

YASUKO KANNO

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CURRENT POSITION

Associate Professor of Language Education Boston University Wheelock College of Education & Human Development	2016-present
Department Chair, Language and Literacy Education	2018-2019, 2021-present
Director of Language Education	2016-2021
Director of TESOL Licensure Program	2016-2017

EDUCATION

Ph.D. in Education, *Ontario Institute for Studies in Education/University of Toronto*, 1996
Specialization: Bilingualism and Bilingual Education, Minor in Qualitative Research
M.A. in Linguistics, *Keio University*, Tokyo, Japan, 1991
B.A. in French, *Keio University*, Tokyo, Japan, 1989

PROFESSIONAL EXPERIENCE

Associate Professor (tenured) and Program Coordinator TESOL Program, Department of Teaching and Learning, College of Education, Temple University, Philadelphia, PA	2014-2016
Associate Professor (tenured) TESOL Program, Department of Teaching and Learning, College of Education, Temple University, Philadelphia, PA	2011-2016
Associate Professor (tenure-track) TESOL Program, Department of Curriculum, Instruction, and Technology in Education, College of Education, Temple University, Philadelphia, PA	2008 – 2011
Assistant Professor (tenure-track) Department of English, University of Washington, Seattle, WA	2002-2007
Visiting Professor Monterey Institute of International Studies, Monterey, CA	2001-2002
MA Project Advisor (adjunct) Teachers College Columbia University, Tokyo, Japan	1999-2001
Lecturer of English as a Foreign Language Faculty of Environmental Information, Keio University, Fujisawa, Japan	1996-1999

PUBLICATIONS

Google Scholar indices as of 3/23/2023: 5,317 citations; h-index = 23; i10-index = 30

Books

1. Kanno, Y. (2021). *English learners' access to postsecondary education: Neither college nor career ready*. Bristol, UK: Multilingual Matters.
2. Kanno, Y., & Harklau, L. (Eds.) (2012). *Linguistic minority students go to college: Preparation, access, and persistence*. New York: Routledge.
3. Kanno, Y. (2008). *Language and education in Japan: Unequal access to bilingualism*. London: Palgrave/Macmillan.
4. Kanno, Y. (2003). *Negotiating bilingual and bicultural identities: Japanese returnees betwixt two worlds*. Mahwah, NJ: Lawrence Erlbaum Associates.

Special Issue Guest Editorship

1. Kanno, Y., & Vandrick, S. (Eds.). (2014). Social class in language learning and teaching. *Journal of Language, Identity, and Education*, 13(2, Special Issue).
2. Kanno, Y., & Norton, B. (Eds.). (2003). Imagined communities and educational possibilities. *Journal of Language, Identity, and Education*, 2(4, Special Issue).

Journal Articles*

1. Bruhn, J., Jones, N., Kanno, Y., & Winters, M. A. (2022). Professional development at scale: The causal effect of obtaining an SEI endorsement under Massachusetts's RETELL Initiative. *Educational Evaluation and Policy Analysis* [online first]. <https://doi.org/10.3102/01623737221136101>
2. *Grosik, S., & Kanno, Y. (2021). Peripheral or marginal participation? University-based intensive English programs as an entryway to U.S. academia. *Journal of International Students*, 11(4). <https://doi.org/10.32674/jis.v11i4.1828>
3. *David, N. E., & Kanno, Y. (2021). ESL programs at U.S. community colleges: A multi-state study of placement tests, course offerings, and course content. *TESOL Journal*, 12(2), e562. <https://doi-org.ezproxy.bu.edu/10.1002/tesj.562>
4. *Emerick, M. R., *Hoffman, B., & Kanno, Y. (2020). Teaching Hispanic restaurant workers: Translanguaging as culturally sustaining pedagogy. *Anthropology and Education Quarterly*, 51(3), 304-321. <https://doi.org/10.1111/aeq.12340>
5. Kanno, Y. (2018). Non-college-bound English learners as the underserved third: How students graduate from high school neither college- nor career-ready. *Journal of Education for Students Placed at Risk*, 23(4), 336-358.

* indicates current or former doctoral students. ** indicates undergraduate students.

6. Kanno, Y. (2018). High-performing English learners' limited access to four-year college. *Teachers College Record*, 120(4), 1-46. <https://doi.org/10.1177/016146811812000405>
7. Kanno, Y., & Cromley, J. (2015). English language learners' pathways to four-year colleges. *Teachers College Record*, 117(12), 1-44. <https://doi.org/10.1177/016146811511701202>
8. Kanno, Y., & *Kangas, S.E.N. (2014). "I'm not going to be, like, for the AP": English language learners' limited access to advanced college-preparatory courses in high school. *American Educational Research Journal*, 51(5), 848-878. <https://doi.org/10.3102/0002831214544716>
 - Winner of the 2015 TESOL Award for Distinguished Research
9. Kanno, Y. (2014). Forum commentary (part of the Forum on "Social class in language teaching and learning"). *Journal of Language, Identity, and Education*, 13(2), 118-123. <https://doi.org/10.1080/15348458.2014.901825>
10. Kanno, Y., & Cromley, J. (2013). English language learners' access to and attainment in postsecondary education. *TESOL Quarterly*, 47(1), 89-121. <https://doi.org/10.1002/tesq.49>
11. Kanno, Y., & *Stuart, C. (2011). Learning to become a second language teacher: Identities in practice. *Modern Language Journal*, 95(2), 236-252. <https://doi.org/10.1111/j.1540-4781.2011.01178.x>
12. Kanno, Y., & Varghese, M. M. (2010). Immigrant and refugee ESL students' challenges to accessing four-year college education: From language policy to educational policy. *Journal of Language, Identity, and Education*, 9(5), 310-328. <https://doi.org/10.1080/15348458.2010.517693>
13. *Chang, Y.-J., & Kanno, Y. (2010). NNES doctoral students in English-speaking academe: The nexus between language and discipline. *Applied Linguistics*, 31(5), 671-692. <https://doi.org/10.1093/applin/amq026>
14. *Oropeza, M., Varghese, M., & Kanno, Y. (2010). Linguistic minority students in higher education: Using, resisting, and negotiating multiple labels. *Equity and Excellence in Education*, 43(2), 216-231. <https://doi.org/10.1080/10665681003666304>
15. Kanno, Y. (2003). Imagined communities, school visions, and the education of bilingual students in Japan. *Journal of Language, Identity, and Education*, 2(4), 285-300. https://doi.org/10.1207/s15327701jlie0204_4
16. Kanno, Y., & Norton, B. (2003). Imagined communities and educational possibilities: Introduction. *Journal of Language, Identity, and Education*, 2(4), 241-249. https://doi.org/10.1207/s15327701jlie0204_1
17. Kanno, Y. (2002). The development of bicultural identity: Japanese returnees' experiences. *The Language Teacher*, 26(6), 12-16.

