

LUCIANA C. DE OLIVEIRA

Assistant Professor
Literacy & Language Education
Department of Curriculum & Instruction
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CONTACT INFORMATION

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EDUCATION AND CREDENTIALS

Ph.D., Education, University of California, Davis - June 2006

Emphasis: Language, Literacy, and Culture Additional Specialization: Second Language Acquisition
Dissertation: *Knowing and Writing History: A Study of Students' Expository Writing and Teachers' Expectations*

Chair: Mary J. Schleppegrell
Co-Chair: M. Cecilia Colombi

Master of Arts in English, TESOL Option (Teaching English to Speakers of Other Languages)
California State University, East Bay - June 1999 *Summa Cum Laude*

Bachelor of Arts in Languages: English and Portuguese, Minor in German

Universidade Estadual Paulista (São Paulo State University -UNESP), Araraquara, SP (Brazil)
January 1997 *Magna Cum Laude*

Teaching Credentials, Portuguese and English: Secondary

Universidade Estadual Paulista (São Paulo State University - UNESP), Araraquara, SP (Brazil)
January 1997

HIGHLIGHTS

- Awards include Outstanding Scholarship Award from School of Education, UC Davis.
- Areas of specialization: English language learning, second language writing, functional grammar, writing assessment, content area literacy, qualitative research.
- Teaching: 15 years of teaching experience in higher education, K-12, and foreign language contexts with culturally and linguistically diverse groups.
- Service: Volunteer and elected positions at different professional organizations, including TESOL (Teachers of English to Speakers of Other Languages), INTESOL (Indiana TESOL), and CATESOL (California TESOL).

RESEARCH EXPERIENCE

University of California, Davis

Linguistics Researcher, The History Project, Dept. of History

Building Literacy through History Programs

Sept. 2003 – July 2005

Analyzed history texts, both primary and secondary sources. Developed lessons and activities based on historical text analysis that focus on literacy development. Designed workshops for middle and high school history teachers of English Learners and low literacy students. Collaborated with other literacy coordinators of history projects in California.

Graduate Student Researcher, Dept. of Linguistics

Project on Academic Literacy in History

Sept. 2002 – June 2003

Supervisor: Mary Schleppegrell

Analyzed history texts, both primary and secondary sources, including history textbooks. Designed materials for high school history classes applying a functional grammar approach.

Graduate Student Researcher, School of Education

Projects on Teacher Education and Teacher Induction

June 2002 – December 2003

Supervisor: Steven Athanases

Coded and analyzed data on developing a knowledge base for effective mentoring of new teachers and on the preparation of new teachers as advocates for students; prepared data summaries; contributed to analysis for an edited book; co-authored conference papers and journal articles.

Federal University of São Carlos – UFSCar (Brazil)

Consultant, Dept. of Languages and Literatures

English as a Foreign Language (EFL) for Preservice Teachers Program

March 2002 - present

Analyze materials for teaching EFL to preservice teachers, observe classes and student presentations, co-author conference papers and articles.

São Paulo State University – UNESP (Brazil)

Student Researcher, Dept. of Linguistics and Education

Aug. 1994 – Feb. 1997

Developed research projects in collaboration with professors.

Other

Research Consultant, TESOL International Research Foundation (TIRF) Project Jan. – Apr 2004

Project Title: The Relationship between Teachers' English Proficiency and Curriculum Delivery in EFL Settings and Settings where English is an Institutionalized Language

Principal Investigators: Lia Kamhi-Stein and Ahmar Mahboob

Reviewed and piloted research instruments. Participated in meetings with other consultants and provided feedback on research instruments.

TEACHING AND RELATED EXPERIENCE

Higher Education Experience

Purdue University

Aug. 2006 - present

Assistant Professor, Literacy and Language Education, Dept. of Curriculum & Instruction

Teach graduate and undergraduate courses in literacy and language education, prepare lessons and materials for courses taught, publish articles, write grants, supervise graduate teaching assistants and undergraduate student teachers, participate in curriculum development for courses, participate in college committees.

Courses taught:

Teaching English as a New Language (EDCI 370) - elementary teacher education program

Language Study for Educators (EDCI 526) – graduate program in Literacy & Language Education

Literacy and Language Instruction for Learners of English as a New Language (EDCI 519) – graduate program in Literacy & Language Education

Seminar in Literacy: Academic Language Development in the Content Areas (EDCI 612) - graduate program in Literacy & Language Education

University of California, Davis

Teaching Assistant, School of Education

March – June 2002

Undergraduate Courses: “Educational Psychology” and “Social and Philosophical Foundations of Education”

Assisted students in writing different papers and essays and designed rubrics to grade these writing assignments. Met students regularly to discuss course content.

Associate Instructor, Dept. of Linguistics

Jan – March 2002; Jan – March 2001

Undergraduate English as a Second Language (ESL) Program

Taught reading and writing courses to undergraduate ESL students from a variety of ethnic and linguistic backgrounds. Developed curriculum and materials that focused on reading and writing development and reading-writing connections.

Graduate ESL Program

Sept – Dec 2005; Sept - Dec 2001; Sept – Dec 2000

Taught and developed materials for multi-skills ESL courses for graduate and EAP (Education Abroad Program) international students. Courses focused on improving reading, writing, grammar, and listening skills.

Assistant Tester, Dept. of Linguistics

Graduate English as a Second Language (ESL) Program Sept. 2005, 04, 03, 02, 01, 00; Jan. 2004, 03

Assisted in the testing of international graduate students (Masters and Ph.D.) admitted to UC Davis. Responsible for grading exams and writing assessments, administering tests, and selecting “norming” papers for training of new graders. Facilitated norming sessions with new graders.

Federal University of São Carlos – UFSCar (Brazil)

Spoken and Written English

July 2002

Taught a course offered to preservice teachers of English as a Foreign Language in the undergraduate program in Languages (English and Portuguese).

California State University, East Bay

Lecturer, Dept. of English

Critical Writing Program

June 1999 – June 2000

Taught upper division English classes focused on reading and writing to non-native and native students from a variety of ethnic and linguistic backgrounds. Mentored and advised MA TESOL graduate students

Associate Instructor, Dept. of English

Intensive Learning Experience (ILE) Writing Program

Sept 1998 – Aug 1999

Taught English as a Second Language courses to non-native and native students from a variety of ethnic and linguistic backgrounds.

Teaching Assistant, Dept. of English

English 6750, ESL Composition Theory and Practice (graduate course)

Mar – Jun 1999

Assisted groups of students during group-work. Served as a mentor for three students, who developed part of their final research projects based on observation of my teaching.

