

## **Ari Sherris, Ph.D.**

Associate Professor

Department of Teacher and Bilingual Education  
College of Education and Human Performance  
Texas A&M University-Kingsville USA

### **RESEARCH INTERESTS**

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Documentation, reclamation, and revitalization of indigenous languages; language ideologies and policies; language education; second language acquisition/development; language teacher education; multilingual and multimodal meaning making; ethnography; autoethnography; indigenous literacies; social semiotics; complexity theory; materiality.

### **EDUCATION**

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Ph.D. Second Language Development, George Mason University, Fairfax, VA,  
USA. Dissertation: *Interaction and second language learning in rural Ghana* (2010) Chair: Professor M. Susan Burns

M.A. Applied Linguistics/TESOL University of Surrey, Guildford, Surrey, U.K.  
Thesis: *Cohesion and stylistics: A case study* (1996)  
Chair: Professor Jonathan Charteris-Black;  
External Examiner: Professor Michael Hoey

B.A. Humanities, Shimer Great Books School of North Central College, IL, USA

### **LICENSURE/CERTIFICATION**

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School Administrator/Supervisor Permanent Post-Graduate Certification,  
NY, USA PreK-12 ESL Instructor certification, NY, USA

English as a Foreign Language Instructor certification, Jerusalem, Israel

### **LANGUAGES**

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English, first language proficiency.  
Hebrew, working second language proficiency.

### **FUNDED GRANTS**

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Co-principal Investigator. *National Science Foundation Research Traineeship, Harnessing the Data Revolution (NRT-HDR). Transdisciplinary Research and Education for Air and Water Resources Solutions in Coastal Communities (TREAWS)*, PI: Jianhong Ren; Co-PIs: Hua Li, David Ramirez, Ari Sherris, and Tushar Sinha, submitted to NSF on Sept. 6, 2022. Funded for \$2,000,000 USD from July 1, 2023- June 31, 2028.

[https://www.nsf.gov/awardsearch/showAward?AWD\\_ID=2244523&HistoricalAwards=false](https://www.nsf.gov/awardsearch/showAward?AWD_ID=2244523&HistoricalAwards=false)

Co-principal Investigator, *National Science Foundation*, Innovative Graduate Education (IGE). *Transdisciplinary Research in Graduate Engineering Education* (TREE). Awarded \$487,251.00 USD.1 October 1, 2022- September 30, 2025. PI: Dr. Hua Li. Co-PIs: Drs. David Ramirez, Jianhong Ren, Christine Robbins, Ari Sherris.

[https://www.nsf.gov/awardsearch/showAward?AWD\\_ID=2225109&HistoricalAwards=false](https://www.nsf.gov/awardsearch/showAward?AWD_ID=2225109&HistoricalAwards=false)

Distinguished Guest Researcher, The University of South Africa (UNSA). Expenses paid by UNSA (roundtrip flight, room and board, office, computer, landline phone, access to university library, rooms for lectures with technical support—amount never stated).

Fulbright Scholar, University Education, Winneba, Ghana, 2015-2016. \$87,960.00 USD.  
<https://www.cies.org/article/exploring-language-ecology-ghana>

Principal Investigator. Excellence in Research Award Recipient. 2013-2014 Texas A&M University-Kingsville. Awarded \$15,000.00 USD.

Principal Investigator. 2013-2015 Texas A&M University-Kingsville. Research Start-up Grant. Awarded \$5,000.00 USD.

Travel Award Recipient. 2018.Texas A&M University-Kingsville. \$500.00 USD.

## AWARDS & HONORS

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Best Article Award, International Association for Task-based Language Teaching, 2019  
Awarded for Riestenberg, K., & Sherris, A., 2018.<https://www.iatblt.org/past-awards>

College of Education and Human Performance Above and Beyond Award from the Office of the Dean, Texas A&M University-Kingsville, September 2020. For service during COVID-19, pre-vaccination period.

College of Education and Human Performance Senior Faculty Award, Texas A&M University-Kingsville, March 2020.

