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## **EDUCATION**

**University of California**, Los Angeles, CA  
Ph.D., Applied Linguistics; Dr. Elinor Ochs, Advisor  
Dissertation: *Re-imagining the Nation: Language Socialization in Ukrainian Classrooms*  
Funded by the Institute of International Education (U.S. Student Fulbright Award) and the University of California, Los Angeles Dissertation Year Fellowship

**University of California**, Los Angeles, CA  
MA, Teaching English as a Second Language

**University of California**, Berkeley, CA  
BA, Slavic Languages and Literatures

## **PROFESSIONAL EXPERIENCE**

**Associate Professor**, Second Language Studies, Indiana University, Bloomington, IN August 2019 to present

**Assistant Professor**, Second Language Studies, Indiana University, Bloomington, IN August 2013 to August 2019

**Visiting Assistant Professor**, Second Language Studies, Indiana University, Bloomington, IN August 2012 to August 2013

**Assistant Professor**, Second Language Studies, Michigan State University, East Lansing, MI August 2006 to July 2012

**Teaching Fellow**, Department of Applied Linguistics & TESL, University of California, Los Angeles September 2004 to June 2005

**Research Assistant**, Dept. of Slavic Languages & Literatures, University of California, Los Angeles September 2003 to June 2004

**Teaching Associate**, Department of Applied Linguistics & TESL, University of California, Los Angeles September 2000 to June 2003

**English Teaching Fellow, U.S. Department of State, Public Affairs Office, Kyiv-Mohyla Academy, Kyiv, Ukraine, September 1999 to May 2000; Vinnycja Pedagogical University, Vinnycja, Ukraine, September 1998 to May 1999**

**Teaching Assistant, Department of Applied Linguistics & TESL, University of California, Los Angeles, CA September 1996 to June 1998**

**Instructor, English as a Second Language, Berkeley Adult School, Berkeley, CA, September 1995 to June 1996**

**English Language Teaching Fellow, Soros Foundation, Kyiv-Mohyla Academy, Kyiv, Ukraine, September 1994 to May 1995**

**Instructor, English as a Second Language, Berkeley Adult School, Berkeley, CA, September 1992 to June 1994**

## **GRANTS AND AWARDS**

**Best Article of 2019, Journal of Second Language Writing**

**Indiana University Trustees Teaching Award, 2017**

**Institute of International Education, U.S. Student Fulbright Award August 2003 to June 2004. Received \$18,520 to fund dissertation research in Ukraine**

**Dissertation Year Fellowship, University of California, Los Angeles 2005 to June 2006**

## **PUBLICATIONS**

### **Books**

Friedman, D. (in press). *Researching second language classrooms: Qualitative and mixed methods approaches*.

The book consists of 10 chapters covering the following topics:

- Chapter 1: Classroom-based research on language learning and teaching
- Chapter 2: Introduction to qualitative and mixed methods research
- Chapter 3: Methodological and ethical criteria for classroom-based research
- Chapter 4: Designing a qualitative or mixed methods classroom-based study
- Chapter 5: Observing and recording in second language classrooms
- Chapter 6: Incorporating perspectives of language teachers and learners
- Chapter 7: Transcription
- Chapter 8: Thematic coding
- Chapter 9: Analyzing interaction
- Chapter 10: Qualitative Discourse Analysis of Written and Multimodal Texts
- Chapter 11: Reporting and disseminating results

Polio, C., & Friedman, D. (2017). *Understanding, evaluating, and conducting second language writing research*. New York, NY: Routledge.

Sole author of five chapters:

Chapter 4: Ethnography and Case Study

Chapter 5: Mixed Methods Research

Chapter 9: Interviews

Chapter 10: Thematic Analysis

Chapter 11: Qualitative Discourse Analysis

Co-author (with Charlene Polio) of two chapters:

Chapter 1: Introduction

Chapter 12: Emerging Methods and Current Trends

### **Edited volumes**

Kudriavtseva, N. & Friedman, D. (Eds.). (2024). *Language and power in Ukraine and Kazakhstan: Essays on education, ideology, literature, practice, and the media*. Columbia University Press.

### **Articles (peer-reviewed)**

Friedman, D. (under review). Theorizing and practicing the discourse-based interview in research on multilingual writers. *Research Methods in Applied Linguistics*.

Friedman, D. (2023). Language socialization and academic discourse in English as a foreign language contexts: A research agenda. *Language Teaching*, 56(2), 261-275.

