

Michele Regalla
1609 Tiverton St.
Winter Springs FL 32708
Cell: 412-601-4338
michele.regalla@ucf.edu

EDUCATION

May 2008 Ph.D., Foreign and Second Language Education
School of Education
Advisor: Richard Donato, Ph.D.
University of Pittsburgh, Pittsburgh PA

Dissertation title: *Meeting the needs of mainstreamed English learners in the elementary classroom*

http://d-scholarship.pitt.edu/7498/1/MHarr_ETD_0608_final.pdf

August 1998 M.A., Foreign Language Education
University of Southern Mississippi, Hattiesburg, MS

May 1993 B.A., French
Seton Hill University, Greensburg, PA

May 1992 Diplome Semestriel de Langue et Civilisation Françaises,
Niveau Supérieur
Cours de Civilisation Française de la Sorbonne, Paris, France

Foreign Languages: French and conversational Spanish

Professional Certifications:

Certified K-6 Elementary Education Teacher
Commonwealth of Pennsylvania, Department of Education

Certified K-12 Foreign Language Educator, French
Commonwealth of Pennsylvania, Department of Education

ACADEMIC INSTRUCTIONAL POSITIONS

2013 - Present **University of Central Florida**
College of Education and Human Performance
Orlando, FL

- **Associate Professor of ESOL and World Languages Education**
- **World Languages Education, Program Coordinator**

Responsibilities include teaching graduate and undergraduate courses in ESOL, advising and mentoring graduate and undergraduate students, pursuing a research agenda, and service to the

Awards and Nominations

- 2023 **Fulbright Senior Scholar Award – University of Malaga, Spain**
A prestigious award given by a presidentially appointed board supervising the worldwide Fulbright program to teach and conduct research in bilingual education
- 2021 **Teaching Incentive Program Award**
A selective award given to faculty at the University of Central Florida to recognize excellence in teaching.
- 2019 **Scholarship of Teaching and Learning Award**
A selective award given to faculty at the University of Central Florida to recognize discovery, reflection, and using evidence-based methods to research effective teaching and student learning.
- 2018 Nominated by Anna O'Connor-Morin, Senior Director of Education, UCP Bailes Campus for the *Women of Distinction* award, Center for Success of Women Faculty and Life @ UCF.
- 2014 Nominated by Anna O'Connor-Morin, Principal, UCP Bailes Campus for the *UCF Women Faculty Excellence in Academic Partnerships* award, Center for Success of Women Faculty and Life @ UCF.

Peer-reviewed book chapters

Regalla, M., & Pekar, H. (2023). Language learning without limits in an inclusive prekindergarten French FLEX program. In K. F. Davidson, L. J. Randolph, & S. M. Johnson (Eds.), *How We Take Action: Social Justice in K-16 Language Classrooms*. Information Age Publishing.

Regalla, M. (2016). Planning an international service-learning experience for teacher candidates: Teaching, living, and learning in Costa Rica. In Crosby & Brockmeier (Ed), *Handbook of Research on Community Engagement in 21st Century Education*, IGI Global.

Refereed journal publications

Pekar, H. & **Regalla, M. (2021).** Making exemption the exception, not the rule: Inclusion of all students in foreign language education, *Foreign Language Annals*, 54(1), 73-90.
<https://onlinelibrary.wiley.com/doi/full/10.1111/flan.12513>

- Acceptance rate 20-25%; H Index 37, Scimago Journal & Country Rank (SJR); Journal Citation Reports (JCR), IF .802; Ranked 109/628 in Social Sciences, Linguistics and Languages, (CiteScore by Scopus)

*Davies, A., Grissom, D., & **Regalla, M. (2020).** A study on teacher candidates' questioning strategies for English learners through an interactive classroom simulation, *Northwest Journal of Teacher Education*, 15 (1).

*Link available to members only

Regalla, M. & Pekar, H. (2018). Yes they can! Demystifying the effects of foreign language learning for students with special needs, *Learning Languages*, 23 (1) 22-26.

*Link available to members only

Peker, H., **Regalla**, M., & Cox, T. (2018). Teaching and learning vocabulary in context: Examining engagement in three prekindergarten French classrooms, *Foreign Language Annals*, 51(2), 472-483.

<https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=https://onlinelibrary.wiley.com/doi/abs/10.1111/flan.12338>

- Acceptance rate 20-25%; H Index 37, Scimago Journal & Country Rank (SJR); Journal Citation Reports (JCR), IF .802; Ranked 109/628 in Social Sciences, Linguistics and Languages, (CiteScore by Scopus)

Regalla, M., *Davies, A, Grissom, D. & * Losavio, A. (2018). Classroom to communities of practice: Benefits for English learners and teacher candidates through partnerships. *Multicultural Perspectives*. 20 (1), 25-32.

