquiry and Productive Play as Curriculum Development Opportunities for Multilingual Students. K. M. Viesca (PI), L. Gatti, T. Gray, A. Johnson, and L.K. Kiramba (Co-PIs). (2021) Office of Research and Economic Development (ORED) COVID-19 Rapid Response Grant Program: \$50,000. (Funded)
2018–2021	Africa Research Initiative. G. Trainin (PI), L.K. Kiramba , E. Hamann, S. Thomas, & N. Amani (Co-PIs). University of Nebraska: \$20,000. (Funded)

Interconnected Coalitions for Multilingual Education and Equity. PI: Kara Mitchell Viesca. Co-PIs: Kate Daamgard & Jessica Mitchell-McCollough. Senior Personnel: Stacy Asher, Elaine Chan, Wen-Chia Chang, Timo Ehmke, Lauren Gatti, Tricia Gray, Ted Hamman, Svenja Hammer, Gabriela Hernández, Jennifer Hofsommer, **Lydia Kiramba**, Aino Larsen, Amanda Morales, Mardi Schmeichel, Claudia Yunes, and Alexa Yunes-Koch. Department of Education Office of English Language Acquisition National Professional Development Program. REQ: \$3 million. (Submitted, April 2021, not 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/re telling their stories through reading. (Submitted on 8/1/19 to Sociological Foundation Initiatives (\$20,000)). (Not funded)

Kiramba, L. K.; Hamann, T.; & Thomas, S. (Co-PIs). (2018). Africa Teaching Initiative. (submitted on 11/31/2018 to Africa Research Initiative, UNL). (\$10,000) (Not funded)

Kiramba, L. K. (PI). (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)

Kiramba, L. K. (Co-PI); Trainin, G. (Co-PI); & Amani, N. (Collaborator). (2019). Voices of African immigrant and refugee background high school students in Nebraska. Spencer Foundation. (\$50,000). (Not funded)

Kiramba, L. K.; & Trainin, G. (Co-PIs). (2020). Bridging the opportunity gap for African immigrant children and youth. Research grants on reducing inequality. William T. Grant Foundation. (Not funded)

Kiramba, L. K. (PI); Trainin, G. (Co-PI); & Amani, N. (Co-PI). (2020). African migrants, immigrants and refugees and their unique challenges in education: A pilot study in Nebraska. Russell Sage Foundation. (\$145,000). (Not funded).

Hamann, T. (PI); Morales, A.; Martinez, R.; & **Kiramba, L. K. (Co-PIs).** (2021). Clubes Igualdad: Strengthening and Diversifying the Teacher Pipeline, Nebraska Department of Education (\$49,828). **(Funded)**

Hamann, T. (PI); Morales, A.; **Kiramba, L. K.** Sarroub, L., Skretta, S, Gatti, L. (Co-PIs). (2022). From Diversity Strength: The New Nebraska Teaching Project. Nebraska Department of Education (\$250,000). **(Funded)**

Senior Personnel, 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 (\$5.25 million). **(Funded)**

Kiramba, L.K. (PI); Ursula Nguyen and Kara Mitchell Viesca. (Co-PIs). (2024). *Building Bridges to Quality Multilingual Teaching: The Multilingual Educator Academy*. Department of Education Office of English Language Acquisition National Professional Development Program. REQ: \$3.5 million. (Not Funded)

TEACHING

University of Nebraska–Lincoln (Fall 2016–present)

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 921B: Seminar in Literacy Studies: Interdisciplinary Exploration of Translanguaging
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
TEAC 331: School and Society
TEAC 330: Multicultural education
TEAC 413/813A: Second Language Acquisition
TEAC 889: Master's Seminar
TEAC 497A: Student Teaching: Elementary K-6
TEAC 897E: Student Teaching: Teaching English as a Second Language

University of Illinois at Urbana-Champaign (UIUC)