Friedman, D. (2021). Defending borders and crossing boundaries: Ideologies of polylinguaging in interviews with Ukrainian youth. *International Journal of Multilingualism*. Advance Online Publication. <https://doi.org/10.1080/14790718.2021.1874386> .

Friedman, D. (2020). Reflecting on the research interview as a socializing interaction. *TESOL Quarterly*, 54(1), 266-275..

Friedman, D. (2019). Citation as a social practice in a TESOL graduate program: A language socialization approach. *Journal of Second Language Writing*, 44, 23-36. Chosen as “Best Article for 2019” by the *Journal of Second Language Writing*.

Friedman, D. (2016). Our language: (Re)imagining communities in Ukrainian language classrooms. *Journal of Language, Identity, and Education*, 15, 165-179.

Friedman, D. (2010a). Becoming national: Classroom language socialization and political identities in the age of globalization. *Annual Review for Applied Linguistics*, 30, 193-210.

Friedman, D. (2010b). Speaking correctly: Error correction as a language socialization practice in a Ukrainian classroom. *Applied Linguistics*, 31, 346–367.

Kagan, O. & Friedman, D. (2003). Using the OPI to place heritage speakers of Russian. *Foreign Language Annals*, 36, 536-545.

### **Book chapters (peer-reviewed)**

Friedman, D. (2023). Ethical issues in research on source-based writing. In R. Wette (Ed.), *Teaching and learning source-based writing: Current perspectives and future directions* (pp. 259-273). Routledge.

Friedman, D. (2023). Qualitative and interpretive approaches to data in L2 research. In A. Mackey & S. Gass (Eds.), *Current approaches in second language acquisition research* (51-71). Wiley.

Friedman, D. (2020). Negotiating epistemic authority and co-constructing difference: Socializing “nonnative speaker” teachers in a US graduate program in TESOL. In M. Burdelski & K. M. Howard (Eds.), *Language socialization in classrooms* (pp. 158-177). Cambridge University Press.

Friedman, D. (2012a). How to collect and analyze qualitative data. In A. Mackey & S. Gass (Eds.), *Research methodologies in second language acquisition* (pp. 180-200). Wiley- Blackwell.

Friedman, D. (2012b). Socialization and language revitalization. In A. Duranti, E. Ochs, & B. Schieffelin (Eds.), *Handbook of language socialization* (pp. 631-647). Wiley-Blackwell.

Friedman, D. & Kagan, O. (2008). Academic writing proficiency of Russian heritage speakers: A comparative study. In D. Brinton, O. Kagan, & S. Bauckus (Eds.), *Heritage language acquisition: A new field emerging* (pp. 181-198). Routledge.

### **Books under contract**

Polio, C., & Friedman, D. (under contract). *Understanding, evaluating, and conducting second language writing research* (2<sup>nd</sup> ed.). Book under contract with Routledge. Final draft of the manuscript due to the publisher in 2024.

I will be sole author of five chapters, which will be revised for the second edition:

- Chapter 2: Ethnography and case study
- Chapter 3: Mixed methods research
- Chapter 8: Incorporating the voice of research participants
- Chapter 9: Thematic analysis and qualitative data analysis software
- Chapter 10: Qualitative discourse analysis

## INVITED PAPERS AND PRESENTATIONS

Friedman, D. (2021, November). Invited discussant for the panel *Clashing ideologies: Language, identity and politics in Ukraine and Kazakhstan*. 2021 Convention of the Association for Slavic, East European, and Eurasian Studies (ASEEES), New Orleans, LA.

Friedman, D. (2015, February). *Speaking correctly: Error correction as a language socialization practice*. Invited paper presented at the 28th Symposium in Language Education (SLED) sponsored by the School of Education, Indiana University, Bloomington.

Friedman, D. (2014, November). Invited discussant for the panel *Language issues, policies and struggles in post-Soviet contexts*. 2014 Convention of the Association for Slavic, East European, and Eurasian Studies (ASEEES), San Antonio, TX.

Friedman, D. (2014, May). *Linguistic human rights and the crisis in Ukraine: Whose language and whose rights?* Talk presented at the Global Mini-Conference sponsored by the School for Global and International Studies, Indiana University, Bloomington.