<http://www.tandfonline.com/doi/full/10.1080/15210960.2017.1400914>

- Acceptance rate 21-30%; H Index 8, SJR; Ranked 175/697 in Social Sciences, Culture Studies, (CiteScore by Scopus)

Regalla, M., Peker, H., Llyod, R. & O'Connor-Morin, A. (2017). To exempt or not to exempt: An examination of an inclusive, pre-kindergarten French program. *International Journal of TESOL and Learning*. 6(3&4), 83-100.

http://untestedideas.net/journal_article.php?jid=ijt201712&vol=6&issue=4

- Acceptance rate 35%

Regalla, M. & *Peker, H. (2017). Prompting all students to learn: Examining dynamic assessment of special needs and typical students in a pre-kindergarten, inclusive French program. *Foreign Language Annals*, 50(2), 323-338.

<https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=https://onlinelibrary.wiley.com/doi/abs/10.1111/flan.12261>

- Acceptance rate 20-25%; H Index 37, SJR; JCR IF .802; Ranked 109/628 in Social Sciences, Linguistics and Languages, (CiteScore by Scopus)

Regalla, M., Hutchinson, C., Nutta, J. & *Ashtari, N. (2016). Examining the impact of a simulation classroom experience on teacher candidates' sense of efficacy in communicating with English learners. *Journal of Technology and Teacher Education*. 24(3), 337-367.

<http://www.learntechlib.org/p/171498>

- Acceptance rate 10-19%, H5 Index 16, Google Scholar Metrics.

Regalla, M. & *Peker, H. (2016). Foreign language for all: The development of an inclusive pre-kindergarten French program. *Learning Languages Journal*, 21 (2), 11-14.

*Link available to members only

Regalla, M. (2016). Getting out of their comfort zone: Examining the impact of service-learning abroad on teacher candidates. *Multicultural Perspectives*. 18(2), 65-72.

<http://www.tandfonline.com/doi/full/10.1080/15210960.2016.1152893>

- Acceptance rate 21-30%; H Index 8, SJR; Ranked 175/697 in Social Sciences, Culture Studies, (CiteScore by Scopus)

Regalla, M. & *Peker, H. (2015). Early language learning for all: Examination of a prekindergarten French program in an inclusion setting. *Foreign Language Annals*, 48(4), 618-634.

<https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=https://onlinelibrary.wiley.com/doi/abs/10.1111/flan.12156>

- Acceptance rate 20-25%; H Index 37, SJR; JCR IF .802; Ranked 109/628 in Social Sciences, Linguistics and Languages, (CiteScore by Scopus)

Regalla, M. (2015). Little Pim: A review of the French teacher's kit, *CALICO Journal*, 32 (2).

<http://link.galegroup.com/apps/doc/A430169015/AONE?u=orla57816&sid=AONE>

- Acceptance rate: 19%; 4 median mentions per article, Cabell's; H5 Index 18, Google Scholar Metrics

Regalla, M. (2013). Bridging the gap: Preparing teachers to meet the needs of ELs through service-learning. *Tapestry Journal*, 5(2), 21-29.

<http://journals.fcla.edu/tapestry/article/view/83306/80165>

- Acceptance rate: 25%

Regalla, M. (2012). Language objectives: More than just vocabulary, *TESOL Journal*, 3(2), 210-230.

<https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=https://onlinelibrary.wiley.com/doi/abs/10.1002/tesj.15>

- Acceptance rate: 8-10%, H Index 5, SJR

Conference proceedings

Regalla, M., Nutta, J., Hutchinson, C. & Ashtari, N. (2015). English language learner avatars for pre-service teachers. Paper published by the Third National TeachLivE™ Conference, Orlando, FL. (pp.23-26).

<http://teachlive.org/wp-content/uploads/2016/09/TLE-Proceedings-2015.pdf>

Regalla, M., Nutta, J., Hutchinson, C., Jones, P., *Ashtari, N. & Verkler, K. (2014). *English Learner (EL) avatars for pre-service teachers*. Paper published by the Second National TeachLivE™ Conference, Orlando, FL. (pp. 24-27).