18. Kanno, Y. (2000a). Bilingualism and identity: The stories of Japanese returnees. *International Journal of Bilingual Education and Bilingualism*, 3(1), 1-18. <https://doi.org/10.1080/13670050008667697>
19. Kanno, Y. (2000b). Kikokushijo as bicultural. *International Journal of Intercultural Relations*, 24, 361-382. [https://doi.org/10.1016/s0147-1767\(00\)00006-7](https://doi.org/10.1016/s0147-1767(00)00006-7)
20. Kanno, Y. (1999). The use of the community-of-practice perspective in language minority research (Commentary on Kelleen Toohey's "'Breaking them up, taking them away': ESL students in Grade 1.") [Forum Piece.] *TESOL Quarterly*, 33(1), 126-132. <https://doi.org/10.2307/3588195>
21. Kanno, Y., & Applebaum, S. D. (1995). ESL students speak up: Their stories of how we are doing. *TESL Canada Journal*, 12(2), 32-49. <https://doi.org/10.18806/tesl.v12i2.651>

Chapters in Edited Volumes

1. Nuñez, A.-M., Rios-Aguilar, C., Kanno, Y., Flores, S. M. (2016). English learners and their transition to postsecondary education. In M.B. Paulsen (Ed.), *Higher Education: Handbook of Theory and Research, Volume 31* (pp. 41-90). New York: Springer.
2. Kanno, Y., & Harklau, L. (2012). Linguistic minority students go to college: Introduction. In Y. Kanno & L. Harklau (Eds.), *Linguistic minority students go to college: Preparation, access, and persistence* (pp. 1-16). New York: Routledge.
3. Kanno, Y., & *Grosik, S. A. (2012). Immigrant English learners' transitions to university: Student challenges and institutional policies. In Y. Kanno & L. Harklau (Eds.), *Linguistic minority students go to college: Preparation, access, and persistence* (pp. 130-147). New York: Routledge.
4. Kanno, Y. (2008). Transnationalism, imagined communities, and the education of language minority students in Japan, In J. Mori & A. S. Ohta (Eds.), *Japanese applied linguistics* (pp. 274-297). London: Continuum.
5. Kanno, Y. (2007a). ELT policy directions in multilingual Japan. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (pp. 63-73). New York: Springer.
6. Kanno, Y. (2007b). Language minority education in Japan. In A. Creese, P. Martin & N. Hornberger (Eds.), *Encyclopedia of language and education, 2nd edition, volume 9: Ecology of language* (pp. 237-248). New York: Springer.
7. Kanno, Y. (2004). Sending mixed messages: Language minority education at a Japanese public elementary school. In A. Pavlenko, & A. Blackledge (Eds.), *Negotiation of identities in multilingual contexts* (pp. 316-338). Clevedon, England: Multilingual Matters.

White Papers and Technical Reports

1. Hayward, C., Kanno, Y., Rios-Aguilar, C., & *Vo, D. (2022). *English learners' pathways in California's community colleges under AB 705*. Policy Analysis for California

Education (PACE). https://edpolicyinca.org/sites/default/files/2022-06/pb_hayward_jun2022.pdf

2. Kanno, Y., *David, N., *Chen, E., **Mullen, I., & Zaff, J. (2022). “*I miss the sound of our bells*”: Massachusetts young people reflect on life during the COVID-19 Pandemic. CERES Institute for Children & Youth, Boston University Wheelock College of Education & Human Development. <https://ceresinstitute.org/i-miss-the-sound-of-our-bells/>

Practitioner Oriented Journals and Magazines

1. Kanno, Y. (2017, December). Preparing English learners for college. *TESOL Connection*. <http://newsmanager.commpartners.com/tesolc/issues/2017-12-01/2.html>

Book Reviews

1. Kramer, J., & Kanno, Y. (2022). Review of *Bilingualism for all?: Raciolinguistic perspectives on dual language education in the United States* (N. Flores, A. Tseng, & N. Subtirelu, eds. Multilingual Matters, 2020). *TESOL Quarterly*, 56(1), 435-437.
2. Kanno, Y. (2009). Review of *Bilingualism in international schools: A Model for enriching language education* (M. Carder, Multilingual Matters, 2007). *International Journal of Bilingual Education and Bilingualism*, 12(2), 243-245.
3. Kanno, Y. (2005). Review of *a Study of Two-Way Bilingual Immersion Education* (B. Pérez, Lawrence Erlbaum Associates, 2004). *International Journal of Bilingual Education and Bilingualism*, 8 (6), 617-620.

Blog Posts & Multimedia

1. Kanno, Y. (2021). “*Being there*” vs “*being here*”: Behind the scenes of “English learners’ access to postsecondary education. [blog post]. <https://channelviewpublications.wordpress.com/>

Manuscripts Under Review

1. *Li, K., & Kanno, Y. (under review). The same story on repeat: Examining community college English learners’ opportunity to learn. Currently second revise & resubmit with *AERA Open*.
2. Kanno, Y., & Kangas, S. E. N. (under review). English learner as an intersectional identity. Submitted to *Journal of Language, Identity, and Education*.
3. Kanno, Y., Rios-Aguilar, C., & Bunch, G. (under review). The population formerly known as English learners: Goals, contexts, and consequences in the naming of multilingual students. Submitted to *Educational Researcher*.

Manuscripts in Preparation

1. Kanno, Y. & *Veloz, N. (in preparation). *Charlas Virtuales: A case study of school-immigrant family engagement*.
2. Kanno, Y., *Li, K., *David, N. E., & *Chen, E. & Leider, C. M. (in preparation). *Behind every four-year-college-going multilingual learner is a mentor*.
3. Kanno, Y., Leider, C. M., *Li, K., *David, N. E., & *Chen, E. (in preparation). *Multilingual learners' access to college: The role of high schools' institutional habitus*.
4. Kanno, Y., *Chen, E., & *David, N. E. (in preparation). *Through COVID: High school students of colors' lived experiences of going back to school after the pandemic*.

HONORS, AWARDS, RECOGNITIONS

American Educational Research Association Outstanding Reviewer Award In recognition of my contribution as a reviewer for <i>American Educational Research Journal</i>	2023
Boston University 2020 Metcalf Award, Finalist University-wide teaching award	2020
Temple University Paul W. Eberman Faculty Research Award, Nominee University-wide research award	2016
TESOL Award for Distinguished Research Annual research award granted to the best scholarly article of the year in TESOL by the TESOL International Association, the largest TESOL professional association in the world; given to Kanno, Y., & *Kangas, S.E.N. (2014). "I'm not going to be, like, for the AP": English language learners' limited access to advanced college-preparatory courses in high school. <i>American Educational Research Journal</i> , 51(5), 848-878.	2015
Temple University College of Education Graduate Teaching Award	2015
Temple University Outstanding Faculty Service Award	2014
Ontario Government Scholarship	1991-1993
Government of Canada Award	1990-1991

RESEARCH GRANTS

Funded

1. Kanno, Y., & Zaff, J. (2021). *Lived experiences of Boston youth during the COVID-19 pandemic*. Boston University Initiative on Cities, Seed Grant. Total amount: \$10,000.
Role: PI