Friedman, D. (2013, February). *Our language: Ukrainian as a ridna mova among Ukrainian youth*. Invited paper presented at the Petro Jacyk Memorial Symposium "Politics of Language in Contemporary Ukraine: Practices, Identities, Ideologies" at the Harvard Ukrainian Research Institute, Cambridge, MA.

Friedman, D. (2008, April). *Looking at classroom interaction from a language socialization perspective*. Invited paper presented at the Second Language Studies Speaker Series, Michigan State University.

Friedman, D. (2007, February). *Socialization into speaking "correctly" in a Ukrainian classroom*. Invited paper presented at the Symposium on Language Socialization, Interaction, and Culture, Center for Language, Interaction, and Culture, University of California, Los Angeles.

## RESEARCH PRESENTATIONS

Friedman, D. (2024, October). *L2 classroom pragmatic development as language socialization: Possibilities, challenges, and a research agenda*. Paper presented at the 22<sup>nd</sup> International Conference on Pragmatics and Language Learning, Indiana University, Bloomington, IN.

Friedman, D. (2023, October). *Ethical issues in research on source-based writing*. Paper presented as part of a colloquium on "Teaching and learning source-based writing: Current themes and future directions" organized by Dr. Rosemary Wette at the Symposium on Second Language Writing, Arizona State University, Tempe, AZ.

Friedman, D., & Kudriavtseva, N. (2023, March). *“The future is Ukrainian; Russian is the past”*: Ideologies of language and identity after Euromaidan. Paper presented at the Conference of the American Association for Applied Linguistics, Portland, OR.

Friedman, D. (2020, March). *Language ideologies and language practices among Ukrainian youth in post-Euromaidan Ukraine*. Paper presented at the Taras Shevchenko Conference, Indiana University, Bloomington.

Friedman, D. (2019, May). *Constructing a professional self in the teaching philosophy statement*. Paper presented at the 11th International Conference on Language Teacher Education sponsored by the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN.

Friedman, D. (2018, March). *The research interview as a site for language socialization*. Paper presented at the Conference of the American Association for Applied Linguistics, Chicago, IL.

Friedman, D. (2017, March). *Learning citation as a social practice in a graduate program in TESOL: A language socialization approach*. Paper presented at the Conference of the American Association for Applied Linguistics, Portland, OR.

Friedman, D. (2016, November). *Performing bilingualism: Self-repair as face-work in interviews with Ukrainian youth*. Paper presented at the 3<sup>rd</sup> International Conference of American Pragmatics Association (AMPRA), Indiana University, Bloomington.

Friedman, D. (2016, April). *Negotiating identities and imagining communities in an MATESOL program*. Paper presented at the Conference of Teachers of English to Speakers of Other Languages (TESOL), Baltimore, MD.

Friedman, D. (2015, March). *Co-constructing expert-novice identities in an MATESOL program*. Paper presented at the Conference of the American Association for Applied Linguistics, Toronto, Canada.

Friedman, D. (2014, March). *“I’m accustomed from my birth to speak in Russian”*: Chronotopes in accounts of identity and language usage among Ukrainian youth. Paper presented at the Conference of the American Association for Applied Linguistics, Portland, OR.

Friedman, D. (2013, November). *Our language: (Re)imagining community in Ukrainian language education*. Paper presented at the Second Language Research Forum, Provo, UT.

Friedman, D. (2012, November). *Defending borders and crossing boundaries: Ideologies and practices of code mixing among Ukrainian youth*. Paper presented at the Conference of the American Anthropological Association, San Francisco, CA.

Friedman, D. (2011, November). *Re-imagining the nation: Ukrainian youth and the construction of a new Ukrainian identity*. Paper presented at the Conference of the American Anthropological Association, Montreal, Canada.

Friedman, D. (2011, August). “*Let’s treat this objectively*”: *Language socialization into doing assessments in two Ukrainian classrooms*. Paper presented at the 16th World Congress for Applied Linguistics (AILA), Beijing, China.

Friedman, D. (2011, March). *Our language: Teaching Ukrainian as a ridna mova*. Paper presented at the Conference of the American Association for Applied Linguistics, Chicago, IL.

Friedman, D. (2010, November). “*Why do you like summer?*” *The heteroglossia of assessment in a Ukrainian classroom*. Paper presented at the Conference of the American Anthropological Association, New Orleans, LA.

Friedman, D. (2009, March). “*Vowels make a language more beautiful*”: *Co-constructing language ideologies in Ukrainian classrooms*. Paper presented at the Conference of the American Association for Applied Linguistics, Denver, CO.