English Tutor, Dept. of Instructional Services (Outreach) and Learning Resource Center

Precollegiate Academic Development in English and ESL Tutoring Program

Sept 1997 – Aug 1998

Tutored non-native and native English speaking students from diverse ethnic and socio-economic backgrounds in all stages of writing, including pre-writing, drafting, and revising papers for their English classes.

K-12 Experience

English as a Second Language Specialist, Kyger Elementary School, Community Schools of

Frankfort, Indiana

Aug. 2007 - present

As part of the elementary school governance, work with elementary teachers and other district personnel to make curricula, intervention, and professional development decisions, part of a restructuring school improvement plan. Participate in school improvement plan committee.

English as a Second Language Research Expert, Community Schools of Frankfort, IN

May 2007 - present

Participate in the district improvement plan committee as a research expert on ESL issues. Assisted in the development of the district improvement plan for the Title I of *No Child Left Behind*, 2007-2008 academic year. Attend meetings and provide research guidance for current district improvement plan committee.

Supervisor, Elementary Teacher Education Program, Purdue University

Aug. 2006 – present

Supervise elementary education students taking the course *Teaching English as a New Language* (EDCI 370) during their Theory into Practice (TIP) experiences in elementary schools in Indiana. Observe lessons, provide feedback and guidance, and design curriculum based on students' experiences. The practical component is designed to provide elementary education students with experiences working with English Language Learners.

Researcher, The History Project, University of California, Davis, in conjunction with Grant Unified School District and Sacramento City School District, CA

Sept. 2003 – July 2005

Assisted elementary and secondary history teachers in the design and implementation of history lessons that focused on the development of academic literacy. Observed history classes from

teachers who participated in “Literacy through History” programs. Provided feedback on lessons and examined student work based on literacy lessons, including writing.

English Instructor

James Logan High School, Union City, CA and Tennyson High School, Hayward, CA
Precollegiate Academic Development (PAD) Program in English Feb 1999 – June 2000
Taught college preparatory courses to native and non-native English speaking students from a variety of ethnic and linguistic backgrounds. Supervised and advised teaching assistants in the classroom.

Coordinator of College-Preparatory Programs, California State University, East Bay/James Logan High School, Tennyson High School, and Oakland High School.

Precollegiate Academic Development Program in English Aug 1998 – Jun 2000
Summer Learning Institute Jul – Aug 1999
Summer Precollegiate Academic Development Program in English Aug 1999
Managed the daily operations of outreach and instructional support programs for high school students; Designed, evaluated, and marketed the program in the Bay Area; Hired, supervised, trained, and evaluated teaching assistants, teachers and administrative assistants; Served as a close liaison to high school and university professionals; Communicated with high school administrators, teachers, parents, and students.

English as a Foreign Language Experience

English Instructor

Side by Side English School, Araraquara, SP (Brazil) Dec 1992 – Dec 1996
Taught basic, intermediate, and advanced English as a Foreign Language to children, adolescents, and adults.

Workshops for Teachers

“A close text analysis approach in the content areas to guide student comprehension of text”
- Workshops for elementary teachers, Summer Literacy Institute, Center for Literacy Education and Research (CLEAR), Purdue University, forthcoming July 22 – 24, 2008

“Generation 1.5 students in Indiana schools”
- Workshop for elementary teachers, Community Schools of Frankfort, forthcoming December 11, 2007.

“Strategies for ELLs in mainstream classes”
Workshop on strategies to work with ELLs in mainstream classes for over 90 elementary and secondary teachers from the Tippecanoe School Corporation, Klondike Elementary School, West Lafayette, IN, October 3, 2007. Demonstrated a) general ELL strategies such as using multimodal cues, visual representations, body language and movements to help ELLs understand language; b) extracting science language from a fiction book to teach both language and content.

“Strategies for ELLs”
Workshop for elementary teachers on specific strategies to work with ELLs in elementary classrooms. Focused on providing access to print and reading comprehension of fiction books with non-fiction elements. Kyger Elementary School, Frankfort, IN, September 25, 2007.

- Workshops for the *Teachers to Teachers International Program*, which brought 16 Russian elementary and secondary EFL teachers to Purdue University to increase their knowledge and experience in EFL methods and strategies, April 4, 2007.

“An Integrated Approach to ESL/EFL Teaching”

Workshop focused on providing participants with experience on how to integrate 1. the four skills (reading, writing, listening, speaking), grammar, and vocabulary, and 2. different content areas, e.g. math, science, social studies. Teachers worked on ways to make integration possible in their teaching and school contexts.

“Experiential Learning in ESL/EFL”

Workshop designed to give an overview of the concept and components of experiential learning. Demonstrated a variety of language games to promote language development for ESL/EFL learners, including *Vocabulary Tic-tac-toe*, *Grammar Tic-tac-toe*, *From Sentences to Essay: Cut, Paste and Build*, *Adjective Madness*, *Punctuation Jeopardy*, among others.

- Workshop offered through the Purdue Literacy Network Project, Purdue University.

“The Language of Math: A Look at ISTEP+ and Sample Textbooks” March 13, 2007

Workshop designed to give an overview of the challenges of the language of math in the 3rd grade ISTEP+ exam and commonly used math textbooks. Discussed challenges and provided strategies for literacy coordinators to work with teachers on typical language features of math while still focusing on the literacy development of students, especially ELLs.

- Workshops offered through The History Project, Dept. of History, University of California, Davis

“Building Literacy through History Institute” Summer 2005, Summer 2004, Summer 2003

Institute designed to introduce middle and high school history teachers to text analysis techniques and lesson preparation with literacy components, based on the California History-Social Science Standards. I designed and presented activities and lessons that introduced history teachers to language strategies for English learners and struggling readers. I worked one-on-one with these teachers to assist them in text selection and analysis, lesson design, format, and assessment.

“Building Literacy through History Institute,” California History-Social Science Project, October 2-4, 2003, Tiburon, CA

Institute designed to introduce directors, co-directors, and literacy coordinators of different California History-Social Science Project sites (UCLA, UC Berkeley, UC Irvine, CSU Chico, CSU Fresno, CSU Dominguez-Hills, CSU Long Beach) to text analysis techniques and strategies for English learners and struggling readers. Each site designed activities and lessons with literacy development components, based on the California History-Social Science Standards. Participated in subsequent meetings to offer continued guidance, instruction, and feedback.

“Increasing Historical Knowledge through Literacy Development” Oct 2004 - May 2005

An advanced course for history teachers of English learners and low achieving native speakers of English. Course designed to address text analysis techniques and strategies, textual challenges of history discourse for ELLs and low literacy students, and literacy-focused lesson design and implementation.

“Literacy development in history: Approaches to text analysis” with Nancy McTygue, School of Education, University of California, Davis, April 22, 2003

Presentation of overview of functional linguistic approach to text analysis offered to resident (master) teachers from the secondary teaching credential program.