## PUBLICATIONS

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### RECENT PUBLICATIONS

#### Peer Reviewed Journal Articles & Adjudicated Published Conference Proceedings

**Sherris, A.**, Li, H., Ramirez, D., Sinha, T., Fernandez, F. H., Reiser Robbins, C., Pirozzolo, M., Azayzey, M. O., Maynard, D., Ren, J., & Mendoza, M.F.C. (2022). Piloting transdisciplinarity among faculty and students concerned with flood management on the South Texas Gulf Coast: A four-stage model for initial collaboration. *American Society for Engineering Education. Adjudicated online paper*: <https://strategy.asee.org/40794>

**Sherris, A.** (2021). Re-thinking everyday metaphors through Indigenous Ghanaian languages: Shifting the center to the margins. In A. Sherris, Special Issue Editor: Ghanaian Indigenous Metaphors. *Sociolinguistic Studies*, 15(1), pp. 7-15. DOI: 10.1558/sols.42392. <https://journal.equinoxpub.com/SS/issue/view/1884>

**Sherris, A.**, Schaefer, P., & Kosiaku, E. (2021). Resonating embodiment: Everyday metaphorical abstractions in Safaliba. In A. Sherris, Special Issue: Ghanaian Indigenous Metaphors. *Sociolinguistic Studies*, 15(1), pp. 135-156. DOI: 10.1558/sols.42385. <https://journal.equinoxpub.com/SS/issue/view/1884>

**Sherris, A.** (2020). Safaliba Community Language Awareness: “Safaleba—A dageya ka ɔ bebee!” [“Safaliba—it is important for it to exist!”]. *Journal of Language Awareness* 29(3-4), pp. 304-319. <https://www.tandfonline.com/doi/abs/10.1080/09658416.2020.1785482>

**Sherris, A.** (2019). Autoethnographic reflections: Philosophy and practice from some other place not this one that shape my university instruction in the Tejas Borderlands and beyond. *The Journal of South Texas* 33(1), pp. 74-96.

Riestenberg, K., & **Sherris, A.** (2018). Task-based Teaching of Indigenous Languages: Investment and Methodological Principles in Macuiltianguis Zapotec and Salish Ql’ispé Revitalization. *Canadian Modern Language Review*, 74(3), pp. 434-469. IATBLT Best Article Award 2019. <https://www.utpjournals.press/doi/abs/10.3138/cmlr.4051>

**Sherris, A.** (2017). Talk to Text Safaliba Literacy Activism: Grassroots Ghanaian Educational Language Policy. Special issue on orality and literacy. *Writing & Pedagogy*, 9(1), pp. 163-195.

**Sherris, A.** (2017). Reducing subordinate clauses in the interest of journal style. *NYS TESOL Journal*, 4(1), 14-23. [http://journal.nystesol.org/nystj\\_vol4\\_1.html](http://journal.nystesol.org/nystj_vol4_1.html) or [https://www.academia.edu/31276778/Sherris\\_A.\\_2017\\_Reducing\\_subordinate\\_clauses\\_in\\_the\\_interest\\_of\\_journal\\_style.\\_NYS\\_TESOL\\_Journal\\_4\\_1\\_pp.\\_14-23](https://www.academia.edu/31276778/Sherris_A._2017_Reducing_subordinate_clauses_in_the_interest_of_journal_style._NYS_TESOL_Journal_4_1_pp._14-23)

**Sherris, A.**, & Burns, M. S. (2015). New border crossings for the interaction hypothesis: The effects of feedback on Gonja speakers learning English in a rural school in Ghana. *Pedagogies: An International Journal*, 10(3),

**Sherris, A.**, Sulemana, S., Alhasan, A., Abudu, G., & Karim, A. (2014). School for Life in Ghana: Promoting literate opportunities for rural youth. *Journal of Multilingual and Multicultural Development*, 35(7), pp. 692-708. <https://www.tandfonline.com/doi/full/10.1080/01434632.2014.908891>

**Sherris, A.** (2013). Re-envisioning the Ghanaian ecolinguistic landscape: local illustration and literacy. *Intercultural Education*, 24(4), pp. 348-354. <https://www.tandfonline.com/doi/abs/10.1080/14675986.2013.812402?journalCode=ceji20>

Rosekrans, K., **Sherris, A.**, & Chatry-Komarek, M. (2012). Education reform for the expansion of mother-tongue education in Ghana. *International Review of Education*, 58(5), pp. 593-618. <https://link.springer.com/article/10.1007/s11159-012-9312-6>

**Sherris, A.** (2011a). Teddy the T-Rex, interaction, and spontaneous second language formative assessment and treatment. *Classroom Discourse*, 2(1), pp. 58-70. <https://www.tandfonline.com/doi/abs/10.1080/19463014.2011.562660>