Friedman, D. (2007, April). *Watch your language: Error correction as a socialization practice in a Ukrainian classroom*. Paper presented at the Conference of the American Association for Applied Linguistics, Costa Mesa, CA.

Friedman, D. (2005, July). *Being Ukrainian: Co-constructing national identity in a Ukrainian language classroom*. Paper presented at the World Congress for Applied Linguistics (AILA), Madison, WI.

Friedman, D. (2005, May). *Co-constructing oral assessments in a Ukrainian language classroom*. Paper presented at the Conference on Language, Interaction, and Social Organization (LISO), University of California, Santa Barbara.

Friedman, D., & Kagan, O. (2003, March). *Academic writing competence of Russian heritage learners*. Paper presented at the Conference of the American Association for Applied Linguistics, Arlington, VA.

Friedman, D., & Kagan, O. (2002, March). *Academic writing competence of Russian heritage learners*. Paper presented at the University of California Consortium Conference on Language Learning and Teaching, University of California, Irvine, CA.

Friedman, D. (2000, May). *Co-construction of meaning in a native speaker-nonnative speaker interaction*. Paper presented at the Conference on Linguistics and Verbal Communication, Taras Shevchenko University, Kyiv, Ukraine.

Friedman, D. (2000, March). *Socializing language learners through participation frameworks*. Paper presented at the Conference of the American Association for Applied Linguistics, Vancouver, BC, Canada.

Friedman, D. (1999, March). *Teasing as pedagogy in a Russian as a foreign language class*. Paper presented at the Conference of the American Association for Applied Linguistics, Stamford, CT.

## **TEACHER/RESEARCHER EDUCATION WORKSHOPS AND PRESENTATIONS**

March 20, 2025. *Practice what you teach: Preparing writing teachers through writing assignments*. Paper to be presented at the Conference of Teachers of English to Speakers of Other Languages (TESOL), Long Beach, CA.

November 8, 2024. *Taking a socially-oriented approach to analyzing classroom interaction*. Webinar presented as part of the Penn State Workshops in Research Methods for Applied Linguists.

June 3 to June 7, 2024 (with Martha Nyikos). National African Language Resource Center, Indiana University, Bloomington. Co-designed and co-taught a one-week online intensive workshop on action research for teachers of African languages.

May 29 to June 3, 2023 (with Martha Nyikos). National African Language Resource Center, Indiana University, Bloomington. Co-designed and co-taught a one-week online intensive workshop on action research for teachers of African languages.

April 15, 2023. Writing Tutorial Services, Indiana University, Bloomington. Designed and conducted a 1-hour workshop on the needs of multilingual writers for writing center tutors.

July 22 to August 2, 2019. TESOL Summer Dual Certificate Program, Teachers College, Columbia University. One-week intensive course on English Educational Linguistics for teachers of English as a foreign language at Beijing Language and Culture University, Beijing, China (July 22-26) and Osaka Gakuin University, Osaka, Japan (July 29-August 2).

March 2019. (with John Rothgerber). *Integrating international students into a university public speaking course*. Teaching-oriented presentation at the Conference of Teachers of English to Speakers of Other Languages (TESOL), Atlanta, GA.

December 2018. *Teaching citation beyond paraphrasing*. Roundtable discussion at the Conference of Indiana Teachers of English to Speakers of Other Languages (INTESOL), Indianapolis, IN.

March 2018. (with Kathleen Bardovi-Harlig & Kim Hallback). *Using role-plays for ITA pragmatics instruction*. Workshop conducted at the Conference of Teachers of English to Speakers of Other Languages (TESOL), Chicago, IL.



November 2017. *Mentoring novice teachers in an IEP*. Roundtable discussion at the Conference of Indiana Teachers of English to Speakers of Other Languages (INTESOL), Indianapolis, IN.

August 2017. *Managing classroom interaction*. Workshop for Orientation for New and Continuing Foreign Language Instructors, Center for Language Excellence, IU Bloomington.

March 2017. (with Megan Connolly). *Aligning plagiarism policy and practice in an intertextual world*. Peer-to-peer “Dialogue” session at the Conference of Teachers of English to Speakers of Other Languages (TESOL), Seattle, WA.