2. Winters, M., Kanno, Y., & Jones, N. (2019). *The effect of requiring structured English immersion training for general education teachers*. William T. Grant Foundation. Total amount: \$157,510 (Direct cost: \$136,965). Role: Co-PI
3. Kanno, Y., & Leider, C. M. (2018). *English learners' access to college: How socioeconomic status structures their options*. Boston University Wheelock Research Catalyst Award. Total amount: \$20,000. Role: PI
4. Kanno, Y., & Winters, M. A. (2018). *Massachusetts's high school English learners' access to college-preparatory courses: EL status as a double-edged sword*. Spencer Small Research Grant. Total amount: \$50,000. Role: PI
5. Kanno, Y. (2011). *Immigrant English language learners' negotiation of college-going processes*. Summer Research Award. Temple University. Total amount: \$7,000. Role: PI
6. Kanno, Y. (2010-2011). *Immigrant English language learners' access to and success in four-year college education and the college ESL requirements*. Grant-in-Aid. Temple University. Total amount: \$2,880. Role: PI
7. Kanno, Y., & Cromley, J. (2009-2010). *English language learners' access to and attainment in postsecondary education*. Association for Institutional Research 2009 Grant. Total amount: \$39,919. Role: PI
8. Herschensohn, J., Silberstein, S., Kanno, Y., & Brandl, K. (2007-2008). *Lecturer Series on Early Bilingualism*. Simpson Center for the Humanities/College of Arts and Sciences, University of Washington. Total amount: \$10,000. Role: Co-PI
9. Kanno, Y., Varghese, M., *Chang, Y.-J., *Fuentes, R., & *Oropeza, M. (2006-2008). *Immigrant ESL students' transition from high school to university*. Diversity Research Institute Grant, Diversity Research Institute, University of Washington. Total amount: \$16,000. Role: PI
10. Kanno, Y. (2000-2002). *Bilingual education in Japan*. Matsushita International Foundation Research Grant. Total amount: 1,300,000 yen (approximately \$12,200). Role: PI
11. Kanno, Y. (1998-1999). *Bilingual education in Japan*. Keio University Gakuji Shinko-Shikin Research Grant. Keio University. Total amount: 250,000 yen (approximately \$1,800). Role: PI
12. Kanno, Y. (1993-1995). *There's no place like home: Japanese returnees' identities in transition*. Matsushita International Foundation Doctoral Dissertation Grant. Total amount: 1,000,000 yen (approximately \$9,500). Role: PI

Not Funded

1. Kanno, Y., Altavilla-Giordano, J., & Tichnor-Wagner, A. (2022). *Reimagining the SEI Endorsement Teacher and Administrator Courses*. Massachusetts Department of

Elementary and Secondary Education, COMMBUYS Bid #:BD-23-1026-DOE02-DOE01-81141. Total amount: \$25,000. Role: PI

2. Kanno, Y., Dietiker, L., Salinas, A. (2021). *Designing instructional strategies that leverage the linguistic resources of emergent bilingual high school mathematics classrooms*. National Science Foundation, DRK-12. Total amount: \$ 1,477,478. Role: PI
3. Kanno, Y., & Dietiker, L. (2020). *Amplifying mathematical language routines in response to the linguistic affordances of high School sheltered mathematics classrooms for English learners*. National Science Foundation, DRK-12. Total amount: \$796,617. Role: PI
4. Kanno, Y., & Dietiker, L. (2020). *Increasing opportunities for high school English learners to engage in mathematical discourse through online instruction during a pandemic*. Spencer Foundation COVID-19-Related Special Grant Cycle. Total amount: \$50,000. Role: PI
5. Kanno, Y., & Leider, C. M. (2019). *English learners' access to college: How socioeconomic status structures their options*. Spencer Small Research Grant. Total amount: \$50,000. Role: PI
6. Kanno, Y., Davenport, L. R., Dietiker, L., Nguyen, C., & Winters, M. (2018). *High school English learners' access to advanced math courses*. The Boston Foundation Open Door Grant. Total amount: \$50,000. Role: PI
7. Kanno, Y., & Winters, M. A. (2017). *Massachusetts's high school English learners' access to college-preparatory courses: Is EL status a hindrance?* William T Grant Foundation Research Grant. Total amount: \$190,727. Role: PI
8. Kaplan, A., Black, W. N., Degnan, J. W., Ducette, J., Hindman, A., Jordan, W., and Kanno, Y. (2016). *Motivational science to promote equitable college access through enhancing the test-optional admission decision process*. Institute of Education Sciences Research Grant. Total amount: \$1,500,000. Role: PI
9. Kanno, Y. (2016). *English language learners in community colleges: Course-taking patterns, retention, and degree attainment*. Summer Research Award. Temple University. Total amount: \$7,000. Offered, but declined due to moving to Boston University. Role PI
10. Kanno, Y., Byrnes, J. P., Brandt, C., Newton, K. J. (2014). *Project Fastlane: Providing English learners with access to college preparatory courses*. Institute of Education Sciences Research Grant. Total amount: \$1,499,434. Role: PI
11. Kanno, Y., & Cromley, J. (2012). *Milestones on the path to college: ELL college aspirations and enrolment in four-year college*. Spencer Small Research Grant. Total amount: \$38,612. Role: PI

PLENARIES, KEYNOTE ADDRESSES, AND INVITED TALKS

Keynote Address/Plenary/Invited Speaker

1. *Charlas Virtuales: A case study of school-Latinx family engagement.* Invited Speaker April 2023
Antiracist Pedagogy Workshop, Rutgers University New Brunswick
2. *Multilingual learners' access to college: What difference can K-12 schools make?* Keynote Address February, 2023
National Association for Bilingual Education (NABE) Research Institute, Portland, OR.
3. *Preparing multilingual learners for college and career success.* Invited Speaker March, 2022
Research to Policy Critical Conversations in Language Education Series, Center for Applied Linguistics. Webinar.
<https://www.cal.org/multilingual-college-career/>
4. *"I miss the sound of our bells:" Massachusetts high school students reflect on life during COVID-19.* Invited Speaker February, 2022
Initiative on Cities & CERES Institute for Children and Youth, Boston University. Webinar. <https://www.youtube.com/watch?v=j-YcUeUYUsY>
5. *Neither college- nor career-ready: English learners "at risk."* Keynote Address April, 2018
7th TESOL/Applied Linguistics/Foreign Languages (TALFL) Conference, West Chester, PA.
6. *High school ELLs at risk: Neither college- nor career-ready.* Invited Speaker March, 2017
TESOL Convention, Seattle, WA.
7. *English learners' access to postsecondary education and opportunity to learn in high school.* Keynote Address November, 2016
Indiana TESOL Conference, Indianapolis, IN.
8. *Neither college nor career ready: English learners' transition to postsecondary education.* Keynote Address October, 2016
Terra Conference on English Language Learners, Buffalo, NY.
9. *English language learners, identity, and access to postsecondary Education.* Plenary Speaker March, 2015
American Association for Applied Linguistics Annual Conference, Toronto, Canada.
10. *Things I wish someone had told me about research and publishing when I was a graduate student.* Invited Speaker March, 2015
Graduate Forum, TESOL Convention, Toronto, Canada.