<http://teachlive.org/wp-content/uploads/2014/12/2014-Teachlive-Conference-Proceedings.pdf>

Manuscripts submitted to peer-reviewed journals

Regalla, M., Peker, H. & Macy, M. (in review). An examination of an inclusive dual language immersion program and preschoolers' executive functioning skills. *Foreign Language Annals*

Regalla, M. (in review). Parent perspectives of an inclusive preschool French immersion program, *The Language Educator*

Invited publications

Regalla, M. (2023 in press). *Educator Voices*

Non-refereed publications

Regalla, M. (2013). *Teacher Expectations and Students from Low Socioeconomic Background: A Perspective from Costa Rica*, ERIC document ED540254.
<https://eric.ed.gov/?q=Regalla&id=ED540254>

Presentations

**Indicates presentations of research conducted with graduate students*

Invited Presentations

Regalla, M. (2022). *Language learning for all: Early language learning in an inclusive setting*, Plenary speech at the 1st International Conference on the 21st Century Challenges in ELT by the Association of English Teacher Educators (AELTE), Ankara, Turkey.

Regalla, M. (2019). Interview broadcast on NPR: *More Florida students are English learners: Here's how teachers and schools can adapt to meet their needs*.
<https://www.wmfe.org/more-florida-students-are-english-learners-heres-how-teachers-and-schools-can-meet-their-needs/139367>

Regalla, M. (2019). *Dynamic Assessment in an Early Childhood French Program*, Keynote Speaker for UCF-Hillcrest Community Partnership: Teaching & Learning Professional Development Workshop.

Regalla, M. (2018). Video presentation, *Language Learning for All*, Presentation requested by editor of *Foreign Language Annals* for journal website.
https://onlinelibrary.wiley.com/page/journal/19449720/homepage/watch_video_abstracts.htm

Nutta, J. & **Regalla, M.** (June, 2015). *Communicating with English learners: Use of a simulation classroom with teacher candidates*, Presentation conducted at Sanibel Leadership Conference in Clearwater Beach, Florida.

Regalla, M., Nutta, J., Hutchinson, C. & *Ashtari, N. (2015). *English language learner avatars for pre-service teachers*, Presented at the Third National TeachLivE™ Conference, Orlando, FL.

Regalla, M. (February 2015). *Emerging Technologies and English Learners*, Panel discussant for the Topical Action Group, *Preparing Educators of English Learners* at the American Association of Colleges for Teacher Education (AACTE) Annual Meeting in Atlanta, Georgia.

Hutchinson, C.; **Regalla, M.**; Nutta, J. (June, 2014). *A mixed reality classroom's impact on PK-12 candidates' beliefs and knowledge about English learners*, Presented at the Second National TeachLivE™ Conference, in Orlando, FL.

Regalla, M. & Micek T. (October, 2011). *Changing teacher candidates' attitudes towards diverse populations through service learning*, Presentation conducted for Michigan Teachers of English to Speakers of Other Languages (MITESOL) in Kalamazoo, Michigan.

Peer-reviewed presentations at the international level

Regalla, M., Damico, N. & Peker, H. (April 2023). *Service-learning with teacher candidates: Getting out of their comfort zone*, TESOL Virtual International Convention & English Language Expo.

Peker, H. & **Regalla, M.** (March 2022). *Executive Functioning Skills and Expressive-Receptive Skills of Preschool Students in an Inclusive Dual-Language Immersion Program*, Presentation conducted at the TESOL 2022 International Convention & English Language Expo in Pittsburgh, PA.

Regalla, M. & *Davies, A. (March, 2019). *Scaffolding questions for all levels of English learners*, Presentation at the International Convention of Teachers of English to Speakers of Other Languages (TESOL) in Atlanta, GA.

Regalla, M., *Davies, A., Grissom, D. & *Losavio, A. (March, 2018). *Prepared to teach English learners: Service-learning with Teacher Candidates*, Presentation at the International Convention of Teachers of English to Speakers of Other Languages (TESOL) in Chicago, IL.

Regalla, M. & *Peker, H. (March, 2018). *The interaction between first and second language learning in an inclusive class*, Presentation at the International Convention of Teachers of English to Speakers of Other Languages (TESOL) in Chicago, IL.

Regalla, M. (March, 2017). *Community engagement: Enriching student experiences, teacher preparation, and program implementation*, Panel presentation at the International Convention of Teachers of English to Speakers of Other Languages (TESOL) in Seattle, WA.

Regalla, M.; Nutta, J.; Hardin, S. & *Peker, H. (March 2014). *Using Virtual Classrooms with Future ESOL Professionals*, Presentation conducted at the annual Teachers of English to Speakers of Other Languages (TESOL) International Convention in Portland, Oregon.