- “Native-nonnative English-speaking teachers’ collaboration and team teaching”, Invited presentation for the Master’s of Arts in Teachers of English to Speakers of Other Languages (TESOL) program, California State University, East Bay, Hayward, CA, October, 2002 and October, 2003.

- “Utilizing meta-writing activities in composition classes” with Sally Richardson, Faculty Development Workshops, California State University, East Bay, Hayward, CA, November, 2000.

- “Language Games” with Constance Alves, Faculty Development Workshops, California State University, East Bay, Hayward, CA, December, 1999.

Other

Portuguese Tutor

Araraquara, SP (Brazil)

Jun 1992 – Nov 1996

Conducted weekly conferences with students to support regular high school Portuguese classes.

PUBLICATIONS

de Oliveira, L. C. (forthcoming). Focusing on language and content by examining cause and effect in historical texts. *The Social Studies*.

de Oliveira, L. C. (forthcoming). Strategies for NNES teachers’ continued development as professionals. In A. Mahboob (Ed.). *Nonnative English speakers in TESOL: A Resource book*. Alexandria, VA: Teachers of English to Speakers of Other Languages.

Augusto-Navarro, E. H., Abreu-e-Lima, D. M., & de Oliveira, L. C. (forthcoming). Once isn’t enough: Ongoing needs analyses in Brazil. In A. Smith & G. Strong (Eds), *Adult learners: Context and Innovation*. Alexandria, VA: Teachers of English to Speakers of Other Languages.

Abreu-e-Lima, D. M., & de Oliveira, L. C. (in press, 2008). The use of fairy tales in preservice teacher education: Learning to work with adolescents. *Contexturas* (Brazilian journal on the teaching of English as a Foreign Language).

de Oliveira, L. C., & Buckley, L. (in press). Understanding the language of mathematics in a standardized exam. *Proceedings of the 29th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education*.

Abreu-e-Lima, D. M., de Oliveira, L. C., & Augusto-Navarro, E. H. (in press). Focusing on teaching from the get-go: An experience from Brazil. In M. Carroll (Ed.), *Developing a New Program or Curriculum for Adults* (TESOL Curriculum Development Series). Alexandria, VA: Teachers of English to Speakers of Other Languages.

Athanases, S. Z., & de Oliveira, L. C. (in press, 2008). Advocacy for equity in classrooms and beyond: New teachers' challenges and responses. *Teachers College Record*, 109(12).

de Oliveira, L. C. (in press, 2008). “History doesn’t count”: Challenges of teaching history in California schools. *The History Teacher*.

- Kamhi-Stein, L. D. & de Oliveira, L. C. (in press). Mentoring as a pathway to leadership: a focus on nonnative-English-speaking teachers. In C. Coombe, M. L. McCloskey, N. Anderson & L. Stephenson (Eds.), *Leadership Skills for English Language Educators*. University of Michigan Press.
- de Oliveira, L. C. (2007). Academic language development in the content areas: Challenges for English language learners. *INTESOL Journal*, 4(1), 22-33.
- Athanases, S. Z. & de Oliveira, L. C. (2007). Conviction, confrontation, and risk in new teachers' advocating for equity. *Teaching Education*, 18(2), 123-136.
- de Oliveira, L. C., & Athanases, S. Z. (2007). Program graduates' reports of advocating for English language learners. *Journal of Teacher Education*, 58(3), 202-215.
- Schleppegrell, M. J., & de Oliveira, L. C. (2006). An integrated language and content approach for history teachers. *Journal of English for Academic Purposes* 5(4), 254-268.
- de Oliveira, L. C. & Nielsen, S. (2006). Landing your ideal TESOL job: Tips for success. *Proceedings of the 2006 CATESOL State Conference*. Available at www.catesol.org.
- de Oliveira, L. C. & Richardson, S. (2001). Collaboration between native and nonnative English-speaking educators. *The CATESOL Journal*, 13(1), 123-134.
Reprinted in L. D. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals*. Ann Arbor: the University of Michigan Press.
- Hofling, C., Duarte, G., Gonzaga, V.; Micucci, T. C., Oliveira, F., de Oliveira, L. C. (1995). Canto X: a máquina do mundo e a mensagem d'Os Lusíadas [Canto X: World machine and the message in Os Lusíadas]. *Caminho das Índias*. Araraquara, SP: Faculdade de Ciências e Letras (FCL), UNESP, p. 98-110.

Manuscripts under review:

- de Oliveira, L. C., & Shoffner, M. (under review). Incorporating English learner issues into English education methods courses.
- de Oliveira, L. C. (under review). Teaching English language learners for social justice.
- de Oliveira, L. C. (under review). Nouns in history: Packaging information, expanding explanations, and structuring reasoning.

Manuscripts in preparation:

- Athanases, S. Z., & de Oliveira, L. C. (in preparation). Infusing attention to ELLs in a preservice teacher education program.
- de Oliveira, L. C. (in preparation). Conceptualizing a model of teacher knowledge: Issues in the preparation of nonnative English-speaking professionals in TESOL.

Schleppegrell, M. J., Gargani, J., de Oliveira, L. C., & McTygue, N. (in preparation). Supporting student writing in history: Outcomes of professional development with a focus on language.

Reports

de Oliveira, L. C. (1995, March). *Cohesive devices in 8th grade students' essays from public schools in Araraquara*. Conselho Nacional de Desenvolvimento Científico e Tecnológico – CNPq (National Council of Scientific and Technological Research), Brasília, DF.

de Oliveira, L. C. (1996, July) . *Researching English written output*. Conselho Nacional de Desenvolvimento Científico e Tecnológico – CNPq (National Council of Scientific and Technological Research), Brasília, DF.

de Oliveira, L. C. (1997, January). *Optimizing English written output*. Conselho Nacional de Desenvolvimento Científico e Tecnológico – CNPq (National Council of Scientific and Technological Research), Brasília, DF.

Newsletter Articles

de Oliveira, L. C. (2007, November). Letter from the Chair: Reflecting on our roles as NNESTs. *NNEST Newsletter (The newsletter of the Nonnative English Speakers in TESOL Caucus)*, 9(2).

de Oliveira, L. C. (2007, May). Letter from the Chair: Reflecting on the past, looking into the future. *NNEST Newsletter (The newsletter of the Nonnative English Speakers in TESOL Caucus)*, 9(1).

de Oliveira, L. C. (2006, February). College/University Level: Upcoming events and opportunities. *CATESOL News* 37(4), 14.

de Oliveira, L. C. (2005, August). Self-study strategies for advanced ESL learners. *CATESOL News* 37(2), 8.

de Oliveira, L. C. (2005, May). The Early Assessment Program. *CATESOL News* 37(1), 8.

de Oliveira, L. C. (2001). Developing collaborative relationships between nonnative English-speaking (NNEST) and native English-speaking (NES) teachers. *CATESOL News* 33 (3), 23.