11. *“I’m not going to be, like, for the AP”*: English language learners’ limited access to advanced college-preparatory courses in high school. Invited Speaker
2015 TESOL Award for Distinguished Research. TESOL Convention, Toronto, Canada. March, 2015
12. *ELLs: Access to higher education and structural barriers*. Keynote Address
William Patterson University 34th Annual Bilingual/ESL Conference, Wayne, NJ. December, 2014
13. *Identity and language education: Is there such thing as “World Japaneses”?* Keynote Address
Canadian Association for Japanese Language Education Annual Conference, Montreal, Canada. August, 2014
14. *Learner identity, teacher identity, the interaction between the two*. Invited Workshop
Canadian Association for Japanese Language Education Annual Conference, Montreal, Canada. August, 2014
15. *Bilingual education in Japan: Unequal access to bilingualism*. Plenary Speaker
Japan Association of Language Teaching (JALT) 32nd Annual International Conference on Language Teaching, Kitakyushu, Japan. November, 2006
16. *“I know that they know that I don’t know what I’m talking about”*: How novices become L2 teachers. Plenary Speaker
5th Texas Foreign Language Education Conference, Austin, TX. March, 2006

Invited Lectures at International and National Universities

1. *Multilingual learners’ access to college: What difference can K-12 schools make?* May 2023
Multilingual Learners Think Tank, Steinhardt School of Culture, Education, and Human Development, New York University.
2. *“My wife and my mother-in-law”*: Two interpretations of the English learner achievement gap. January, 2020
Department of English, University of Arizona.
3. *Deconstructing the English learner achievement gap and the peril of labelling students*. November, 2019
TESOL Speakers Series, College of Education, Temple University.
4. *Reducing racial disparities in education*. April, 2017
Panel discussion Initiative on Cities, Boston University (with T. Bristol, S. Solberg, C. d’Entrement & C. Rose)
5. *Learning English immersion style: Lessons from two programs in Japan*. April, 2011
The University of Wisconsin-Madison Language Institute.

6. *Language and Education in Japan: Unequal Access to Bilingualism*. October, 2007
Department of Linguistics, University of California at Davis.
7. *Bilingualism and Bilingual Education*. Temple University Japan, January, 2007
Distinguished Lecturer Series.
8. *The Development of Bilingual and Bicultural Identities: A Narrative Inquiry*. February, 2003
Department of Language and Literacy Development, University of British Columbia.

Invited Conference Symposiums and Colloquia

1. Kanno, Y. (March, 2019). *An ethnographer advocating the use of big data*. TESOL Convention, Atlanta, GA (Invited symposium: “Research trends, practices, and trajectories in TESOL” with R. Darvin, L. Gurzynski-Wiess, & A. Revesz).
2. Kanno, Y. (March, 2019). *Massachusetts RETELL policy on general education teachers’ SEI endorsement: Where does research come in?* TESOL Convention, Atlanta, GA (Invited symposium: “AERA at TESOL: Policy impacts on TESOL endorsements and certifications” organized by Peter De Costa with E. de Jong, H. Kayi-Aydar, L. Schall-Leckrone, M. Varghese, & G. Li).
3. Curry, M. J., Kanno, Y., & Matsuda, P. K. (March, 2018). *Peer reviewing manuscripts for journals: Editors’ perspectives*. Invited colloquium, TESOL Convention, Chicago, IL.
4. Kanno, Y. (March, 2012). *“I’m not, like, AP”: Causes and consequences of English language learners’ limited access to high-level college preparatory courses*. TESOL Convention, Philadelphia, PA. (Invited symposium: “The effects of poverty and exclusion on ELL/ELT,” organized by Martha Cumming with R. Aronson, C. W. Chun, G. T. Sachs, S. Vandrick, & F. Vilmeney).

CONFERENCE PRESENTATIONS

1. Kanno, Y., & Kangas, S. E. N. (March, 2023). *English learner as an intersectional identity*. Paper presented at American Association for Applied Linguistics (AAAL) Annual Conference, Portland, OR.
2. Hayward, C. L., Rios-Aguilar, C., Kanno, Y., *Vo, D. (April, 2022). *Equitable pathways for English learners in community colleges?: An examination of access and success in transfer-level English*. American Educational Research Association (AERA) Annual Meeting, San Diego, CA. (Colloquium, “Community college and English learners: Perspectives on transfer, structure, and equity,” organized by N. David & K. Li).
3. *Li, K., & Kanno, Y. (April, 2022). *Can they always transfer to a four-year college later?: Examining U.S.-high-school-educated English learners’ community college transfer pathways*. American Educational Research Association (AERA) Annual Meeting, San Diego, CA. (Colloquium, “Community college and English learners: Perspectives on transfer, structure, and equity,” organized by N. David & K. Li).

4. Leider, C. M., Kanno, Y., *Li, K., *David, N., *Chen, E. (March, 2022). Some people say that college is definitely for me: Multilingual learners' investment and college-going. Paper presented at American Association for Applied Linguistics (AAAL) Annual Conference, Pittsburgh, PA.
5. Kanno, Y., Leider, C., *Li, Kuang, *Chen, E., & *David, N. E. (March, 2021). *Emergent bilingual students' access to four-year colleges: How socioeconomic status structures their options*. Paper presented at American Association for Applied Linguistics (AAAL) Annual Conference, Virtual.
6. Kanno, Y. & Winters, M. (April, 2020) *Deconstructing the English learner achievement gap*. Paper presented AERA Annual Meeting San Francisco, CA. [Conference Cancelled]
7. Kanno, Y., Leider, C., *Li, Kuang, *Chen, E., & *David, N. E. (March, 2020). *Emergent bilingual students' access to four-year colleges: How socioeconomic status structures their options*. American Association for Applied Linguistics (AAAL) Annual Conference, Denver, CO. (Colloquium "Emergent bilingual students' postsecondary options: Qualitative case studies of opportunity to learn and access" organized by Yasuko Kanno, with M. Varghese, M. Emerick, & A. Van Windeken). [Conference Cancelled]
8. Winters, M. A., Kanno, Y., & Jones, N. (March, 2019). *The effect of requiring structured English immersion training for general education teachers*. Association for Education Finance and Policy 44th Annual Conference, Kansas City, MO.
9. Kanno, Y. (April, 2018). *When a monolingual English speaker becomes an English learner*. American Educational Research Association (AERA) Annual Meeting, New York, NY. (Colloquium "Negotiating bi/multilingual identities in and across diverse sociolinguistic spaces" organized by Laura Hamman, with A. Kibler, T. Kleyn, K. Bernstein, P. Paquedano-Lopez, & M. M. Meybodi).
10. Kanno, Y. (April, 2018). Discussant. Colloquium "*Into, through, and beyond community college; Pathways for English learners and language minority students*" organized by G. Bunch, with J. R. Brathwaite, J. Rauman, N. Edgecombe, A. Kibler, H. Schalaman, K. A. Lenner, K., R. M. Callahan, A.-M. Nunez. American Educational Research Association (AERA) Annual Meeting, New York, NY.
11. *Hoffman, B., Kanno, Y., & *Emerick, M. R. (2018, April 13–17). *Hispanic immigrant restaurant workers' changing investment in the learning of English*. American Educational Research Association, New York, NY.
12. Winters, M. A., & Kanno, Y. (March, 2018). *High school English learners' access to college-preparatory courses: EL status as double-edged sword?* Paper presented at the Association for Education Finance and Policy 43rd Annual Conference, Portland, OR.
13. Kanno, Y. (March, 2017). *Honoring and battling with time in longitudinal qualitative research*. American Association for Applied Linguistics (AAAL) Annual Conference, Portland, OR. (Colloquium "Longitudinal Qualitative Research" organized by Yasuko Kanno, with A. Kibler, L. Harklau, A. Young, M. Bigelow & B. Norton).
14. *Hoffman, B., *Emerick, M., Kanno, Y. (March, 2017). *Overcoming barriers to learn English: The motivation of Hispanic immigrants in the restaurant industry*. American Association for Applied Linguistics (AAAL) Annual Conference, Portland, OR.