**Sherris, A.** (2010). Coaching language teachers. *CAL Digest*. Washington, DC: Center for Applied Linguistics. <http://www.cal.org/siop/pdfs/digests/coaching-language-teachers.pdf>

**Sherris, A.** (2008). Integrated content and language instruction. *CAL Digest*. Washington, DC: Center for Applied Linguistics. <http://www.cal.org/siop/pdfs/digests/integrated-contentand-language-instruction.pdf>

#### Peer Reviewed Book Chapters

O'Brien, C. A., & **Sherris, A.** (2023). Exploring the uses of multilingual dictionaries among the Safaleba in Ghana and the Gorontalo in Indonesia. In R. Valijarvi, & L. Kahn (Eds.), *Teaching and learning Resources for endangered languages* (pp. 145-165). Leiden, The Netherlands: Brill.

**Sherris, A.**, & Yakubu, K. E. (2023). Drumming, storytelling, and writing: Indigenous Safaliba sign making in rural Ghana. In R. Horowitz (Ed.), *The Routledge handbook of international research on writing* (pp. 301-316). New York: Routledge.

**Sherris, A.**, & Peyton, J.K. (2023). The power of multiliteracy in The Gambia and Ghana. In A.C. Hager-M'Boua & F. Jaumont (Eds.), *A bilingual revolution for Africa*. NY: CALEC, TBR Books.

**Sherris, A.** (2022). Ethnography and a heuristics of the heart: Allied solidarity with Indigenous language and literacy Activism. In K. Dikilitaş, & K. Reynolds (Eds.), *Research methods in language teaching and learning* (pp. 104-117). Series Editor: Li Wei. West Sussex, UK: Wiley Blackwell.

Riestenberg, K., & **Sherris, A.** (2022). Task-based language teaching and Indigenous language revitalization. In M. J. Ahmadian and M. Long, *The Cambridge handbook of task-based language teaching* (pp. 359- 373). Cambridge, UK: Cambridge University Press. <https://www.cambridge.org/core/books/cambridge-handbook-of-taskbased-language-teaching/AFDAFDC20AC73DF86ABEB1DA70BBC155>

**Sherris, A.** (2019). Situated Safaliba practices that resist dominant discourses in Ghanaian school literacies. In A. Sherris and S. Penfield (Eds.), *Rejecting marginalized status of minority languages: Educational projects and curricula pushing back against language endangerment* (pp. 135-151). Series editor: Tove skutnabb- Kangas. Bristol, United

Kingdom: Multilingual Matters.

**Sherris, A., & Penfield, S.** (2019). Aspiring to Strength and Possibility for Indigenous, Tribal, and Minoritized Languages, Cultures, Bodies, and Lands: An Introduction. In A. Sherris and S. Penfield, *Rejecting marginalized status of minority languages: Educational projects and curricula pushing back against language endangerment* (pp. 1-16). Series editor: Tove skutnabb-Kangas. Bristol, United Kingdom: Multilingual Matters.

**Sherris, A.** (2019). *Early childhood Safaliba literacy in Ghana*. In A. Sherris and J. Peyton, *Teaching writing to children in indigenous languages: Instructional practices from global contexts* (pp. 70-88). NY/London: Routledge.

**Sherris, A., Peyton, J.** (2019). Teaching writing to children in Indigenous languages: Introduction. In A. Sherris and J. Peyton, *Teaching writing to children in indigenous languages: Instructional practices from global Contexts* (pp. 1-24). NY/London: Routledge.  
<https://tinyurl.com/34dzwy7>

Adami, A., & **Sherris, A.** (2019). Communicating beyond diversity: A bricolage of ideas. In A. Sherris and E. Adami (Eds.), *Making signs, translanguaging ethnographies: Exploring rural, urban, and educational Spaces* (pp. 9-35). Series Editor: Jan Blommaert. Bristol, United Kingdom : Multilingual Matters. <https://tinyurl.com/456uyjcm>

**Sherris, A. & Adami, E.**, (2019). Heterarchic commentaries. In A. Sherris and E. Adami (Eds.), *Making signs, translanguaging ethnographies: Exploring rural, urban, and educational spaces* (pp. 170- 182). Series Editor: Jan Blommaert. Bristol, United Kingdom : Multilingual Matters. <https://www.multilingual-matters.com/page/detail/?k=9781788921930>