March 2017. (with Kathleen Bardovi-Harlig). Academic session for the International Teaching Assistant Interest Section on *L2 pragmatics for ITA practitioners*. Conference of Teachers of English to Speakers of Other Languages (TESOL), Seattle, WA.

August 2015. Micro-teaching leader. Orientation for Orientation for New and Continuing Foreign Language Instructors, Center for Language Excellence, Indiana University, Bloomington.

May 2015. *Research into practice: Incorporating action research into the TESOL methods course*. Paper presented at the Ninth International Conference on Language Teacher Education sponsored by the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN.

November 2014. *Stop (to worry, worrying) about gerunds and infinitives: An inductive approach to teaching*. Workshop presented at the Conference of Indiana Teachers of English to Speakers of Other Languages (INTESOL), Indianapolis, IN.

October 2010. *Using grammar textbooks effectively*. “Brown bag” workshop presented to ESL instructors at the English Language Center, Michigan State University, East Lansing, MI.

January 2004. *Thinking critically about critical thinking*. Workshop presented at the Annual Conference of Ukrainian Teachers of English to Speakers of Other Languages (TESOL Ukraine), Horlivka, Ukraine.

September 2001, 2002. *Teaching in the American university classroom*. Workshop for new international teaching assistants, Office for Instructional Development, University of California, Los Angeles, CA.

June 2000. *Teaching American culture*. Workshop for Ukrainian teachers of English, TESOL Ukraine Summer Institute, Kyiv, Ukraine.

January to March 2000. Co-instructor (with Ann McAllen) for 10-week certificate course on English teaching methods for Ukrainian teachers of English, English Resource Center, Kyiv, Ukraine.

June 1999. 3-day workshop on English teaching methods for Ukrainian elementary school teachers of English, Peace Corp Summer School, Zhytomyr, Ukraine.

1998-2000. Bi-weekly workshops on English teaching methods for Ukrainian teachers of English, English Resource Center, Kyiv, Ukraine.

## PROFESSIONAL SERVICE

### Co-Editor

Co-editor (with Natalia Kudriavtseva) of a special issue of *The Ideology and Politics Journal* on "Critical Perspectives on "Language and Power in Ukraine and Kazakhstan" published in August 2023.

### Book reviews

Friedman, D. (2022). Review of the book *Ethnographies of academic writing research: Theory, methods, and interpretation*. *TESOL Quarterly*, 56(4), 1506-1508.

Friedman, D. (2014). Review of the book *Native speakers and native users: Loss and gain*. *Journal of Linguistic Anthropology*, 24, 242-243.

Friedman, D. (2011). Review of the book *Action research for improving educational practice*. *The Modern Language Journal*, 95, 671-672.

Friedman, D. (2010) Review of the book *Emerging bilingual speech: From monolingualism to code-copying*. *Studies in Second Language Acquisition*, 32, 493-494.

Friedman, D. (2010). Review of the book *Bilingualism and identity: Spanish at the crossroads with other languages*. *Studies in Second Language Acquisition*. 32, 147-148.

Friedman, D. (2009). Review of the book *Conversation: From description to pedagogy*. *The Modern Language Journal*, 93, 124-125.

**Manuscript reviewer:** *Applied Linguistics, Language Learning, Annual Review of Applied Linguistics, The Modern Language Journal, TESOL Quarterly, Journal of Second Language Writing, System, International Multilingual Research Journal, Linguistics and Education, Journal of Language, Identity, and Education, Pragmatics and Language Learning, Heritage Language Journal, Languages, Japanese Language and Literature, Crossroads of Language, Interaction, and Culture, Issues in Applied Linguistics, Encyclopedia of Applied Linguistics, Nationalities Papers, Sociolinguistic Studies*

**Conference abstract reviewer:** American Association for Applied Linguistics (2007-2012, 2015-2024), Second Language Research Forum (2009, 2011-2015, 2017, 2019), Teachers of English to Speakers of Other Languages (2004, 2014-2017, 2019), American Pragmatics Association (2016), Pragmatics and Language Learning (2019, 2024), Conference on Central Eurasian Languages and Linguistics (2019).

**Reviewer, TESOL Award for an Outstanding Paper on NNEST Issues (2019)**

**Book chapter reviewer:** Reviewed chapters for edited volumes *Advancedness in second language Spanish: Definitions, challenges, and possibilities* (Benjamins) and *Language socialization in classrooms* (Cambridge University Press).