2013-2016 **Instructor of Language and Literacy**

CI 433: Foundations of Bilingual Education in the US

CI 476: Teaching Elementary Reading and Language Arts II

CI 475: Teaching Elementary Reading and Language Arts I

2009-2015 **Instructor of Swahili (UIUC)**

Department of Linguistics and African Studies

Elementary, Intermediate, and Advanced Swahili

2011-2015 Summer Institute for Languages of the Muslim World

2010 Summer Cooperative African Languages Institute (SCALI), **Michigan State University**

2007–2009 **Carol College, Teachers Training, Kenya**

Director of Teaching Practice

- 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

2007–2009 **Lecturer of Education**

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

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

Lecturer of Education

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

2005–2006 Koilot **Secondary School** Lessos-Eldoret

- 10th and 12th grade Kiswahili and Mathematics

2003 **Kabianga High School**

- 9th & 10th grade Mathematics and Kiswahili

TEACHER PROFESSIONAL DEVELOPMENT E-WORKSHOPS

Summer 2020: Led efforts to create curriculum for teachers and students; in development of learning packets for K–2 at level 1 of English proficiency and Grades 6–12 at level 1 of English proficiency, for students without formal education.

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://newswroom.unl.edu/announce/cehs-news/9619/56514>

ICMEE (2018): ¡HABLAMOS! Conversations on Teaching, Learning and Bilingualism

<https://mediahub.unl.edu/media/7858>

TEACHING CERTIFICATION

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

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

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

2010 **Second Language Acquisition Certificate**
African Language Teachers Association

TEACHING WORKSHOPS

2020 Fall Teaching and Learning Symposium: Building Community in Online and Hybrid Courses
Virtual workshop, 10/23/2020

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

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

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

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

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

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

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

GRADUATE STUDENT ADVISING

Doctoral advisor (7 Students)

Doctoral advisory committee (16 Students)

Masters student advisor (10 students)

TESOL Certificate and ELL Endorsement (5 Students)

Masters capstone panelist and reader (4 students)

Undergraduate advisor, independent study & honors thesis (4 students)

AWARDS AND HONORS

2022	2022 NAEd/Spencer Postdoctoral Fellowship Semifinalist
2021	College Distinguished Teaching Award, CEHS
2021	Nominated for the CEHS Emerging Scholar Research/Creative Activity Award
2020	Dr. Carlos J. Vallejo Memorial Award for Emerging Scholarship–Multicultural/ Multiethnic Education (MME) Special Interest Group (SIG) of the American Educational Research Association (AERA)
2020	Research paper nominated for CIES Joyce Cain Award
2020	Research paper nominated for TESOL Outstanding Research Award
2019	Nominated for the University Distinguished Teaching Award, University of Nebraska–Lincoln
2019	Nominated for AERA Language and Social Processes (LSP) SIG Emerging Scholar Award
2018	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
2016	Graduate Student Fellowship, Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign
2015	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
2014	Hardie Dissertation Award, College of Education, University of Illinois at Urbana-Champaign
2011, 2012, 2013, 2014, 2015	Teachers Ranked Excellent by their Students, Center for Innovation in Teaching and Learning, University of Illinois at Urbana-Champaign
2013	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
2011	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

PROFESSIONAL MEMBERSHIPS

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)

TESOL International Association

SERVICE TO THE DEPARTMENT/COLLEGE/UNIVERSITY/COMMUNITY

- Facilitator of Youth Participatory Action Research (YPAR) at South Sioux City High School, 08/2021-present
- TLTE Scholarship Committee Chair, 08/2024-
- TLTE Curriculum Committee Chair, 08/2022-8/2023
- TLTE Personnel Committee, 8/1/2022-present. Department of Teaching, Learning and Teacher Education (TLTE), University of Nebraska-Lincoln, Lincoln, NE, United States.
- TLTE Advisory Council, 8/1/2022-8/1/2023. Department of Teaching, Learning and Teacher Education (TLTE), University of Nebraska-Lincoln, Lincoln, NE, United States.
- ELL/TESOL coordinator, 8/1/2021-present. Department of Teaching, Learning and Teacher Education (TLTE), University of Nebraska-Lincoln, Lincoln, NE, United States.
- Search committee for assistant professor in Composition and Rhetoric at the intersection of digital rhetoric and African American / BIPOC rhetorics, (2021-2022). Department of English. University of Nebraska-Lincoln, Lincoln, NE, United States.
- Search committee for assistant professor of practice, Schmoker reading center, (2021-2022). CEHS. University of Nebraska-Lincoln, Lincoln, NE, United States.
- Member, Curriculum Committee (2020–2023)
- Member, Scholarship Committee (2017–2021)
- Member, Graduate Committee (2018–2021)
- Member, Elementary education program (2016–present)
- Member, Migrant, multilingual, multicultural population group (2017–present)
- Study abroad scouting trip to South Africa (August 2018)
- Secondary leader, study abroad to South Africa (2019)