**Sherris, A., & Adami, E.**, (2019). Unifying entanglements and dynamic relationalities. In A. Sherris and E. Adami (Eds.), *Making signs, translanguaging ethnographies: Exploring rural, urban, and educational spaces* (pp. 1-8). Series Editor: Jan Blommaert. Bristol, United Kingdom : Multilingual Matters. <https://www.multilingual-matters.com/page/detail/?k=9781788921930>

**Sherris, A., Schaefer, P., & Mango, A. S.** (2019). The paradox of translanguaging in Safaliba: A rural indigenous Ghanaian language & its identity. In A. Sherris and E. Adami, *Making Signs, Translanguaging Ethnographies: Exploring Rural, Urban and Educational Spaces* (pp. 152-169). Bristol, United Kingdom: Multilingual Matters.  
<https://www.multilingual-matters.com/page/detail/?k=9781788921930>

Piirainen, E., & **Sherris, A.** (2015). Introduction. In E. Piirainen & **A. Sherris** (Eds.), *Language endangerment: Disappearing metaphors and shifting conceptualizations* (pp. 1-14). Amsterdam: John Benjamins.

**Sherris, A., Pete, T., & Haynes, E.** (2015). Literacy and language instruction: Flathead Salish metaphor and a task- based pedagogy for its revitalization. In E. Piirainen, & **A. Sherris** (Eds.), *Language endangerment: Disappearing metaphors and shifting conceptualizations* (pp.111-136). Amsterdam: John Benjamins.

**Sherris, A., & Robbins, J.** (2015). Transitional Turtle Soup: Reconceptualizing Mikasuki Language Acquisition Planning. In M. C. Jones *Policy and planning for endangered*

*languages* (pp. 93-106). Cambridge, United Kingdom : Cambridge University Press.

Burns, M. S., & **Sherris, A.** (2013). Catherine Snow. In C. A. Chapella (Ed.), *Encyclopedia of Applied Linguistics*. Malden, MA: Wiley Blackwell.

**Sherris, A.**, Pete, T., Thompson, L., & Haynes, E. (2013). Task-based language teaching that supports Salish language revitalization. In M. C. Jones & S. Ogilvie, *Keeping languages alive: Documentation, pedagogy and revitalization* (pp. 155-168). Cambridge University Press. <https://tinyurl.com/5n9ajfay>

**Sherris, A.** (2010). Leadership et formation mutuelle parmi les enseignants: Le cas du Ghana. In M. Chatry- Komarek (Coordonee), *Professionnaliser les enseignants de multilingues en Afrique* (pp. 111-131). Paris: L'Harmattan.  
<https://www.amazon.com/dp/B005SE51D4/ref=dp-kindle-redirect?encoding=UTF8&btkr=1>

**Sherris, A.** (2009a). Disturbing the future: Curriculum change in a kibbutz school. In K. Graves and L. Lopriore (Eds.), *Developing a new curriculum for school-age learners* (pp. 89- 106). Alexandria, VA: Teachers of English to Speakers of Other Languages.

#### Peer Reviewed Edited Volumes

**Sherris, A.**, & Peyton, J. K. (Eds.). (contracted). Untold autoethnographic stories of (in)justice, teaching, and scholarship: Textu(r)alities in and beyond applied linguistics. Series editors: Ana Deumert, Anna De Fina, & Jaspal Singh. Bristol, United Kingdom: Multilingual Matters.

**Sherris, A.**, & Penfield, S. (Eds.) (2019). *Rejecting marginalized status of minority languages: Educational projects and curricula pushing back against language endangerment*. Series editor: Tove skutnabb-Kangas. Bristol, United Kingdom: Multilingual Matters.

**Sherris, A.**, Peyton, J. K. (Eds.). (2019). *Teaching writing to children in indigenous languages: Instructional practices from global contexts*. NY/London: Routledge.

**Sherris, A.**, & Adami, E. (Eds.). (2019). *Making Signs, Translanguaging Ethnographies: Exploring Rural, Urban and Educational Spaces*. Series Editor: Jan Blommaert. Bristol, United Kingdom : Multilingual Matters.

Piirainen, E., & **Sherris, A.** (Eds.). (2015). *Language endangerment: Disappearing metaphors and shifting conceptualizations*. Amsterdam: John Benjamins.