HONORS AND AWARDS

Awards

Outstanding Paper on Non-Native English Speakers in TESOL Issues, East Carolina University and TESOL Award for the colloquium “Exploring NNESTs’ professional self-esteem and confidence” presented at the Annual Teachers of English to Speakers of Other Languages Convention, 2006.

Outstanding Scholarship Award, first recipient, School of Education, UC Davis, awarded to one Ph.D. Candidate, Spring 2005 - Awarded on the basis of scholarship and promise of outstanding academic and professional contribution to recognize students’ exceptional performance at the university.

Leadership Mentoring Program, TESOL (Teachers of English to Speakers of Other Languages)

Spring 2005 – Award designed to help underrepresented groups within TESOL become more involved in the association. Recipients are guided by mentors throughout the year as they contribute their time and expertise to TESOL’s activities and projects. Award by nomination, given to individuals with potential for TESOL involvement and leadership, to participate in TESOL’s Leadership Certificate Program and the TESOL Annual Convention.

Outstanding Paper on Non-Native English Speakers in TESOL Issues, East Carolina University and TESOL Award for the colloquium “Learning from Models of Native English-speaking teacher (NEST)/Nonnative English-speaking Teacher (NNEST) Collaboration” presented at the Annual Teachers of English to Speakers of Other Languages Convention, 2004.

Recognition Awards, California Teachers of English to Speakers of Other Languages (CATESOL), for outstanding service to CATESOL and dedication to the teaching profession. Non-native Language Educators’ Issues Interest Group Coordinator, 2002-2004, Assistant College/University Chair, 2004-2005, College/University Chair, 2005-2006.

Fellowships

University of California, Davis

Non-Resident Tuition Fellowships, School of Education and Office of Graduate Studies, 9/2001 – 5/2006 - Extremely competitive fellowship to support international students. Awarded primarily on the basis of scholarship and promise of outstanding academic and professional contribution.

Summer Research Fellowship, School of Education, Summer 2005 – Fellowship designed to support outstanding scholars and help them make substantial progress toward their degrees.

GRANTS AND CONTRACTS

Duration of Funding	Amount	Role	Project Title and Description	Funding Source(s)/ Agency
2007-2008	\$39,550	PI	<i>Determining a Knowledge Base for Teaching ELLs in Elementary School</i> Research Project Frankfort School Corporation Subcontract #2 to support work as an ESL Specialist at Kyger Elementary School and other areas within the district, including the district improvement plan.	Community Schools of Frankfort
2007-2008	\$2,500	PI Collaborators: -Lesley Miller (2 nd grade teacher, Wea Ridge Elementary School, Lafayette, IN) -Angie Schoenbeck (Clinical Instructor, Center for Literacy Education and Research, Purdue University)	<i>From Reading to Writing in Social Studies: Genre Study in an Elementary Classroom</i> Synergy Grant to support collaborative research with professional development schools	College of Education, Purdue University
2007-2008	\$1,500	PI Collaborator: - Kathryn Nelson (4 th grade teacher, Happy Hollow Elementary School, West Lafayette, IN)	<i>Understanding the Role of Language in Science Learning through the Development of Elementary Science Lessons</i> Synergy Grant to support collaborative research with professional development schools	College of Education, Purdue University
2007-2008	\$14,000	PI	<i>The Challenges of the Discourse of Mathematics for English Language Learners</i> Year-Long Research Grant	Purdue Research Foundation
2007	\$7,000	PI	<i>The Challenges and Needs of Teacher of English Language Learners in Indiana</i> Summer Research Grant	Purdue Research Foundation

2007	\$3,717	PI	Frankfort School Corporation Subcontract #1 to support work on the district improvement plan for Title I of <i>No Child Left Behind</i> .	Community Schools of Frankfort
2007	\$5,400	PI	<i>Study Abroad Program in Brazil</i> Departmental Study Abroad Programs New Program Development Grant - Study Abroad and International Learning (SAIL)	Office of International Programs, Purdue University
2007-2008	\$242	PI	<i>The Mentoring of Nonnative Speakers in Teacher Education Programs: Perspectives from Mentor Teachers and Educators</i> TESOL Special Projects Grant to support a research project	Teachers of English to Speakers of Other Languages (TESOL)
2006-2007	\$400	Co-PI Co-PI: Karen Newman, Ohio State University	<i>NNESTs and NESTs in Professional Development Programs</i> TESOL Special Projects Grant to support a research project	TESOL

Travel Grants and Awards

Purdue University

Dept of Curriculum & Instruction

Supplemental C&I Faculty Travel Award, \$250, February 2007

College of Education

COE Strategic Initiatives, Dean's Faculty Travel Grant, \$250, March 2007

Dean's Faculty Travel Grant, \$250, April 2007

Grants prior to joining Purdue faculty

University of California, Davis

Block Grants, School of Education and Graduate Group in Education, 2003-2005 – Awarded to students who demonstrate strong potential for academic scholarship and financial need.

Travel Grant, Graduate Group in Education, March 2006

Travel Grant, Graduate Group in Education, June 2003

CATESOL (California Teachers of English to Speakers of Other Languages)

Rick Sullivan Stipend, April 2002 - Award given to support ESL professionals who would benefit from attending the State conference and who have contributed to the organization with presentations at chapter, regional, and state conferences.

Conselho Nacional de Desenvolvimento Científico e Tecnológico – CNPq - (National Council of Scientific and Technological Research)

Three consecutive year-long research grants awarded to undergraduate students with potential for future research. Accomplished three research projects:

Cohesive devices in 8th grade students' essays from public schools in Araraquara (8/1994 – 3/1995)

Researching English written output (3/1995 – 8/1996)

Optimizing English written output (8/1996 – 2/1997)

LISTINGS

Who's Who in Education, 2006 –

Purdue Media Experts 2007 –

The NNEST Caucus Member of the Month, March 2006, available at:

http://www.moussu.net/nnest/blog/2006_03_09_archive.html

PRESENTATIONS

Conference Presentations

Augusto-Navarro, E. H., Abreu-e-Lima, D. M., & de Oliveira, L. C. (forthcoming 2008, April). *On-site needs assessment: Rich information gathering*. Presentation at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), New York, NY.

de Oliveira, L. C. (forthcoming 2008, April). Preparing teachers to be advocates for ELLs. In T. Lucas (Organizer). *Preparing all teachers for English language learners*. Colloquium presentation at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), New York, NY.