SERVICE TO THE PROFESSION

- NSF, The Advancing Informal STEM Learning (AISL) Program grant proposal reviewer (10 proposals)
- Spencer Foundation grant proposal reviewer (one proposal)
- Facilitator of the 2023 Mandela Washington Fellowship (MWF) panel titled; Empowering voices of women and children: Media, art, literature.
- Co-chair of the 2022-23 Second Language Research (SLR) SIG AERA Dissertation Award committee
- Evaluator of one professor's scholarship in the field of applied linguistics (quality, impact, and standing), South Africa's National Research Foundation (NRF)

- Mentor, the African Scholars in Education Research Initiative, 2023-present
- Invited member, International and Comparative Bilingual Education Research Group (ICBERG)
- Chair AERA (April 24, 2022). The Power of Culturally Responsive Education in a Global Context. Division G - Section 5: Inquiry, Transformation, and Communities [Virtual Roundtable Session].
- Co-chair of the 2021-22 Second Language Research (SLR) SIG AERA Dissertation Award committee
- National Council of Teachers of English (NCTE 2021). Conference proposal reviewer (10 proposals)
- America Educational Research Association (AERA, 2024/2025). Conference proposal reviewer for:
 - SIG–Bilingual Education Research (7 proposals)
- America Educational Research Association (AERA, 2020/2021). Conference proposal reviewer for:
 - Division G–Social Context of Education-Languages, Literacies and Representations (4 proposals)
- 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)
- Member of editorial review board, *Caribbean Educational Research Journal* (CERJ) 2018–present
- Member of editorial review board, *Journal of Language, Identity & Education*, 2020–present
- Member of editorial review board, *Journal of Intercultural Relations*, 2021–2023
- Member of editorial review board, *Research in the Teaching of English* (RTE), (6/1/2022-5/31/2025)
- Member of editorial review board, *Urban Education*, 2024-present
- Member of editorial review board, *Journal of Intercultural Relations*, 2021–2023
- Ad-hoc reviewer, *Urban Education*, 2023-2024
- Ad-hoc reviewer, *Educational Studies*, 2023-
- Ad-hoc reviewer, *The Language Learning Journal*, 2023-
- Ad-hoc reviewer, *Teachers College Record*, 2023-
- Reviewer, *International Journal of Bilingual Education and Bilingualism*, January 2020–present
- Reviewer, *International Journal of Intercultural Relations*, May 2020-2023
- Reviewer, *TESOL Journal*, May 2020
- Reviewer, *Language and Education*, October 2019–present
- Reviewer, *International Journal of Multilingualism*, August 2019–present
- Reviewer, *Journal of Language, Identity & Education*, July 2019–present
- Reviewer, *Language, Culture and Curriculum*, March 2018
- Reviewer, *Bilingual Research Journal*, December 2018–2023
- Reviewer, *Linguistics and Education*, 2022-present
- Reviewer, *Southern African Linguistics and Applied Language Studies*, 2017–2023
- Member of editorial review board, *Urban Education*, 2024-present
- Reviewer, *Foreign Language Annals*, 2016–2017

- Guest reviewer and translator, *Research in the Teaching of English*, 2016–2020
- Paper session chair, Literacy Research Association, Thursday, November 28, 2018
- Paper session chair, 5th International Conference on Language and Literacy Education. University of Witwatersrand, Wits School of Education, South Africa, August 17–19, 2018
- Invited international scholar, North-West University, South Africa, August 13–19, 2018

LANGUAGES

Kimeru, Kiswahili, Kikuyu, Kiambu, Kikamba, and English
Arabic- elementary proficiency