**Sherris, A.**, Bauder, T., & Hillyard, L. (2007). *An insider's guide to SIOP coaching*. Washington, DC: Center for Applied Linguistics.

#### Book Reviews (not adjudicated)

**Sherris, A.** (2021). [Review of Language as symbolic power by Claire Kramsch.] *Sociolinguistic Studies*, 15(1), pp.161-166. DOI: 10.1558/sols.1087.

<https://journal.equinoxpub.com/SS/article/view/20962/22002>

**Sherris, A.** (2017). [Review of The translanguaging classroom: Leveraging student bilingualism for learning by Ofelia Garcia, Susana Ibarra Johnson, & Kate Seltzer.] *Language and Education*, 31(6), pp. 590-594.  
<https://www.tandfonline.com/doi/abs/10.1080/09500782.2016.1255224>

**Sherris, A.** (2011b). [Review of Language as a local practice by A. Pennycook.], *Language Policy*, 10(1), pp. 93- 95. <https://link.springer.com/article/10.1007/s10993-010-9185-0>

**Sherris, A.** (2011c) [Review of Negotiating language policies in schools: Educators as policy makers, edited by J. Menken & O. Garcia.] *Language and Education*, 25(2), pp. 177-180. <https://www.tandfonline.com/doi/full/10.1080/09500782.2010.517646>

**Sherris, A.** (2009b). [Review of Complex systems and applied linguistics by D. Larsen-Freeman and L. Cameron.] *Teachers College, Columbia University, Working Papers in TESOL and Applied Linguistics*, 9(2), pp. 82-85.  
<https://journals.library.columbia.edu/index.php/SALT/article/view/1458>

Blogs (not adjudicated)

Digital Culture (2019), <https://www.diggitmagazine.com/interviews/ari-sherris-digital-culture>

Exploring Language Ecology in Ghana: Fulbright Blog (2017),  
<https://www.cies.org/article/exploring-language-ecology-ghana>

## PEER REVIEWED PRESENTATIONS

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*National & International*

**Sherris, A.**, Ramirez, Leopoldo, & Ramirez, Lionel. (2023). Alternating dialogic roles in Talmudic Pair Work that extend interpretation, prediction, reflection, analysis, and a multimodal pedagogy in heritage language education. *Harvard University's Tenth National Symposium on Spanish as a Heritage Language*, Cambridge, MA.  
<https://scholar.harvard.edu/10nssh2023>

Bradley, J., **Sherris, A.**, Bright, A., Jakar, V., Nino, D., & Gonzalez, D. (2023). Talking, embodying, and wearing what we teach: Zoom interactions between two teachers. American Association for Applied Linguistics Annual Conference, Portland, Oregon.  
<https://www.xcdsystem.com/aaal/program/T3QFbEa/index.cfm?pgid=221#S>

Rosekrans, K., & **Sherris, A.** (2023). El Salvador prison literacies: Problem or solution to societal inequalities. American Association for Applied Linguistics Annual Conference, Portland, Oregon.  
<https://www.xcdsystem.com/aaal/program/T3QFbEa/index.cfm?pgid=221#S>

**Sherris, A.** (July 2023). Quiet resilience: Transgressing Ghana's postcolonial erasure of the Safaliba language in government schools on tribal lands. 20<sup>th</sup> Anniversary World Congress of Applied Linguistics in Lyon, France (see CV) (aka: Association

Internationale de Linguistique Appliquée or AILA) <https://aila2023.dryfta.com/>.

Obrien, C., and **Sherris, A.** (2022). Gorontolo and Safaliba languages and literacies: Indigenous meaning making and practice. American Association for Applied Linguistics Annual Conference, Pittsburgh, Pennsylvania.

[https://assets.noviams.com/novi-file-uploads/aaal/Conference/2022/Condensed\\_Program/FINAL\\_AAAL\\_2022\\_PDF\\_Program\\_.pdf](https://assets.noviams.com/novi-file-uploads/aaal/Conference/2022/Condensed_Program/FINAL_AAAL_2022_PDF_Program_.pdf)

**Sherris, A.** (2022). Research narratives as pedagogical resources for research pedagogy. TESOL International, in-person, Pittsburgh, Pennsylvania.