- de Oliveira, L. C. (forthcoming 2008, April). (Organizer). *10 years later: The NNEST movement and its impact*. Colloquium presentation at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), New York, NY.
- de Oliveira, L. C. (forthcoming 2008, April). The meaning of internationalism and professionalism for the education and hiring of nonnative English-speaking teachers. In S. Nero (Organizer). *Where we stand on internationalism and professionalism*. Presentation at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), New York, NY.
- de Oliveira, L. C. & Pereira, N. (forthcoming 2008, March). *Challenges and needs of teachers of English language learners*. Presentation at the annual meeting of the American Educational Research Association (AERA), New York, NY.
- de Oliveira, L. C. (forthcoming 2008, January). *Differences between learning English as a second language (ESL) and learning English as a foreign language (EFL)*. Invited plenary presentation, Teaching EFL and ESL: Contributions from Various Contexts conference, Federal University of Sao Carlos, Sao Carlos, Brazil.
- de Oliveira, L. C. (2007, November). *The importance of mentoring and collaboration for the preparation of native and nonnative English-speaking teachers*. Featured guest speaker, Research Symposium, Teachers of English as a Second Language (TESL) Ontario, Toronto, Canada.
- de Oliveira, L. C., & Cheng, D. (2007, November). *The linguistic challenges of mathematics for ELLs*. Poster presentation at the annual meeting of the Indiana Teachers of English to Speakers of Other Languages (INTESOL), Carmel, IN.
- Kuo, N-H., & de Oliveira, L. C. (2007, November). *Motivating intermediate ELLs by utilizing young-adult literature*. Presentation at the annual meeting of the Indiana Teachers of English to Speakers of Other Languages (INTESOL), Carmel, IN.
- de Oliveira, L. C., & Buckley, L. (2007, October). *Understanding the language of mathematics in a standardized exam*. Presentation at the International Group for the Psychology of Mathematics Education, North-American Chapter, Lake Tahoe, NV.
- de Oliveira, L. C. (2007, September). *Working with English language learners: Teachers' challenges and needs*. Poster presentation at the 1st Latino Scholars Forum, Purdue University.
- Athanases, S.Z., & de Oliveira, L. C. (2007, April). *"And I opened my big mouth": Voicing and risk in new teachers' advocating for equity*. Presentation at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- de Oliveira, L. C., & Athanases, S. Z. (2007, April). *Meeting the needs of English Learners: New teachers seeing, critiquing, and responding to inequities*. Presentation at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

- de Oliveira, L. C. (2007, March). Using language as a means of teaching content. In J. Sharkey (Organizer). *Defining, enacting, and advocating for linguistically responsive pedagogies* (Interconnection Session). Invited presentation at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Seattle, WA.
- de Oliveira, L. C. (2007, March). Strategies for NNESTs' continued development as professionals. In A. Mahboob & L. Barratt (Organizers). *Strategies for NNESTs that work* (Spotlight Session). Invited presentation at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Seattle, WA.
- de Oliveira, L. C. (2007, March). Professional development for busy professionals. In V. Bradford (Organizer). *Professional development* (Interconnection Session). Invited presentation at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Seattle, WA.
- Newman, K. & de Oliveira, L. C. (2007, March). NNESTs and NESTs in professional development programs. In Newman, K. & de Oliveira, L. C. (Organizers). *The mentoring of NNEST professionals*. Nonnative English Speakers in TESOL Caucus Colloquium at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Seattle, WA.
- Newman, K. & de Oliveira, L. C. (2007, March). (Organizers). *The mentoring of NNEST professionals*. Nonnative English Speakers in TESOL Caucus Colloquium at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Seattle, WA.
- de Oliveira, L. C. (2006, November). *Academic language development in the content areas*. Presentation at the annual meeting of the Indiana Teachers of English to Speakers of Other Languages, Carmel, IN.
- de Oliveira, L. C. (2006, April). Teachers' perspectives on the challenges in writing school history. In M. Schleppegrell (Chair). *Supporting student writing in history: Outcomes of professional development with a focus on language*. Colloquium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- de Oliveira, L. C. (2006, April). (Chair). *Paraphrasing skills in college/university classes*. Board-sponsored workshop presented at the annual meeting of the California Teachers of English to Speakers of Other Languages (CATESOL), San Francisco, CA.
- de Oliveira, L. C. & Nielsen, S. (2006, April). *Effective job search strategies*. Board-sponsored workshop presented at the annual meeting of the California Teachers of English to Speakers of Other Languages (CATESOL), San Francisco, CA.
- de Oliveira, L. C. & Wu, A. (2006, April). *Leading NNESTs towards leadership*. Paper presented at the annual meeting of the California Teachers of English to Speakers of Other Languages (CATESOL), San Francisco, CA.

- de Oliveira, L. C. (2006, March). Capitalizing on nonnative English-speaking teachers' strengths to improve their professional self-esteem. In E. Llorca (Chair). *Exploring NNETS' professional self-esteem and confidence*. Presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Tampa, FL.
- de Oliveira, L. C., & Kamhi-Stein, L. (2006, March) (Co-Chairs). *New Leaders' Forum*. Forum presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Tampa, FL.
- de Oliveira, L. C. (2005, April). *A language-based approach to content teaching*. Demonstration presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), San Antonio, TX
- de Oliveira, L. C. (2005, March). Identity and the NNES teacher: the role of knowledge of self and mentoring. In E. Major (Chair). *NNES teachers as mentors and cultural mediators*. Featured colloquium of the Nonnative Language Educators' Issues interest group at the annual California Teachers of English to Speakers of Other Languages (CATESOL) State Conference, Long Beach, CA.
- de Oliveira, L. C. (2005, March). Learning history while focusing on language. In J. O'Loughlin (Chair). *Integration of content and language instruction for ELLs*. Featured Secondary Level Workshop (board-sponsored) at the annual California Teachers of English to Speakers of Other Languages (CATESOL) State Conference, Long Beach, CA.
- de Oliveira, L. C. (2004, May). History teachers as language teachers: functional grammar in the classroom. In M. Schleppegrell (Chair), *The discourse of history: Challenges for academic literacy development*. Colloquium presented at the annual meeting of the American Association for Applied Linguistics Conference, Portland, OR.
- Athanasios, S. Z. & de Oliveira (2004, April). *New teachers' reports of advocating for educational equity*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- de Oliveira, L. C. (2004, April). Language and content learning for ELLs. In J. O'Loughlin (Chair), *Collaborating with your mainstream colleagues in content instruction*. Board-sponsored colloquium at the annual California Teachers of English to Speakers of Other Languages (CATESOL) State Conference, Santa Clara, CA.
- de Oliveira, L. C. (2004, April). (Chair). *Preparing nonnative English speakers in Brazil: Content, methods, and reflection*. Colloquium presented at the California Teachers of English to Speakers of Other Languages (CATESOL) State Conference, Santa Clara, CA.
- de Oliveira, L. C., & Liang, J. (2004, April). Looking for a job? Job search strategies for nonnative-English-speakers. Workshop presented at the California Teachers of English to Speakers of Other Languages (CATESOL) State Conference, Santa Clara, CA.
- de Oliveira, L. C. (2004, March). Continuous teacher education: Building on experiences of NNES teachers as learners of teaching. In A. Mahboob (Chair), *Nonnative English Speakers in TESOL Caucus: Teacher Education and NNETS*, Invited presentation of the Nonnative