15. *Emerick, M., *Hoffman, B., & Kanno, Y. (March, 2017). *Culturally responsive pedagogy and translanguaging in a community-based ESL program for Hispanic restaurant workers*. American Association for Applied Linguistics (AAAL) Annual Conference, Portland, OR.
16. Kanno, Y. (April, 2016). *Latino English-learner students as the underserved third*. TESOL Convention, Baltimore, MD. (Colloquium “Latina/o Students’ College and Career Readiness” organized by Ann Johns, with L. de Oliveira, T. Ruecker, and G. Kovats).
17. Kanno, Y., & Cromley, J. (April, 2016). *English learners’ high school academic preparation, community college enrollment, and eventual bachelor’s degree attainment*. American Educational Research Association (AERA) Annual Meeting, Washington, DC.
18. Kanno, Y. (April, 2015). *Why even high-achieving ELs don’t always go to college*. American Educational Research Association Annual Meeting (AERA), Chicago, IL. (Colloquium “English learner access to core content: Critically examining linguistic stratification in schools” organized by Ilana Umansky, with P. Estrada, K. Thompson, and R. Callahan).
19. Kanno, Y. (March, 2014). *High-achieving English learners’ access to four-year colleges*. American Association for Applied Linguistics (AAAL) Annual Conference, Portland, OR.
20. Kanno, Y., & Vandrick, S. (March, 2014). *Social class in language learning and teaching*. American Association for Applied Linguistics (AAAL) Annual Conference, Portland, OR. (Colloquium with B. Norton, R. Darwin, H. Shin, M. López-Gopar, W. Sughrua, F. Gao, & D. Block).
21. Kanno, Y., & *Kangas, S.E.N. (April, 2013). *English language learners’ limited access to high level courses in high school*. American Educational Research Association Annual Meeting (AERA), San Francisco, CA.
22. Kanno, Y., & Cromley, J. (April, 2013). *English language learners’ pathways to four-year colleges*. American Educational Research Association Annual Meeting (AERA), San Francisco, CA.
23. Kanno, Y. (March 2012). *Linguistic minority students go to college: Preparation, access, and persistence*. TESOL Convention, Philadelphia, PA.
24. Kanno, Y., & *Grosik, S. A. (April, 2011). *ESL with or without shame: immigrant English language learners’ challenges to accessing four-year universities*. American Educational Research Association Annual Meeting (AERA), New Orleans, LA. (Roundtable: “Linguistic minority students’ access to and pathways through college,” organized by Yasuko Kanno, with A.-M. Nuñez, J. Sparks, G. Bunch, A. Endris, and P. Gandara).
25. Kanno, Y., & Cromley, J. (March, 2011). *English language learners’ college access and attainment: A national level analysis*. American Association for Applied Linguistics (AAAL) Annual Conference, Chicago, IL. (Colloquium: Linguistic minority immigrants go to college: Preparation, access, and persistence,” organized by Yasuko Kanno and Linda Harklau, with S. Shapiro, T. Ruecker, and A. Mayer.)

26. Kanno, Y., & Cromley, J. (May, 2010). *English language learners' access to and attainment in postsecondary education*. Association for Institutional Research 50th Annual Forum, Chicago.
27. Kanno, Y., & Cromley, J. (March, 2010). *How many English language learners go to college?* Annual Teaching English to Speakers of Other Languages (TESOL) Convention, Boston.
28. Kanno, Y. (July, 2009). *Through the looking glass: Power dynamics of bilingualism at an international school*. International Symposium on Bilingualism 7, Utrecht, The Netherlands. (Colloquium: "Bilingualism in the new linguistic economy," organized by Adrian Blackledge and Angela Creese, with M. Heller, D. Block, A. Pauwels, A. Pennycook, & N. Hornberger).
29. Kanno, Y., & Varghese, M. (April, 2009). *Immigrant English language learners' access to higher education and individual agency*. American Educational Research Association Annual Meeting (AERA), San Diego, CA. (Colloquium "English language learners and access to higher education," organized by Manka Varghese and Yasuko Kanno, with L. Harklau, R. Callahan, J. Vasquez Heilig, C. Rodriguez, S. Gururaj, P. Somers, Louie, V. & R. Deli-Amen).
30. Kanno, Y., & Varghese, M. (March, 2009). *Immigrant English language learners' access to higher education and individual agency*. American Association for Applied Linguistics (AAAL) Annual Conference, Denver, CO. (Colloquium "English language learners and access to higher education," organized by Manka Varghese and Yasuko Kanno, with L. Harklau, R. Callahan, & R. Fuentes).
31. Kanno, Y., & Varghese, M. (March, 2008). *The ELL factor in higher education*. American Educational Research Association (AERA) Annual Meeting, New York.
32. Kanno, Y., & Varghese, M. (March, 2008). *Immigrant English language learners' access to higher education*. American Association for Applied Linguistics (AAAL) Annual Conference, Washington DC.
33. Kanno, Y. (November, 2006). *Ethical dilemmas of a critical ethnographer*. The Japan Association of Language Teaching (JALT) 32nd Annual International Conference on Language Teaching, Kitakyushu, Japan. (Colloquium "Research approaches to bilingual & ethnic identity" organized by L. Kamada, with T. Greer & B. Norton).
34. Kanno, Y., & *Stuart, C. (June, 2006). *"I know that they know that I don't know what I'm talking about": How novices become ESL teachers*. American Association for Applied Linguistics (AAAL) Annual Conference, Montreal, Canada. (Colloquium "Researching language teacher identity" organized by Y. Kanno, with L. Bogdan, T. Farrell, E. Lee, B. Morgan, C. Stuart & M. Varghese).
35. Kanno, Y. (June, 2005). *The development of novice ESL teachers' professional identity*. The Fourth International Conference on Language Teacher Education, Minneapolis.
36. Kanno, Y. (March, 2005). *Teaching EFL to language minority students in Japan*. TESOL Annual Convention, San Antonio.
37. Kanno, Y. (March, 2005). *Can critical ethnography accentuate the positive?* The 5th International Symposium on Bilingualism (ISB5), Barcelona, Spain. (Colloquium