[https://cms-tesol.ae-admin.com/docs/default-source/tesol-convention/2022-convention/1291\\_tesol\\_program\\_v6\\_hr.pdf?sfvrsn=d21cf0dc\\_4](https://cms-tesol.ae-admin.com/docs/default-source/tesol-convention/2022-convention/1291_tesol_program_v6_hr.pdf?sfvrsn=d21cf0dc_4)

**Sherris, A.** et. al. (accepted for June 26-29, 2022). Piloting transdisciplinarity among faculty and students concerned with flood management on the U.S. Western Gulf Coast of the Tejas borderlands: First steps. American Society for Engineering Education Annual Conference, Minneapolis, Minnesota.

[https://aseecmsprod.azureedge.net/aseecmsprod/asee/media/content/conferences%20and%20events/2022%20conference/2022\\_ac\\_program.pdf](https://aseecmsprod.azureedge.net/aseecmsprod/asee/media/content/conferences%20and%20events/2022%20conference/2022_ac_program.pdf)

**Sherris, A.** (2022). Writing right: Autoethnographic stories that interrogate and contest injustice done to us and to others. I was chair, organizer, and participant in this in-person colloquium for the American Association for Applied Linguistics Annual Conference, Pittsburgh, Pennsylvania. Invited participants were Claire Kramsch (discussant) and the following presenters: Muzna Awayed-Bishara (Tel Aviv University, Palestine/Israel); Nelson Flores (University of Pennsylvania, USA); Adam Haupt (University of Cape Town, South Africa); Tommaso Milani (Gothenburg University, Sweden); Ari Sherris (Texas A&M University-Kingsville).

[https://assets.noviams.com/novi-file-uploads/aaal/Conference/2022/Condensed\\_Program/FINAL\\_AAAL\\_2022\\_PDF\\_Program\\_.pdf](https://assets.noviams.com/novi-file-uploads/aaal/Conference/2022/Condensed_Program/FINAL_AAAL_2022_PDF_Program_.pdf)

**Sherris, A.** (2022). “Isn’t X an Israeli name?”: Untethered discourses, entangling troubles.

American Association for Applied Linguistics Annual Conference, Pittsburgh,

Pennsylvania. [https://assets.noviams.com/novi-file-uploads/aaal/Conference/2022/Condensed\\_Program/FINAL\\_AAAL\\_2022\\_PDF\\_Program\\_.pdf](https://assets.noviams.com/novi-file-uploads/aaal/Conference/2022/Condensed_Program/FINAL_AAAL_2022_PDF_Program_.pdf)

Bradley, J., **Sherris, A.**, & Bright, A. (2021). Critical friending and peer coaching during the COVID19 pandemic. Language Education for Social Justice Virtual Conference, University of Jyväskylä, Finland.

<https://sites.google.com/jyu.fi/lang-education-social-justice/programme/programme?authuser=0>

Semingson, P., **Sherris, A.**, Elías, A. T., Figueroa, J. F., & Cole, M. W. (2021). Digital teaching practices during COVID: Autoethnographic reflections from higher education courses for multilingual educators. National Association for Bilingual Education Conference (NABE). <https://vimeo.com/536413770?fbclid=IwAR31g2-VqLEQMenAbGjgoUoV->

[JB8qYar- ccZluZHHvwF\\_eJqlC2gLEE\\_X28](#)

**Sherris, A.** (2021). Emerging and Self-organizing Grassroots Indigenous Activism: Safaliba “Fajja”— “Power”. American Association for Applied Linguistics Online Conference. <https://www.aaal.org/2021-save-the-date>

**Sherris, A.**, Gonzalez, D., McElhone, D., Bright, A., Bradley, D., Acosta, S., Parker, B., Nino, D., Jakar, V., little, S., & Agarwalla, H. (2021). Critical friending and peer coaching during the disruptive COVID-19 pandemic. TESOL International Online Convention, Saturday, March 27, 2021. PANEL ORGANIZER, CHAIR, & PRESENTER. <https://www.tesol.org/convention-2021/convention-highlights/panel-sessions> See Program ebook: <https://www.tesol.org/convention-2021/convention-highlights/tesol-2021-program-ebook>

**Sherris, A.**, & Colleen O'Brien (2020). Exploring the uses of multilingual dictionaries among the Safaliba in Ghana and the Gorontalo in Indonesia. Foundation for Endangered Languages Annual Conference: FEL 24 Online Conference, University College London, UK. <https://www.ogmios.org/conferences/2020/index.php>