- English Speakers in TESOL Caucus Colloquium at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Long Beach, CA.
- de Oliveira, L. C., & Richardson, S. (2004, March). A model of a successful collaboration between native and non-native English-speaking ESL teachers. In B. Brady (Chair), *Learning from Models of NEST/NNEST Collaboration*. Colloquium presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Long Beach, CA.
- de Oliveira, L. C. (2004, January). *Looking for a job locally? Practical job search strategies and tips for nonnative-English-speakers*. Invited presentation at the California Teachers of English to Speakers of Other Languages (CATESOL) mini-conference, San Jose, CA.
- de Oliveira, L. C., & Augusto-Navarro, E. H. (2003, August). *Pesquisa sobre o ensino de gramática no contexto de inglês como língua estrangeira (Research on the teaching of grammar in English as a Foreign Language contexts)*. Workshop presented at the XXIV ENEL – Encontro Nacional dos Estudantes de Letras (National Meeting of Undergraduate Language Students), Federal University of São Carlos, São Carlos, SP, Brazil.
- de Oliveira, L. C. (2003, April). (Chair). *Nonnative English speakers in MA TESOL programs: Challenges and possibilities*. Board-sponsored colloquium presented at the annual California Teachers of English to Speakers of Other Languages (CATESOL) State Conference, Pasadena, CA.
- de Oliveira, L. C. (2002, November). *Preparing nonnative English-speaking professionals in TESOL*. Paper presented at the Northern California Teachers of English to Speakers of Other Languages (CATESOL) Conference, Union City, CA.
- de Oliveira, L. C. (2002, April). *Nonnative English-speaking professionals in TESOL: Identity and teacher education*. Paper presented at the annual California Teachers of English to Speakers of Other Languages (CATESOL) State Conference, San Francisco, CA.
- de Oliveira, L. C. (2002, April). (Chair). *Preparing nonnative English speakers in TESOL*. Nonnative Language Educators' Issues interest group featured session at the annual California Teachers of English to Speakers of Other Languages (CATESOL) State Conference, San Francisco, CA.
- de Oliveira, L. C. & Richardson, S. (2002, April). Perceived benefits of collaboration between native and nonnative English-speaking teachers. In L. C. de Oliveira (Chair), *Preparing nonnative English speakers in TESOL*. Nonnative Language Educators' Issues interest group featured session at the annual California Teachers of English to Speakers of Other Languages (CATESOL) State Conference, San Francisco, CA.
- Richardson, S., & de Oliveira, L. C. (2001, November). *Summary writing: Learn and have fun*. Demonstration presented at the Northern California Teachers of English to Speakers of Other Languages (CATESOL) Conference, Hayward, CA.
- de Oliveira, L. C. (2001, April). *Verbs - always tense*. Demonstration presented at the annual California Teachers of English to Speakers of Other Languages (CATESOL) Conference, Ontario, CA.

- de Oliveira, L. C. (2001, April). Developing a collaborative relationship between native and non-native English-speaking ESL teachers. In L. Kamhi-Stein (Chair), *Non-native English speakers as ESL teachers*. Colloquium presented at the annual California Teachers of English to Speakers of Other Languages (CATESOL) Conference, Ontario, CA.
- de Oliveira, L. C., & Richardson, S. (2000, November). *Collaboration between native and non-native speaking educators*. Paper presented at the Northern California Teachers of English to Speakers of Other Languages (CATESOL) Conference, Fremont, CA.
- Richardson, S., & de Oliveira, L. C. (2000, November). *Enhancing multiple skills through journal writing*. Demonstration presented at the Northern California Teachers of English to Speakers of Other Languages (CATESOL) Conference, Fremont, CA.
- de Oliveira, L. C. & Richardson, S. (2000, May). *Meta-writing: writing about writing*. Demonstration presented at the Pedagogy in Practice: A Composition and Reading Conference, San Francisco, CA.
- de Oliveira, L. C., & Alves, C. (2000, April). *Language games*. Demonstration presented at the annual California Teachers of English to Speakers of Other Languages (CATESOL) State Conference, Sacramento, CA.
- de Oliveira, L. C. (2000, April). (Chair). *Preparing high school students for college*. Colloquium presented at the annual California Teachers of English to Speakers of Other Languages (CATESOL) State Conference, Sacramento, CA.
- de Oliveira, L. C. & Richardson, S. (2000, April). *Meta-writing: writing about writing*. Demonstration presented at the annual California Teachers of English to Speakers of Other Languages (CATESOL) State Conference, Sacramento, CA.
- de Oliveira, L. C. (1999, October). *The power of games: Learn and have fun!* Demonstration presented at the XIII Spring Conference, São Paulo State University (UNESP), Marília, SP, Brazil.
- de Oliveira, L. C., & Alves, C. (1999, October). *Using games to stimulate your classes*. Demonstration presented at the San Diego Regional California Teachers of English to Speakers of Other Languages (CATESOL) Conference, Chula Vista, CA.
- de Oliveira, L. C. (1999, May). *Classroom assessment techniques to maintain student motivation*. Invited paper presented at the Links to Success: Bridges over Boundaries conference, California State University, East Bay, Hayward, CA.
- de Oliveira, L. C. (1999, May). (Chair). *English Precollegiate Academic Development Program – Preparing high school students for college*. Paper presented at the Links to Success: Bridges over Boundaries conference, California State University, East Bay, Hayward, CA.
- Norris, C., de Oliveira, L., & Kang, M. Y. (1999, April). *Creating effective groups in linguistically and culturally diverse classrooms*. Paper presented at the annual California Teachers of English to Speakers of Other Languages (CATESOL) State Conference, Reno, NV.