- “Researching multilingualism: Integrating the micro and the macro dimensions,” organized by A. Blackledge, with A. Creese, M. Heller, P. Martin, & S. May).
38. Kanno, Y. (May, 2004). *Teaching English to language minority students in Japan*. American Association for Applied Linguistics (AAAL) Annual Conference, Portland, OR. (Colloquium “Transnationalism and language learning/use” organized by Y. Kanno with D. Dagenais, G. Gentil, C. Casanave, R. Thompson, & B. Norton).
 39. Kanno, Y. (July, 2003). *Transnationalism, language ideologies, and the education of language minority students in Japan*. 8th International Pragmatics Conference, Toronto.
 40. Kanno, Y. (October, 2002). *Sending mixed messages: Language minority education at a Japanese public elementary school*. International Symposium on Bilingualism, Vigo Spain. (Colloquium “Language ideologies in multilingual contexts” organized by A. Blackledge & A. Pavlenko, with R. Schmidt, C. Stroud, & R. Vann).
 41. Kanno, Y. (February, 2001). *Imagined communities, school visions, and the education of bilingual students in Japan*. American Association for Applied Linguistics (AAAL) Annual Conference, St. Louis.
 42. Kanno, Y. (March, 2000). *An immersion experiment in Japan: Challenging the monolingual and monocultural stereotype*. American Association for Applied Linguistics (AAAL) Annual Conference, Vancouver, Canada.
 43. Kanno, Y. (March, 1999). *A narrative inquiry into the relationship between Japanese returnees’ bilingualism and identity*. American Association for Applied Linguistics (AAAL) Annual Conference, Stamford, CT.
 44. Kanno, Y., & Casanave, C. P. (November, 1998). *Developing an academic reading and writing course*. The Japan Association of Language Teaching (JALT) 24th Annual International Conference on Language Teaching, Omiya, Japan.
 45. Kanno, Y. (May, 1998). *Konogoro no kikokushijo* [Recent Japanese returnee students: Their characteristics and identities]. Paper presented at the Ibunkakan Kyoiku Gakkai [Intercultural Education Society] Annual Meeting, Makuhari, Japan.
 46. Kanno, Y. (March, 1997). *The researcher-participant relationship in narrative inquiry*. American Educational Research Association (AERA) Annual Meeting. Chicago.
 47. Kanno, Y. (April, 1996). *Cultural marginality and education: The story of an uprooted bilingual*. American Educational Research Association (AERA) Annual Meeting. New York.
 48. Kanno, Y., Li, X., & Dickson, M. (June, 1995). *Finding voices together: Researcher-participant relationship*. Canadian Society for the Study of Education (CSSE) XXIII Annual Conference. Montreal, Canada.

49. Kanno, Y., & Applebaum, S. D. (November, 1993). *ESL students speak up: Their stories of how we are doing*. TESL Ontario, Toronto.

MEDIA COVERAGE

1. CERES Institute. (2022). *Summer reading with the CERES Institute: Exploring English Learners' access to postsecondary education*. [Interview about my 2021 book *English Learners' Access to Postsecondary Education: Neither College Nor Career Ready*]. CERES Institute, Boston University Wheelock College of Education & Human Development. <https://ceresinstitute.org/el-access-to-postsec/>
2. Sanchez, O. (March 2, 2022). *English learners in college: From marginalized to invisible*. [quoted on the state of English learners' access to college.] The Hechinger Report. https://hechingerreport.org/english-learners-in-college-from-marginalized-to-invisible/?fbclid=IwAR2C0iZcxR6oinflBMO4UAQ9Ksndg3O0PwkHZb008lk_a-PPEA0s7TXTjA8
3. Murray-Cooper, A. (2021). #BUandBoston: Capturing the voices of Boston youth impacted by COVID-19 [media story on Kanno & Zaff's project on Massachusetts high school students' experiences of COVID-19]. Boston University Initiative on Cities. <https://www.bu.edu/ioc/2021/11/15/buandboston-capturing-the-voices-of-boston-youth-impacted-by-covid-19/>
4. Williams, G. (2021). *Dr. Yasuko Kanno discusses new book on supporting English learners*. Boston University Wheelock College of Education & Human Development Marketing and Communications. <https://www.youtube.com/watch?v=NoYqsmqW9tE>
5. Black, C. (June 2015). 2015 TESOL Distinguished Researcher: Dr. Yasuko Kanno. *TESOL Connections*. <http://newsmanager.commpartners.com/tesolc/issues/2015-06-01/4.html>
6. AERA website. (August – November, 2014). The front page of the AERA website featured Kanno and Kangas (2014) and a video introduction of the article.
7. Bocella, K. (December, 5, 2013). Many nations, one dream. *Philadelphia Inquirer*, Section I, p. 1. [cited my work on English learners' college access.] http://articles.philly.com/2013-12-05/news/44760835_1_foreign-born-students-college-rates-english-language-learners

TEACHING

Courses Taught at Boston University

			Instructor Rating
RS 752	Seminar in Qualitative Research	Spring 2023	Not yet available
BI570/620	Educational Issues in Bilingualism	Fall 2022	5.0
BI570/620	Educational Issues in Bilingualism	Spring 2022	5.0
BI620	Educational Issues in Bilingualism	Spring 2021	5.0
TL520/525	Teaching English language learners in Massachusetts Public Schools	Fall 2020	5.0
BI 515/TL508	Methods in Bilingual Education/ Methods in Teaching English as a Second Language	Fall 2020	4.9
RS 752	Seminar in Qualitative Research	Spring 2020	5.0
BI 515/TL508	Methods in Bilingual Education/ Methods in Teaching English as a Second Language	Fall 2019	5.0
RS 652	Qualitative Research Methods	Spring 2019	5.0
BI 515/TL508	Methods in Bilingual Education/ Methods in Teaching English as a Second Language	Spring 2018	5.0
BI 515/TL508	Methods in Bilingual Education/ Methods in Teaching English as a Second Language	Fall 2017	5.0
RS 652	Qualitative Research Methods	Fall 2017	4.7
BI620	Educational Issues in Bilingualism	Spring 2017	5.0
BI 515/TL508	Methods in Bilingual Education/ Methods in Teaching English as a Second Language	Fall 2016	5.0

Courses Taught at Temple University

			Rating*
TESL 5621	Contexts for Teaching and Learning Language	Spring 2016	4.9
TESL 8634	Bilingualism and Bilingual Education	Fall 2015	4.9
EDUC 5262	Qualitative Research in Education	Spring 2015	4.8
TESL 8621	Contexts for Teaching and Learning Language	Spring 2015	4.9
TESL 8614	Approaches to Teaching in Second/Foreign Language Ed.	Fall 2014	4.8
TESL 8621	Contexts for Teaching and Learning Language	Spring 2014	4.8
EDUC 5262	Qualitative Research in Education	Spring 2014	4.8
TESL 8621	Contexts for Teaching and Learning Language	Spring 2013	4.6

ENES 3338	Foundations of Language Teaching	Spring 2013	4.7
TESL 8614	Approaches to Teaching in Second/Foreign Language Ed.	Fall 2012	4.8
ENES 3338	Foundations of Language Teaching	Fall 2012	4.3
TESL 8621	Contexts for Teaching and Learning Language	Spring 2012	4.9
TESL 8614	Approaches to Teaching in Second/Foreign Language Ed.	Fall 2011	4.7
ENES 3338	Foundations of Language Teaching	Fall 2011	4.5
TESL 8621	Contexts for Teaching and Learning Language	Summer 2011	4.8
ENES 8654	Differentiated Instruction for ELLs	Spring 2011	4.9
TESL 8621	Contexts for Teaching and Learning Language	Spring 2011	4.8
TESL 8618	Second Language Acquisition	Fall 2010	4.7
ENES 8652	Educating ELL: State of Knowledge	Fall 2010	4.6
TESL 8621	Contexts for Teaching and Learning Language	Spring 2010	4.8
TESL 8618	Second Language Acquisition	Fall 2009	4.4
TESL 8621	Contexts for Teaching and Learning Language	Spring 2009	4.5
ENES 8744	Doctoral Seminar in Language and Identity	Spring 2009	4.7
ENES 8654	Bilingualism and Bilingual Education	Fall 2008	4.9
TESL 8621	Contexts for Teaching and Learning Language	Spring 2008	4.4

* At Temple University, the mean score of 10 elements (e.g., “well organized” “graded fairly” “taught well” etc.) was used as the instructor rating.