Peer-reviewed presentations at the national level

Regalla, M. & Peker H. (November, 2022). *Starting small: Examining an inclusive early childhood French program*, presentation conducted for the American Council on the Teaching of Foreign Languages (ACTFL) in Boston, MA.

Regalla, M. & Peker, H. (November, 2021). *Zooming in: Examining an inclusive preschool French immersion program*, presentation conducted for the American Council on the Teaching of Foreign Languages (ACTFL), Virtual Conference.

Regalla, M. & *Peker, H. (November, 2020). *Including children with special needs in a dual language immersion program*, presentation conducted at the American Council on the Teaching of Foreign Languages (ACTFL), Virtual Conference.

Peker, H. & **Regalla, M.** (November, 2020). *Examining the role of executive function in an inclusive immersion program*, presentation conducted at the American Council on the Teaching of Foreign Languages (ACTFL), Virtual Conference.

Regalla, M. & Peker, H. (November, 2019). *Examining an inclusive French immersion program for preschoolers*, presentation conducted at the American Council on the Teaching of Foreign Languages (ACTFL) Convention in Washington, D.C.

Regalla, M. & Peker, H. (March, 2019). *Examining a pre-kindergarten French immersion classroom in an inclusion setting*, presentation conducted at the National Association for Bilingual Education (NABE) in Orlando, FL.

Peker, H.; Feng, L.; Song, W. & **Regalla, M.** (November 2018). *Teacher perspectives and practices on Chinese as a foreign language program*, Presentation made at the American Council on the Teaching of Foreign Languages (ACTFL) Convention in New Orleans, LA.

Regalla, M. & *Peker, H. (November, 2017). *The interaction between first and second language learning in an inclusive class*, Presentation at the American Council on the Teaching of Foreign Languages (ACTFL) Convention in Nashville, TN.

Regalla, M. & *Peker, H. (November, 2016). *Evaluation of all learners with dynamic assessment*, Presentation at the American Council on the Teaching of Foreign Languages (ACTFL) Convention in Boston, MA.

Regalla, M. (November, 2016). *Out of their comfort zone: Service-learning for teacher candidates*, Presented at the National Association for Multicultural Education (NAME) Annual International Conference in Cleveland, OH.

Hutchinson, C.; **Regalla, M.**; Nutta, J. (February, 2016) *A mixed reality classroom's impact on PK-12 candidates' beliefs and knowledge about English learners*, Presented at the American Association of Colleges for Teacher Education (AACTE) Annual Meeting in Las Vegas, Nevada.

Regalla, M. & *Peker, H. (November 2015). *Measuring word learning in a prekindergarten French program*, Presented at the American Council on the Teaching of Foreign Languages (ACTFL) Convention in San Diego, California.

Regalla, M. & *Peker-Ozbay, H. (November 2014). *An early foreign language learning program for special needs students*, Presented at the American Council on the Teaching of Foreign Languages (ACTFL) Convention in San Antonio, Texas.

Regalla, M. (April 2013). *Closing the gap with service-learning*, Presentation conducted at National Association for Multicultural Education (NAME) Region 7 Conference at the University of Missouri, Kansas City, Missouri.

Conley, M. & **Regalla, M.** (April 2012). *More Than a Field Trip: Integrating and Mediating Study Abroad Experiences in a Cultural Diversity Course*, Presentation conducted at the annual convention of the American Educational Research Association (AERA) in Vancouver, Canada.

Peer-reviewed presentations at the state level

Hutchinson, C.; **Regalla, M.**; Nutta, J.; Verkler, K. (October 2014). *PK-12 teacher candidates' beliefs and knowledge about English learners*, Presentation conducted at the

Florida Association of Teacher Educators (FATE) Conference at the University of South Florida Sarasota-Manatee.

Regalla, M. (October 2012). *What is academic language?* Presentation conducted for Ohio Council of Teacher Educators in Dublin, Ohio.

Regalla, M. & Hickey, J. (November 2011). *Language objectives: More than just vocabulary*, Presentation conducted for Ohio TESOL in Columbus, Ohio.

Grants awarded

**Indicates grant written while mentoring graduate student(s)*

External funding - \$359,970.86

STARTALK The National Security Agency's National Cryptologic Institute U.S. Department of Defense

- Title: *How Words Shape People: Understanding Business Russian Through Proverbs*
- Principal Investigator, Alla Kourova
- Role: K-12 Pedagogical expert

The pedagogical expert oversees the curriculum design and implementation of a summer program directed for high school and university students learning Russian for business purposes.