- de Oliveira, L. C., & McMorris, A. (1998, October). *Teacher-tutor teamwork: Preparing high school students for college*. Northern Regional California Teachers of English to Speakers of Other Languages (CATESOL) Conference, Oakland, CA.
- de Oliveira, L. C. (1996, December). *Pesquisando o output escrito [Researching English written output]*. Report presented at the VIII Congresso de Iniciação Científica da UNESP – Universidade Estadual Paulista (VIII Scientific Initiation Conference of UNESP - São Paulo State University), Guaratingueta, SP, Brazil.
- de Oliveira, L. C. (1996, December). *Pesquisando o output escrito [Researching English written output]*. Paper presented at the I Congresso de Iniciação Científica, Aperfeiçoamento e Especialização [I Specialization, Improvement, and Scientific Initiation Conference], São Paulo State University, Araraquara, SP, Brazil.
- Hofling, C., de Oliveira, L. C., de Oliveira, F. H., Micucci, T. C. (1996, July). *Uma diferente leitura do mundo: Análise semiótica de uma foto [A different reading of the world: A semiotic study of a picture]*. Paper presented at the 48^a Reunião Anual da Sociedade Brasileira para o Progresso da Ciência - SBPC (48th Annual Meeting of the Brazilian Society to the Progress of Science), Pontifícia Universidade Católica (PUC), São Paulo, SP, Brazil.
- de Oliveira, L. C., Hofling, C., & Micucci, T. C. (1996, May). *Trabalhando a argumentação em um texto jornalístico [Working with argumentation in a newspaper text]*. XLIV Congresso do Grupo de Estudos Linguísticos – GEL (Seminar of Linguistics Studies Group), Universidade de Taubate, Taubate, SP, Brazil
- de Oliveira, L. C. (1996, May). *Examinando o output escrito no processo de aquisição de inglês como língua estrangeira [The examination of the written output in the process of English language acquisition]*. Paper presented at the XII Jornada de Língua Inglesa - JELI (Seminar of English Language Studies), Universidade de São Paulo – São Paulo, SP (Brazil).
- de Oliveira, L. C. (1995, November). *Elementos coesivos nas redações de alunos da 8ª série de escolas públicas de Araraquara [Cohesive devices in 8th grade students' essays from public schools in Araraquara]*. Report presented at the VII Congresso de Iniciação Científica da UNESP (VII Scientific Initiation Conference of UNESP - São Paulo State University), Guaratingueta, SP, Brazil.
- de Oliveira, L. C. (1995, November). *Elementos coesivos em textos jornalísticos [Cohesive devices in newspaper texts]*. Paper presented at the XLIII Congresso do Grupo de Estudos Linguísticos – GEL (Seminar of Linguistics Studies Group), Universidade de Ribeirão Preto (UNAERP), Ribeirão Preto, SP, Brazil.
- de Oliveira, L. C., Hofling, C., Cabral, A., & Scarpa, A. M. (1995, May), *Teenagers: A New Experience*. Paper presented at the XI Jornada de Língua Inglesa - JELI (Seminar of English Language Studies), Universidade de Taubate (UNITAU), Taubate, SP, Brazil.
- de Oliveira, L. C. (1993, October). *Managing directions*. VII Spring Conference, Universidade do Sagrado Coração, Bauru, SP, Brazil

Invited Talks

- de Oliveira, L. C. (2007, November). Research Discussion for graduate students in the Department of Curriculum & Instruction, Purdue University.
- de Oliveira, L. C. (2007, October). *Best practices for ELLs*. Invited presentation at EDCI 500, Foundations of Literacy, Dept. of Curriculum & Instruction, Purdue University.
- de Oliveira, L. C. (2007, February). *The challenges and expectations of school history writing*. Research seminar series, Dept. of Curriculum & Instruction, Purdue University.
- de Oliveira, L. C. (2007, April). *Immigration, acculturation, and language*. Invited presentation at EDPS 507, Counseling Multicultural and Diverse Populations, Dept. of Educational Studies, Purdue University.
- de Oliveira, L. C. (2007, October; 2007, March; 2006, October). *Strategies for teaching English learners in the secondary classroom*. Invited presentations at EDCI 422, The Teaching of English in Secondary Schools, Dept. of Curriculum & Instruction, Purdue University.
- de Oliveira, L. C. (2006, October). *Pathways to the Ph.D.* Presentation for the incoming Ph.D. students of the Graduate Group in Education, School of Education, University of California, Davis.
- de Oliveira, L. C. (December, 1998). *American Culture – California*. Federal University of São Carlos, São Carlos, SP, Brazil.
- de Oliveira, L. C. (1999, November). *Teaching in California: difficulties and rewards*. São Paulo State University, Araraquara, SP, Brazil.

CURRICULUM DEVELOPMENT

Purdue University

Elementary Teacher Education Program

EDCI 370 *Teaching English as a New Language*. Designed collaborative instructional materials to prepare preservice teachers to work with the English Language Learners (ELLs) in their future classrooms utilizing instructional methods and strategies that focused on increasing students' awareness of the role of language in learning *all* content areas. These included innovative, empirically-based course assignments and materials, including a grammar presentation assignment, a sample text-based grammar lesson, and a fifth-grade lesson that focused on incorporating language in teaching science to ELLs.

University of California, Davis

The History Project

Designed curriculum and materials for “Building Literacy through History” summer institutes and “Increasing Historical Knowledge through Literacy Development,” an advanced course on literacy in history.

California State University, East Bay

English Summer Precollegiate Academic Development Program

Designed curriculum and materials in collaboration with teachers. Activities designed to promote acquisition of grammar, reading, writing, test-taking, critical thinking, and study skills.

English 804, 805, and 806 (Intensive Learning Experience for Non-Native Speakers of English)
Designed and implemented curriculum, syllabus, and course content to teach developmental English to English language learners from diverse educational, linguistic, and cultural backgrounds.

Side by Side English School

Developed course content and materials for EFL beginning and intermediate courses: Children 1, 2, and 3; Basic Levels 1, 2, 3, and 4; Intermediate Levels 1, 2, and 3.

INVOLVEMENT IN GRADUATE RESEARCH PROGRAM

Chairperson for Ph.D. Students

1. Dazhi (Daniel) Cheng
2. Shu-Wen Lan

Chairperson for M.S. Students

1. Suzy Kontos

Committee Member for Ph.D. Students

1. Ying Zhang
2. Nai-Hua Kuo
3. Nadezda Pimenova

Committee Member for M.S. Students

1. Dana C. Adamson
2. Joy Duncan
3. Sara Solórzano
4. Gail Zdilla

PROFESSIONAL ORGANIZATIONS

- American Association for Applied Linguistics (AAAL).
- American Educational Research Association (AERA).
- Asociación de Lingüística Sistemico-Funcional de América Latina – Latin-American Systemic Functional Linguistics Association – (ALSFAL).
- Association Internationale de Linguistique Appliquée – International Association of Applied Linguistics – (AILA).
- Indiana Teachers of English to Speakers of Other Languages (INTESOL).
- International Systemic-Functional Linguistics Association (ISFLA).
- Teachers of English to Speakers of Other Languages (TESOL).