**Sherris, A.** (2019). Some entanglements of “post-truth”: the heterotopian/dystopian Trump White House. American Anthropological Association Annual Meeting, Vancouver, British Columbia, Canada. PANEL ORGANIZER, CHAIR, & PRESENTER. <https://www.eventscribe.com/2019/AAA/agenda.asp?pfp=FullSchedule&day=11/21/2019&theday=Thursday&h=Thursday%20%20November%202021&BCFO=M%7CG>

Agyeman, N. A., & **Sherris, A.** (2019). Planning an elementary dictionary in Simpa. Linguistics Association of Ghana, The University of Mines & Technology, Tarkwa, Ghana. *Hardcopy program evidence on request*.

**Sherris, A.**, & Riestenberg, K. (2019). Complexity theory and endangered language revitalization. Ninth Cambridge Conference on Language Endangerment, Cambridge University, U.K. [https://www.mmll.cam.ac.uk/sites/www.mmll.cam.ac.uk/files/le9\\_programme\\_0.pdf](https://www.mmll.cam.ac.uk/sites/www.mmll.cam.ac.uk/files/le9_programme_0.pdf)

**Sherris, A.**, & Peyton, J. (2018). The power of multilingualism and multiliteracy for languages and groups. United Nations Symposium on language, United Nations Plaza, New York, USA. <https://www.languageandtheun.org/symposium2018.html#programme>

Pete, T., & **Sherris, A.** (2018). Salish Qli'spe Formulaic language in Salish-English bilingual outreach at the Nkwsum Salish immersion school on the Flathead Indian reservation in Montana, USA. AAAL Conference, Chicago Illinois. [https://convention2.allacademic.com/one/aaal/aaal18/index.php?PHPSESSID=aemg47iddo7le1rdodok7b4uhf&cmd=Online+Program+Search&program\\_focus=fulltext\\_search&search\\_mode=content&offset=0&search\\_text=Ari+Sherris](https://convention2.allacademic.com/one/aaal/aaal18/index.php?PHPSESSID=aemg47iddo7le1rdodok7b4uhf&cmd=Online+Program+Search&program_focus=fulltext_search&search_mode=content&offset=0&search_text=Ari+Sherris)

**Sherris, A., & Schaefer, P. (2017).** Lessons learned from Ghanaian Safaliba literacy activists: Theorizing expanded literacy opportunities in unrecognized mother-tongues. United Nations Symposium on language, the sustainable development goals, and vulnerable populations, United Nations Plaza, New York, USA.

**Sherris, A. (2017).** Activist spaces for Safaliba children to develop symbolic repertoires: A complex journey from drawing to writing. The First International Conference on Revitalization of Indigenous and Minoritized Languages, Barcelona, Spain.

Agyeman, N., & **Sherris, A. (2017).** Simpa advocacy: In search of grassroots activists. The First International Conference on Revitalization of Indigenous and Minoritized Languages, Barcelona, Spain.

Riestenberg, K., & **Sherris, A. (2017).** TBLT in indigenous language contexts: Investment and methodological principles in Zapotec and Salish revitalization. The 7th International Conference on Task-Based Language Teaching, Barcelona, Spain.

**Sherris, A. (2016).** Love and Death Conceptualized in Seven Ghanaian Languages. The 9<sup>th</sup> Linguistic Association of Ghana Annual Conference, Tamale, Ghana.

**Sherris, A. (2016).** Grassroots Safaliba Language and Literacy: Local Practices Reshaping Schooling. The 9<sup>th</sup> Linguistic Association of Ghana Annual Conference, Tamale, Ghana.

**Sherris, A. (2016).** Doing Safaliba literacy in school through situated practice, activism, and translanguaging. The 6<sup>th</sup> Cambridge Conference on Language Endangerment, Cambridge University, UK.

**Sherris, A. & Schaefer, P. (2016).** Activism, indigeneity, and translanguaging: A Safaliba literacy awakening. Symposium on Translanguaging and Repertoires Across Signed and Spoken Languages: Insights from Linguistic Ethnographies in (Super)Diverse Contexts. Max Planck Institute, Göttingen, Germany. <https://www.mpg.de/events/19891/126417>

**Sherris, A. (2015).** Chair of Panel. Resisting Dominant Discourses: Pathways to literacy in outsider indigenous Ghanaian languages. The first School of Languages Conference “Multilingualism in Africa: Resource or Challenge?” University of Ghana, Legon.