External funding - \$70,942

*Caplan Foundation for Early Childhood

- Title: *Language Learning for All*
- Awarded in 2016, no-cost extension granted in 2017
- Role: PI, 100%

Project director of a two-year research project investigating the relationship between first and second language learning for students with special needs. Responsibilities include curriculum and assessment design, ordering materials, teacher development, and data collection.

Internal funding – \$4,479.96

T. Denny Sanford grant

- Title: *Showing What They Can Do: The Use of Dynamic Assessment in a Pre-Kindergarten Foreign Language Program*
- Awarded in 2015
- Role: PI 100%

Project director with responsibilities including curriculum and assessment design, ordering materials, and teacher development.

Internal funding - \$5000.00

Toni Jennings Exceptional Education Institute

- Title: *MacKay's Study of Early Language Learners*
- Awarded in 2015
- Role: PI 100%

Project director with responsibilities including design of curriculum for pre-kindergarten program, ordering materials, hiring, training, and scheduling teachers.

Grant proposals submitted but not selected for funding

External funding - \$80,000

Caplan Foundation for Early Childhood

- Title: Bilingualism for all Children
- Role: PI, 50%, co-PI Hilal Peker

Proposal for support of a French language inclusive immersion program in order to study the effects of a dual language instructional environment on children with special needs.

External funding - \$1,000,000

National Science Foundation

- Title: "Talking about science: Using simulation technology to engage diverse learners at the high school level in academic discourse about science practices, core ideas, and concepts"
- Co PIs: Nutta, J., **Regalla**, M. & Olan, E. "Talking about science: Using simulation technology to engage diverse learners at the high school level in academic discourse about science practices, core ideas, and concepts"

TEACHING ACTIVITIES

University of Central Florida

FLE 4955 Teaching and Learning in Costa Rica

This two-week study abroad course consists of a field experience in an English-immersion school in Costa Rica where participants teach English, live with host families, and study Spanish.
2022, 2023

FLE 4333 Foreign Language Teaching in the Secondary School

Format: Face to face, undergraduate

This course is required for TEFL certificate and foreign language certification students and is focused on foreign and second language teaching methodology.
Spring 2016, 2018

FLE 4340 Teaching World Languages in the K-12 Schools

Format: Face to face, undergraduate

This course is required for TEFL certificate and foreign language certification students and is focused on foreign and second language teaching methodology.

Spring 2019, 2020, 2021, 2022, 2023

FLE 4941: Internship I + Advising Hour

This course is the first of two internships for where students are mentored by a certified teacher for two days per week. Students are observed and evaluated by both the mentor and university supervisor. This course also consists of an advising hour with the university supervisor.

Fall 2020, Spring 2021, Spring 2022, Fall 2022, Spring 2023

FLE 3940: Internship II

This course is the second of two internships which consists of full-time student teaching with a mentor teacher. Students are observed and evaluated by the mentor and the university supervisor.

Fall 2020, Spring 2021, Spring 2022, Fall 2022, Spring 2023

ESE 4033C: Critical Issues

This course corresponds with Internship II as ongoing advising and professional development for the intern. Assignments that align with the Teacher Work Sample (TWS) are completed throughout this course.

Fall 2020, Spring 2021, Spring 2022, Fall 2022, Spring 2023

TSL 5085: Teaching Language Minority Students in K-12 Classrooms

Format: Online, graduate

Course Shepherd 2014-present

This is a required course for all certification candidates at the graduate level focused on the needs of culturally and linguistically diverse students.

Every Fall, Spring, and Summer as of Fall 2013

TSL 5345: Methods of Teaching ESOL

Format: Mixed Mode, graduate

This methods course is designed to develop skills in the teaching of English Learners and is required in the Master of Arts in Teaching English to Speakers of Other Languages.

Fall 2018, 2019, 2020, 2021, 2022

TSL 6143: Curriculum and Instruction in Dual Language Programs

Format: Online, graduate

This course is part of the Dual Language STEPS program and is focused on the current curriculum and policies in bilingual education in the U.S.

Spring 2020

TSL 6377: Bilingualism, Multiculturalism, and Biliteracy in the Dual Language Classroom

Format: Online, graduate

This course is part of the Dual Language STEPS program and is focused on the history and theories of bilingual education in the U.S.