LEADERSHIP AND SERVICE

Purdue University

Member, Engagement Task Force, College of Education, 2006-present

Developed a definition of engagement for the College of Education that is aligned with Purdue practice and national engagement trends. Working on providing guidance at college level for faculty workload based on engagement activities.

Poster presentation award judge, Annual Graduate Student Educational Research Symposium, College of Education, 2007

Reviewed and judged 13 poster presentations during the symposium.

University of California, Davis

Ph.D. Student Representative, Faculty Search Committee ‘Academic Literacy for Adolescents’, School of Education, December 2004 – March 2005. Nominated and elected by students from the School of Education.

Reviewed applicants’ files, advised search committee, helped to select candidates, participated in search committee discussions, received feedback from graduate students on candidate selection.

Student Representative, Designated Emphasis in Second Language Acquisition, 2003-2004
Elected position by Masters and Ph.D. students completing this additional specialization.

Federal University of São Carlos

Member, Research Group supported by the Brazilian National Council of Scientific and Technological Research (Conselho Nacional de Desenvolvimento Científico e Tecnológico – CNPq).
This group meets occasionally to discuss issues related to the teaching of English as a foreign language (EFL) in Brazil and teacher education of future EFL teachers.

Leadership in Professional Organizations

International Organizations

Teachers of English to Speakers of Other Languages (TESOL)

TESOL is an international association of 14,000 teachers of English as an Additional Language.

Serial Publications Committee Member, October 2007 – March 2010 (appointed by the TESOL President)

Ensures that all TESOL publications maintain the highest professional standards and meet the needs of its readers.

Nonnative English Speakers in TESOL Caucus (NNEST)

Chair, 2007-2008 (elected position)

Provides leadership by overseeing all Caucus activities, including communicating with the Board Liaison and Staff Liaison and submitting an annual NNEST Report to the Board. Leads the Nonnative English Speakers in TESOL (NNEST) Listserv discussion, writes a Letter from the Chair for the two issues of the NNEST Newsletter. At the annual TESOL Convention, organizes a thematic colloquium, leads an Energy Break and invites Caucus members to lead one or more discussion sessions. Finally, selects the annual recipient for the East Carolina University and TESOL Award for an outstanding paper on NNEST issues, recruits new Caucus members, and mentors potential Caucus leaders.

Chair-Elect, 2006-2007 (elected position)

Provided leadership by organizing the NNEST Caucus booth at the annual TESOL Convention and assisting the Caucus Chair with the NNEST Listserv discussion. Participated in other leadership activities, including assisting in the organization of a thematic colloquium and taking minutes at the Caucus Leaders Meeting at the annual TESOL Convention. Recruited new Caucus members and mentors potential Caucus leaders.

Awards Committee Member, 2006-2007

Read and reviewed applications for TESOL's Ruth Crymes Fellowship award.

Planning Committee Member, 40th Annual Conference, 2006 (responsible for the "New Leaders' Forum")

Organized and selected forum presenters. Maintained communication with co-chair and presenters. Provided leadership within the conference team leaders.

National Organizations

American Educational Research Association (AERA)

AERA is an international professional organization of 22,000 members with the primary goal of advancing educational research.

Proposal Reader, Second Language Research Special Interest Section (SIG), 2006 AERA Annual Meeting, San Francisco, CA.

Proposal Reader, Second Language Research Special Interest Section (SIG), 2006 AERA Annual Meeting, Chicago, IL.

Proposal Reader, Division K: Teaching and Teacher Education, 2007 AERA Annual Meeting, New York, NY.

Proposal Reader, Second Language Research Special Interest Section (SIG), 2007 AERA Annual Meeting, New York, NY.

Session Chair, Research on Second/Foreign Language Teacher Interactions with Learners. 2007 AERA Annual Meeting, New York, NY.

State Organizations

Indiana Teachers of English to Speakers of Other Languages (INTESOL)

INTESOL is a nonprofit organization that represents teachers of English language learners throughout Indiana.

President (2009) and Vice-President (2008) (elected position)

The President presides at all meetings, appoints such committees as the Executive Board authorizes, and has general responsibility for conducting the business of the Organization. The President submits the annual report to International TESOL, and ensures that the annual affiliate dues are paid. The President either serves as or appoints the official delegate to the Affiliate Council Meeting at the annual International TESOL Convention. The term of this office is for one year.

The Vice President, who is the President-elect, presides in the absence of the President and generally assists the President in the execution of business. The Vice President is responsible for all communications between INTESOL and International TESOL and other organizations and affiliates and promptly distributes communications to the President and other appropriate members of the INTESOL Executive Board. The Vice President serves as chair of the Conference Committee. The term of this office is for one year.

Volunteer Coordinator (2007-2008)

Coordinates the recruitment and organization of volunteers for the INTESOL state conference.

California Teachers of English to Speakers of Other Languages (CATESOL)

CATESOL is a nonprofit organization that represents teachers of English language learners throughout California and Nevada. CATESOL, founded in 1969, has nearly 4,000 members and is the largest TESOL affiliate in the U.S.

Planning Committee Member, State CATESOL 2006 Conference

Participated in planning meetings. Identified and invited plenary speakers.

Job Fair Chair, State CATESOL 2006 Conference

Mailed letters to potential participants, organized job fair, coordinated job fair participants.

College/University Level Chair (2005-2006) and **Assistant Chair** (2004-2005). Elected position. Attended all meetings of the Board of Directors as a voting member. Represented interests of level. Planned and presided the Annual Meeting at the state conference. Worked with other level chairs in matters that overlap. Facilitated the Academic Workshop and rap sessions at the state conference. Moderated the listserv.

Non-Native Language Educators' Issues (NNLEI) Interest Group Coordinator (2002-2004) and **Coordinator-Elect** (2001-2002). Oversaw interest group activities. Organized the Annual Colloquium, Business Meeting, and workshops at the CATESOL Conference. Moderated listserv. Provided leadership in identifying issues of relevance to NNLEI. Presented a number of rap sessions at regional conferences. Nominated subsequent coordinators and oriented them as needed.

Member, Steering Committee, Non-Native Language Educators' Issues Interest Group, 2001-2006

Editorial Responsibilities

Reviewer, Special Issue on Bilingualism and Biliteracy, *Equity & Excellence in Education*.

REFERENCES

Mary Schleppegrell, Ph.D. mjschlep@umich.edu
Professor, School of Education, University of Michigan, Ann Arbor (734) 647-2449

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Associate Professor, School of Education, University of California, Davis (530) 752-2621

Lia Kamhi-Stein, Ph.D. lkamhis@calstatela.edu
Professor and MA TESOL Coordinator, Charter College of Education, School of Education,
California State University, Los Angeles (323) 343-5506