Academic Advising (total # at Boston University since 2016)

Masters: 29
 Doctoral: 4

Doctoral Dissertations

Dissertation Chair/First Reader

1. Chen, E. (in progress). *Academic discourse socialization of Chinese international doctoral students*. Wheelock College of Education & Human Development, Boston University. First Reader.
2. Li, K. (2022, December). *U.S.-educated English learner students at a community college in Massachusetts: Journeys from English as a second language courses to transfer*

application. Wheelock College of Education & Human Development, Boston University. First Reader.

Current Position: Postdoctoral Fellow, Boston University Professional Development & Postdoctoral Affairs

3. David, N. E. (2022, August). *Academic ESL program roles and purposes: Perspectives from community college administrators, faculty, and students*. Wheelock College of Education & Human Development, Boston University. First Reader.

Current Position: Current Position: Language Program Manager, Center for Workforce Development, Roxbury Community College

4. Emerick, M. (2019, November). *A critical race theory perspective on English learners in career and technical education: Access, equity, and opportunities to learn*. College of Education, Temple University. Co-Chair.

Current Position: Tenure-Track Assistant Professor, Department of Education, Muhlenberg College. Recipient of a NAEd/Spencer Postdoctoral Fellowship

5. Hoffman, B. Y. (2018, May). *The situated cognitions and practices of teacher candidates: Participating in a foundational course of teaching English learners*. College of Education, Temple University. Co-Chair.

Current Position: Lecturer, College of Education, Rowan University

6. Grosik, S. A. (2017, June). *The path to university admission in the United States through intensive English programs*. College of Education, Temple University. Chair.

Current Position: Associate Director of Curriculum and Instruction, English Language Programs, University of Pennsylvania

7. Kangas, S.E.N. (2015, March). *Special education trumps ESL: Policy as practice for ELs with disabilities*. College of Education, Temple University. Chair.

Current Position: Tenured Associate Professor, College of Education, Lehigh University
Finalist for the *American Association for Applied Linguistics Dissertation Award* and the *AERA Second Language Research SIG Dissertation Award*

8. Stuart, C. (2011, May). *Writing through perfection, reading for new meaning: L2 students in a first-year writing course*. Department of English, University of Washington. Chair.

Current Position: Director of the Center for Intensive English Program, and Tenure-track Assistant Professor, Department of English, Andrews University

9. Almon, P. C. (2010, April). *English language learner engagement and retention in a community college setting*. College of Education, Temple University. Chair.

Current Position: Clinical Assistant Professor, Department of English, Temple University

10. Ketzenberg, L. (2010, May). *Unintended social reproduction in community college vocational ESL: An ethnographic lens*. College of Education, Temple University. Chair.

Formerly full-time instructor, LaGuardia Community College, currently private business owner

11. Fuentes, R. (2009, May). *ELLs' experiences of university culture*. Department of English, University of Washington. Chair.

Current Position: Tenured Associate Professor and Director of Online Program, Department of English, The University of Memphis

12. Chang, Y.-J. (2009, August). *Nonnative-English-speaking doctoral students' enculturation across disciplines: Investment in language, identity, and imagined communities*. Department of English, University of Washington. Chair.

Current Position: Tenured Associate Professor, Department of Foreign Languages and Literature, National Tsing Hua University, Taiwan

Dissertation Committee Member/Second Reader

1. Lim, A. (in progress). *Immigrant deaf students of color: Raciolinguistic discourses on the axes of accommodation, acculturation, and racialization*. Wheelock College of Education & Human Development, Boston University. Second Reader.
2. Starks, R. (2022, April). *Examining prospective teachers' understanding of decimal place value by exploring relationships with base-ten knowledge and decimal models*. Wheelock College of Education & Human Development, Boston University. Second Reader.
3. Menzies, C. (2016, March). *An examination of community cultural wealth in the success of Black high school students*. College of Education, Temple University. Dissertation Committee Member.
4. O'Shea, A. (2016, February). *Identity of college students with psychiatric disabilities and use of support services*. College of Education, Temple University. Dissertation Committee Member.
5. Wu, M.-H. (2013, March). *Re-imagining education for linguistically and culturally diverse students in a changing era: One U.S. urban school's alternative vision*. Graduate School of Education, University of Pennsylvania. Dissertation Committee Member.
6. Carrera, H. C. (2010, March). *The qualities of instructional coaches that have an impact on the classroom practice of teachers of English language learners*. College of Education, Temple University. Dissertation Committee Member.
7. Smith, A. (2006, May). *The middle school literacy coach: Roles, contexts, and connections to teaching*. College of Education, University of Washington. Dissertation Committee Member.

Professional Development Programs Attended

<i>National Center for Faculty Development and Diversity, Summer 2020 Faculty Success Program Faculty Success Alumni Program</i>	June-August 2020 August 2020-present
<i>Faculty Teaching Circle on Online Learning</i>	May 2011-April 2012
<i>SIOP Institute (2-day workshop on ELL education)</i>	March 2010

SEMINARS AND WORKSHOPS

1. *The “how-to”s of academic publishing*, Workshop for Ph.D. students, Boston University Wheelock College of Education & Human Development December, 2022
2. *Supporting English learners’ access to postsecondary education*. Workshop for the College Advising Corps, Boston University July 2022
3. *English learners’ access to college*. Professional Development for Science Faculty at Brookline High School, Brookline, MA April 2022
4. *Research and journal publishing*, Workshop for first-year doctoral students, Boston University Wheelock College of Education & Human Development September, 2019
5. *Publishing academic journal articles*, Invited workshop, Graduate Students of Language at Temple, Temple University November 2015
6. *Ph.D. to scholar trajectory*. Guest lecture for Drs. Avi Kaplan and Barbara Wasik’s EDUC 8103 Contemporary Trends in Educational Research October, 2014
7. *Keeping field notes for secondary data analysis*. Guest lecture for Dr. Jennifer Cromley’s ED PSY 897 Secondary Data Analysis September, 2012
8. *Social class in language learning and teaching*. Invited forum, Department of Critical Languages, Temple University. April, 2012
9. *High school ELLs’ transitions to postsecondary education*. CITE Department Brown Bag Meeting March, 2012
10. *English language learners’ access to and attainment in postsecondary education*. College of Education Colloquium Series. Temple University October, 2008
11. *Maximizing learning outcomes in bilingual education*. Expert Panel Discussion, Keio New York Academy January, 2010
12. *Ethnography*. Guest lecture for Ann Wennerstrom’s English 574: Research Methods in Second Language Acquisition, University of Washington May, 2004
13. *The Development of Bilingual and Bicultural Identities: A Narrative Inquiry*. Language and Rhetoric/Language Use and Acquisition Colloquium, University of Washington February, 2003
14. *Doing qualitative research*. Jacqueline Wasilewski’s Intercultural Communication Seminar, International Christian University May, 2001
15. *Raising bilingual children: What parents can do*. Parent Education Program, Nishimachi International School March, 2000
16. *Meeting the needs of ESL students*. In-service Workshop, Nishimachi International School April, 2000