Summer 2019, 2020, 2021, 2022

TSL 6379 Second Language Literacy

Format: Mixed mode, graduate

This course is required of TESOL doctoral students and is focused on the research on the development of first and second language literacy skills

Fall 2015, 2017, 2019, 2021

Program leadership:

World Languages Education Program Coordinator (2017-present)

- Planned and coordinated faculty-led study abroad service-learning trip to Costa Rica for spring 2022, 2023
- Proposed World Languages Education track for MAT program in secondary Education
- Advising all World Language Education majors and minors as undergraduates
- Advising all World Languages Education MAT, MEd., and graduate certificate students
- Responsible for aligning Via rubrics with program requirements
- Revising courses in the program to align with secondary program changes
- Obtained Undergraduate studies approval to offer a French education major

ESOL program

- Advising for all second-year doctoral students in the TESOL PhD. Program (2022)
- Appointed as member of Graduate Faculty (2018)
- Co-coordinator of ESOL program during (Spring, 2018)
- Ph.D. student admissions and award selection for the (2018)
- Conducting comprehensive exams for doctoral students (2016-present)
- Course shepherd for TSL 5085 (2014-present)
- Assisted faculty in revision of LiveText rubrics and alignment with the matrix for ESOL infusion (2015-16).
- Piloted service-learning program in place for all TSL 4080 classes (2014-15)

Courses taught: Ohio Dominican University

TSL 520: Second Language Acquisition

This course introduces theories of first and second language learning and acquisition.

Spring 2010, 2011, 2012

TSL 530: The Structure of English

Reviews structure of the English language and grammar necessary for teaching second language students.

Fall 2009, 2010, 2011, 2012

TSL 540: Cultural Diversity

This course introduces theories of the role of culture in learning and promotes the creation of a positive learning environment for students of all cultural backgrounds; includes a 20 hour service-learning project.

Summer 2011, 2013

TSL 550: Research Methods

An introduction to research methodology; a prerequisite for the research practicum.

Summer 2010

TSL 560: Instructional Methods TESOL

The focus of this course is lesson planning and instructional methods for second language students; includes a 40-hour field experience.

Fall 2008, 2009, 2010, 2011, 2012

TSL 580: Testing and Assessment

The focus of this course is the principles of assessment and the creation and use valid and reliable assessment tools.

Spring 2009, 2010, 2011, 2012, 2013

TSL 590: Student Teaching Practicum

Required 12-week placement in a public school with an ESOL licensed teacher; includes one evening seminar.

Spring 2009, 2010, 2011, 2012, 2013

EDU 112: Introduction to Secondary Education

This course introduces students to the fundamentals of teaching at the secondary level and the history of education in the U.S.; includes a 60-hour field experience.

Spring 2012, Fall 2012

EDU 518: Content Area Reading

This course examines principles, strategies, and methodologies designed to improve student achievement in the content areas.

Summer 2012, 2013

EDU 597: Capstone Portfolio

The focus of this course is to complete the portfolio with artifacts demonstrating the candidate's competencies in all of the Ohio Standards for the Teaching Profession.

Fall 2010

Student Mentoring: University of Central Florida

Graduate student mentee awards & recognitions:

- 2019 *Research SIG Early Career Award*
Hilal Peker – American Council on the Teaching of Foreign Languages
- 2019 Professional Development Scholarship Award
Hilal Peker – Teachers of English to Speakers of Other Languages
- 2015 *Award for Excellence by a Graduate Teaching Assistant*
Hilal Peker – University of Central Florida, College of Education and Human Performance
- 2015 *Santillana Scholar Award: Given to one emerging scholar at the national conference*
Hilal Peker – National Network for Early Language Learning

Other graduate student mentorship:

- 2022 Served on the committee for Nour Alshammari during her Master's thesis: *The Impact of COVID-19 precautions on teachers' preparation programs in Kuwait.*
- 2018 Mentored Antonio Losavio during his IRB audit (2018) for his summer research project: *Impacts: How University service learning affects community schools.*

- 2016 Mentored graduate students to host The First Annual UCF World Languages Education International and Global Studies Colloquium
- 2016 Served as the faculty mentor for Antonio Losavio's research project: *Impacts: How university service learning affects community schools*, UCF Summer Mentoring Fellowship.

Undergraduate student mentoring:

- 2019 Mentored Gabriela Lozano in undergraduate thesis, Honors in the Major.
- 2017 Mentored Catherine Kerr in IDS Capstone project: *Helping host families achieve better communication with their Japanese guests*.

Dissertation advising

Dissertation chair:

Fattahi, P. (in progress). *Foreign language writing anxiety: Lived experiences of international graduate students*. Ph.D. dissertation, University of Central Florida, College of Community Innovation and Education, School of Teacher Education.

Roberts, S. (2022). *A study of teacher candidates' use of a simulation classroom to modify instruction for English Learners*. Ph.D. dissertation, University of Central Florida, College of Community Innovation and Education, School of Teacher Education.