**Ad hoc Reviewer, National Science Foundation (2015).** Reviewed Doctoral Dissertation Research Improvement proposal.

**Reviewer, College Dissertation Fellowships (2014-2017).** Reviewed applications for College of Arts and Sciences Dissertation Fellowships.

#### **University and College Committees, Indiana University**

- Member of the SLS-Linguistics Merger Task Force (2024)
- Member of the Executive Committee, Russian and Eastern European Institute (REEI) (2014-present)
- Member of the Advisory Committee, Center for Language Excellence (2015-2017)
- Interviewer for Hutton Honors College applicants for Fulbright English Teaching Awards (2015)

#### **Departmental Committees, Indiana University**

- Second Language Studies Faculty Salary Committee (2022-2023)
- Diversity Committee Chair (2021-present)
- Intensive English Program (IEP) Advisory Committee
- Graduate Admissions Committee, Second Language Studies (2019, 2020, 2024)
- Hiring Committee (Lecturer), Second Language Studies (2019, 2020)

#### **IU Nonresidential Scholars Program for Ukraine**

Faculty Partner for Natalia Kudriavtseva (2024-2025)

#### **PROFESSIONAL MEMBERSHIPS**

American Association for Applied Linguistics (AAAL)

Teachers of English to Speakers of Other Languages (TESOL)

Affiliate faculty, Russian and Eastern European Institute, Indiana University, Bloomington

## **LANGUAGES**

English (native), Russian (high-intermediate to advanced), Ukrainian (high-intermediate)

## **TEACHING AND ADVISING**

### **Courses taught, Indiana University**

SLST-S-301: Introduction to Second Language Acquisition

SLST-S-305: SLA and Language Instruction

SLST-T319: Special Topics: Identities, Identification, and the Learning of Additional Languages

SLST-T-435: TESOL Practicum (undergraduate)

SLST-T500: Teaching English for Academic Purposes

SLST-T505: Introduction to Teaching English for Academic Purposes

SLST-T522: Survey of Applied Linguistics

SLST-T534: Methods of Teaching ESL/EFL to Adults

SLST-T-535: TESOL Practicum (graduate)

SLST-T-538: L2 Reading and Writing

SLST-S600: Qualitative Research for Second Language Studies

SLST-S640: Discourse Analysis

### **ESL/Faculty Liaison**

- Coordinate and supervise Associate Instructors teaching SLST-T131: Academic Writing for Multilingual Students: Research and Inquiry
- Observe new and continuing Associate Instructors in the Intensive English Program (IEP) and English Language Instruction Program (ELIP)
- Contribute to orientation and training of new AIs
- Assist with preparation of reports for accreditation of the IEP by the Commission on English Language Program Accreditation (CEA)

### **Doctoral committees, Indiana University**

#### **Chair**

- Jungyoun Choi, Second Language Studies (Chair of dissertation committee; proposal defended in Spring 2022; dissertation in progress)
- Tara Zahler, Second Language Studies (Chair of dissertation committee; dissertation filed in August 2020)

#### **Member**

- Suchada Sanonguthai, Second Language Studies (Co-chair of dissertation committee; proposal defended May 2020; dissertation in progress)
- Diana Arroyo, Second Language Studies (Member of dissertation committee; proposal defended April 2019; dissertation in progress)
- Yingling Bao, College of Education (SLS Minor), IU Bloomington (Member of dissertation committee; defended dissertation December 9, 2022).
- Jean Chun, Second Language Studies (Member of dissertation committee; dissertation filed in May 2022)

- Jennifer Lund, College of Education, IU Bloomington (Member of dissertation committee; dissertation filed in August 2020)
- Silja Weber, Germanic Studies (SLS Minor), IU Bloomington (Co-chair of dissertation committee; dissertation filed Summer 2018)
- Yuwen Su, Second Language Studies (Member of dissertation committee; dissertation filed Fall 2017)
- Vesna Dimitrieska, College of Education, IU Bloomington (Member of dissertation committee; dissertation filed Fall 2016)

### **Courses taught, Michigan State University**

LLT 346 Pedagogical Grammar

LLT 362: Child Second Language Acquisition

LLT 841: Topics in Learning and Teaching (Language Socialization and SLA)

LLT 846: English Structures and Functions

LLT 850: Language Socialization and SLA

LLT 874: Qualitative Research Methods

LLT 895: ESL Classroom Methods

LLT 896 Language Teaching Practicum