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| 17. <i>Doing qualitative research</i> . Professor Jacqueline Wasilewski's Intercultural Communication Seminar, International Christian University | May, 2000 |
| 18. <i>On benefits of being bilingual</i> . Grade 9 immersion students, Katoh Gakuen | August, 2000 |

UNIVERSITY SERVICE

Service to Boston University

University

Member, Faculty Council	2020-2021
Member, University Council	2020-2021
Member, Faculty Council Compensation & Benefits Committee	2020-2021

College

Chair, Department of Language and Literacy Education	2021-present 2018-2019
Chair, Search Committee for Assistant Professor of TESOL	2021-2022
Chair, Search Committee for Lecturer of TESOL	2021
Chair, Search Committee for Clinical Assistant Professor of TESOL	2019-2020
Member, Appointment, Promotion, and Tenure Committee	2017-2020
Member, BU Wheelock College Transition Team	2017-2019
Director, Language Education Program	2016-2021
Director, TESOL-Licensure Program	2016-2017
Member, Ad Hoc Committee on School-Wide Ed.D. Proseminar	Spring 2017
Member, Ad Hoc Committee on New Ed.D. Guidelines	Summer 2017
Chair, Search Committee for Clinical Assistant Professor in Modern Foreign Language	2016-2017

Service to Temple University

University

Member, Ad Hoc Committee on International Student Success	2015 - 2016
University Mace Bearer	2013-2016
University Marshal	2012-2016
Member, Temple Option	2014-2015
- Committee to consider Temple University's transition to test-optional undergraduate admissions	
Member, Faculty Senate Committee on International Programs	2014-2016
Co-Chair, Ad Hoc Committee on International Student Support	2012-2014
Co-Chair, Faculty Senate Committee on the Status of Faculty of	2011-2012

Color Member, Faculty Senate Committee on the Status of Faculty of Color	2010-2011
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College

Collegiate Assembly Chair	2015-2016
Member, Upper Darby School District Affiliation Working Group	2014-2016
Chair, Graduate Program Committee	2013-2015
Member, Graduate Program Committee	2011-2012
Member, Higher Education Tenure-Track Position Search Committee	2014
Member, Research Committee	2010-2011
Member, Merit Award Committee	2009-2010
Member, Chapter 49 Culture Equity and Diversity Workgroup	Spring 2009
Member, Working Group on the Research Core Fall	2008

Department

Program Coordinator, TESOL Program	2014-2016
Chair, A Non-Tenure Track Assistant Professor's contact renewal review committee	Spring 2013
Member, Graduate Certification Program Committee	Spring 2011
Chair, Search Committee for Non-Tenure-Track Position in TESOL	Spring 2011
Acting Lead Professor	Spring 2011
Member, Funding Committee	Fall 2010
Member, CITE Department Graduate Admissions Committee	2009-2011
Coordinator of the TESOL Master's Program	2008-2014
Member, Diversity Course Curriculum Development Committee	Summer 2008

Service to the University of Washington

University

Affiliated Faculty Member, Department of English	2007-2012
Reviewer, Human Subjects Division, IRB Committee, Behavioral Science	2006-2007
Faculty Advisor, Second Language Research Forum (Graduate student conference in applied linguistics)	2006-2007
Affiliated Faculty Member, Department of Linguistics	2005-2007
Member, Study Group on English Language Learners, Teachers for New Era (Carnegie Foundation Initiative)	2005-2006

Department

Member, TESOL Committee, English Department	2002-2007
Member, English Language Study Search Committee	2004-2005
Member, Placement Committee, English Department	2002-2004

PROFESSIONAL SERVICE

Service to State Departments

Member, <i>English Learner Early College Working Group</i> Massachusetts Department of Elementary and Secondary Education	2022-present
Member, <i>Office of Language Acquisition Advisory Group</i> Massachusetts Department of Elementary and Secondary Education	2022-present
Member, <i>Research Advisory Council for Multilingual Learners</i> , Massachusetts Department of Elementary and Secondary Education	2018-019

Professional Association Service

Member at Large, <i>American Association for Applied Linguistics</i>	2021-present
Member, <i>American Association for Applied Linguistics First Book Award Committee</i>	2022-present
Member, <i>American Association for Applied Linguistics Indigenous Language Scholarship Support Fund Committee</i>	2022-present
Co-Chair, <i>American Educational Research Association, Second Language SIG Mid-Career Award Committee</i>	2019-2020
Member, <i>American Association for Applied Linguistics Dissertation Award Committee</i>	2019-2021
Member, <i>2016 TESOL Distinguished Research Award Committee</i>	2015

Journal Leadership Positions

Editorial board member, <i>American Educational Research Journal</i>	2020-present
Co-editor, <i>Journal of Language, Identity, and Education</i>	2015-2019
Research Notes and Forum Editor, <i>Journal of Language, Identity, and Education</i>	2013-2015
Editorial board member, <i>Language, Culture and Curriculum</i>	2014-present
Editorial board member, <i>The Modern Language Journal</i>	2008-2013
Editorial board member, <i>Journal of Language, Identity, and Education</i>	2006-2013
Editorial board member, <i>International Journal of Bilingual Education and Bilingualism</i>	2019-present 2005-2007
Editorial board member, <i>Japan Journal of Multilingualism and Multiculturalism</i>	2000-2011

Reviewing

Grant Reviewers

Spencer Foundation Lyle Spencer Research Awards March 2017
CUNY Collaborative Incentive Research Grant Program May 2015

Book/Report Reviewer

First Language Not English Students' Lived Experiences and Academic Performance. The Center for Promise, Boston University School of Education. March 2017
Cambridge Handbook of Second Language Acquisition. Cambridge University Press. 2010
Negotiation of identities in multilingual contexts. Multilingual Matters. 2001

Conference Proposal Reviewer

American Association for Applied Linguistics Conference

Ad Hoc Journal Manuscript Reviewer

American Educational Research Journal
Anthropology and Education Quarterly
Applied Linguistics
Bilingual Research Journal
Canadian Modern Language Review
Ethnicities
International Journal of Bilingual Education and Bilingualism
Japan Journal of Multilingualism and Multiculturalism
Journal of Experimental Education, Journal of Higher Education
Journal of Language, Identity, and Education
Journal of Multilingual and Multicultural Development
Journal of Second Language Writing
Language and Education
Language Awareness
Language, Culture and Curriculum
Language in Society
Language Policy
Linguistics and Education
The Modern Language Journal
Multicultural Perspective
Reading in a Foreign Language
Teaching and Teacher Education
TESOL Quarterly
Sociology of Education

SERVICE TO THE COMMUNITY

Mentor, Transitioning Together (College Access Program) Newton North High School	2020
Teacher Workshops and Curriculum Development Garces Foundation English for the Restaurant and Everyday Living	Fall, 2014
Review of the Elementary-Level ESL Curriculum Lower Merion School District	Summer, 2014
Organizer, 9th Grade ELL Annual Campus Visit to Temple University Upper Darby High School	2013-2016
Volunteer, ELL College Guidance, Upper Darby High School	2013-2014

PROFESSIONAL MEMBERSHIPS

American Association for Applied Linguistics (AAAL)
American Educational Research Association (AERA)
Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL)
TESOL International Association