Zhang, S. (2020). *Digital book trailers and reading in English as a second language: Examining learner identity and motivation in a technology-enhanced environment*. Ph.D. dissertation, University of Central Florida, College of Community Innovation and Education, School of Teacher Education.

Dissertation committee co-chair:

Peker, H. (2016). *Bullying, feared L2 self and L2 identity: Reconceptualizing L2 motivational self-esteem*. Ph.D. dissertation, University of Central Florida, College of Education and Human Performance, School of Teaching, Learning, and Leadership.

- Dr. Peker served as a Visiting Assistant Professor at Florida State University (2016-2018) and as an Assistant Professor at Bilkent University in Turkey (2018-present).

Dissertation committee member:

Gomes, M. (expected 2023). *Teacher agency in dual language programs: Examining constraining and facilitating factors through an ecological lens*. Ph.D. dissertation, University of Central Florida, College of Community Innovation and Education, School of Teacher Education.

Arndt, R. (2021). *Exploring vocabulary in science digital resources for middle school*. Ph.D. dissertation, University of Central Florida, College of Community Innovation and Education, School of Teacher Education.

Hong Van Le "Rose" (2021). *Do you hear what I say? A Phenomenological exploration of international students' oral communication experiences with Pechakucha oral presentations in an English for academic purposes program*. Ph.D. dissertation, University of Central Florida, College of Community Innovation and Education, School of Teacher Education.

Davies, A. (2018). *The imagined identities in an L2-English learning environment: A photo-narrative analysis of refugee adolescents' sociolinguistic identity construction*. Ph.D. dissertation, University of Central Florida, College of Education and Human Performance, School of Teaching, Learning, and Leadership.

- Dr. Davies served as an Assistant Professor at Portland State University from 2018-2020.

SERVICE

Service to editorial boards:

- Reviewer for *TESOL Journal* (2019-present)
- Reviewer for *Foreign Language Annals* (2017-present)
- Reviewer for *Multicultural Perspectives* (2016-present)
- Reviewer for *Journal of English Learner Education* (2015-present)
- Editorial Advisory Board member for *Handbook of Research on Community Engagement in 21st Century Education* (2015)

Elected positions:

- Board member for the *Sanibel Leadership Conference*, a conference for ESOL district leaders from the state of Florida (2014-2017)

Professional association service:

- ACTFL Nominating Committee (2022): selected nominees for election to the board reflecting ACTFL's strategic plan according to the Equity, Diversity & Inclusion Pillar
- Community Ambassador volunteer for American Council on the Teaching of Foreign Languages (ACTFL) Language Learning for Children Special Interest Group (2018)
- Conference Proposal Reviewer, National Association for Multicultural Education (2014-present)
- Conference Proposal Reviewer, Teaching English to Speakers of Other Languages (2015)

Service to University of Central Florida

Committee service to the university:

- Member, UCF SoTL selection committee (2022)
- Member, Library Advisory Committee for Faculty Senate (2018-19)
- Served as a member of the search committee for a director, English Language Institute (2019)

Committee service to the college:

- Chair, STE Graduate Curriculum Committee (2021-2023)
- Member of Faculty Council (2020-2021)
- STE Undergraduate Curriculum Committee (2020-present)
- Instructor and Lecturer Promotion Committee (2019-present)
- Serve on CCIE Undergraduate Program Committee (2018-2020)
- Serve on the Graduate Admissions & Retention Committee (2017-18)
- Served on the STLL Instructor & Lecturer Promotion Committee (2016-18)
- Served as STLL alternate on Human Resources Committee (2015-2016)
- Served as STLL alternate member of Undergraduate Curriculum and Standards Committee (2014-15)

Other service to the college:

- Co-instructor of secondary internship course ESE 4033C (2023).
- Collaborated to revise secondary internship course ESE 4033C (2022)
- ESOL Liaison for Secondary Education faculty meetings (2018-present)
- Served as ESOL Liaison for the Elementary Education Faculty meetings (2013-2018)
 - Reviewed rubrics for elementary faculty in the transition to Via (2017)
 - Reviewed rubrics for elementary content courses and aligned them with the ESOL matrix (2016-2017)
 - Led the transition from binder to LiveText ESOL notebook (2016)
- Represented ESOL program introduction of Dual Language Steps at Literacy Symposium (2018)
- Presented a culture module to the College of Education and Human Performance faculty meeting (Spring 2017)
- Served as faculty observer for HAPPY Hour Student Showcase (2015)
- Presented at Literacy Symposium (2014)
- Conducted HAPPY Hour presentations: It's not a Rubik's cube: It's a rubric dude, Turkish Delight (2013, 2014)
- Served on Field Experience group for the Center for Excellence in Elementary Education RFP (2014)
- Co-presenter for Faculty Council Professional Development workshop for the College of Education and Human Performance (2014)
- Served on the Circle committee: Collaboration for International Research, Communication, and Learning in Education (2013-2015)

Program service:

- Coordinated effort to promote World Language Education MAT program on UCF Online
- Transitioned service-learning to experiential service hours during school closures affected by COVID-19
- Implemented service-learning experience to fulfill required ESOL field experience with community partnerships (2013-present)
- TESOL graduate assistant accountability (2016-present)
- Represent ESOL faculty at graduate student fair (2013-present)
- Served as chair of a search committee for ESOL instructor position (2014)
- Piloted a cross-cultural online exchange for students in TSL 5085 and TSL 4080 (2013)
- Restructured course content for TSL 5085/4080 to align with department goals (2013)

Service to Ohio Dominican University

- Participated in report writing for national accreditation (NCATE/CAEP)
- Chaired the field experience committee and participate in writing and yearly revisions of the handbook for student teachers
- Co-presented professional development workshops for education faculty in the transition to Teacher Performance Assessment (edTPA)
- Developed a partnership with an English immersion school in Costa Rica and conducted a TESOL service-learning trip in 2010, 2011, and 2013
- Served on numerous committees including the President's strategic planning committee and graduate academic policy committee

- Participated in recruiting efforts including graduate admission events and revision of website content

Community service

Spring 2014-present United Cerebral Palsy (UCP) Bailes Community Academy Orlando, FL

- Project director for foreign language program on both campuses (Bailes Community Academy, Bailes Early Childhood Academy).
- Recruit and train UCF student volunteers to teach French and Spanish classes to children from preschool to grade six.
- Mentor novice teachers in the language program by conducting observations, providing feedback, and instructional support.

2010-2012 Dominican Learning Center, Columbus, OH

- Volunteer teaching grades 3-6 in a Family Literacy Program
- Assisted with curriculum writing and evaluation of assessments

June 2005 Escuela Santa Eulalia, Escuela Fatima Atenas, Costa Rica

- Volunteer English teacher for elementary students

OTHER PROFESSIONAL ACTIVITIES

Professional development

- Participated in webinars conducted for Fulbright applicants (2022-23)
- Participated in National Network for Early Language Learning (NNELL) professional development at ACTFL Convention in Boston, MA (2022)
- Attended TESOL English Language Expo (2022)
- Attended ACTFL Virtual conference (2021)
- Attended ACTFL Virtual Conference and webinars (2020-21)
- Attended WebCourses Keep Teaching webinar for use of zoom (2020)
- Participated in Associate Professor Mentoring Community, given by the University of Central Florida Faculty Center for Teaching and Learning (2020)
- Participated in Early Childhood Dual Language Pre-conference Institute sponsored by the National Association for the Education of Young Children at the National Association for Bilingual Education conference (2019)
- Participated in Scholarship of Teaching and Learning Day at the University of Central Florida Faculty Center for Teaching and Learning (2018)
- Participated in TESOL Publishers Professional Council at Teaching English to Speakers of Other Languages (TESOL) Convention (2018)
- Participated in National Network for Early Language Learning networking session at American Council on the Teaching of Foreign Languages (2017)
- Attended workshop by the Center of Applied Linguistics, "Leading Dual Language Programs for Student Success," Washington, D.C. (2017)
- Participated in Service-Learning Day, Office of Experiential Learning (2017)

- Participated as board member in hosting Sanibel Leadership Conference, (2014-2017)
- Attended American Council on the Teaching of Foreign Languages (2016)
- Attended National Association for Multicultural Education Annual International Conference (2016)
- Participated in IDL 6543 to redevelop TSL 5085 (Fall, 2014)
- Participated in Summer Faculty Development Conference, “UCF Women in Leadership” track (2014)
- Attended American Council on the Teaching of Foreign Languages, (November, 2013)
- Participated in an online MOOC, “Constructive Classroom Conversations,” offered by Stanford University (2014)
- Participated in workshops given by the Faculty Center for Teaching and Learning on the following topics: Service-learning (2014, 2015), working with GTAs (2013), Turnitin (2014)

Professional Memberships

- American Council on the Teaching of Foreign Languages (ACTFL)
- Teachers of English to Speakers of Other Languages (TESOL)
- National Association for Multicultural Education (NAME)
- National Association for Bilingual Education (NABE)
- American Educational Research Association (AERA)
- American Association for Applied Linguistics (AAAL)
- National Network for Early Language Learning (NNELL)