**Sherris, A. (2015).** Resisting oppression: The case for outsider languages. The first School of Languages Conference “Multilingualism in Africa: Resource or Challenge?” University of Ghana, Legon.

**Sherris, A. (2015).** Resisting oppression: The case for Safaliba. The first School of Languages Conference “Multilingualism in Africa: Resource or Challenge?” University of Ghana, Legon.

**Sherris, A. (2015).** Knowledge is being: Salish Pend d’Oreille conceptual metaphors and speaking. The Fifth Cambridge Conference on Language Endangerment. Cambridge University, UK.

Dwyer, E., & **Sherris, A.** (2015). Blending social and school practices in African literacy development. TESOL International, Toronto, Canada.

**Sherris, A.**, Pete, T., & Haynes, E. (2015). Revitalization of Flathead Salish heritage language instruction through conceptual metaphor and task-based language teaching. AAAL, Toronto, Canada.

**Sherris, A.**, & Medina-Jimenez, M. (2015). Systemic functional linguistic approaches to young bilingual writing development. TESOL International, Toronto, Canada.

**Sherris, A.** (2014). Nurturing North American language revitalization. TESOL International, Portland, Oregon.

**Sherris, A.**, Pete, T., & Haynes, E. (2014). Everyday metaphors for teaching the Montana Salish language. Stabilization of Indigenous Languages Symposium, Hilo, Hawaii.

**Sherris, A.**, & Robbins, J. (2014). Nurturing North American language revitalization. TESOL International, Portland, Oregon.

**Sherris, A.**, Sulemana, S., Alhassan, A., Abudu, G., & Karim, A. (2014). Ghanaian village literacy efforts for youth not attending school. AAAL, Portland, Oregon.

**Sherris, A.** (2013). Miccosukee language revitalization: Policy, oracy, & teacher appraisal. Language Endangerment: Language Policy and Planning Conference, Cambridge University, UK.

**Sherris, A.** (2013). Teaching L2 students to reduce the number of relative clauses and expand noun phrases in the interest of academic style. Annual Conference of the American Association for Applied Linguistics (AAAL), Dallas, TX.

**Sherris, A.** (2013). Lessons learned from national language and literacy development in Ghana. TESOL International, Dallas, TX.

**Sherris, A.** (2012). Veiled and visible learner identities. In B. Morgan (Chair), *Working with identity to deepen intercultural and language learning*. Academic Session sponsored by the Intercultural Communication Interest Section. TESOL International, Philadelphia, PA.

**Sherris, A.** (2012). Reading and Writing Scientific Texts. TESOL International, Philadelphia, PA.

**Sherris, A.**, Gomez, D., & Martinez, J. (2011). Bilingual children interacting in the academic language of science. TESOL International, New Orleans, LA.

**Sherris, A.**, Moore, S., & Wright, L. (2011). A comparison of lesson design from four popular models. TESOL International, New Orleans, LA.

**Sherris, A.**, Pete, T., & Matt, R. (2011). Task-based language teaching practices that support Salish revitalization efforts. The First Cambridge University International Conference on Language Endangerment: Documentation, Pedagogy, and Revitalization, Cambridge, England.

**Sherris, A.** (2009). *Teaching mainstream teachers about second language acquisition*. Poster session presented at the International Conference on Language Teacher Education, Washington, DC.

**Sherris, A.** (2009). A hermeneutic approach to teacher education: Talmudic pair work. In A. Gallup (Chair), *Responding to the needs of language teachers: Reconceptualizing professional development*. Symposium conducted at the International conference on Language Teacher Education, Washington, DC.

**Sherris, A.** (colloquium organizer and participant) (invited participants: Carolyn Adger, Ash Hartwell, Alhassan Seidu, and Jim Bauman; Donna Christian, discussant) (2009). Language education research and development in Ghana. Annual Conference of the American Association of Applied Linguistics (AAAL), Denver, Colorado.

**Sherris, A.** (2009) Radically Recontextualizing task-based interaction to rural Ghana. AAAL, Denver, Colorado.

**Sherris, A.** (with David Gabel and Katharine Merow) (2009). Distinctive forms of information gap tasks to develop and assess academic mathematics language among L2 learners in high school trigonometry. Annual AAAL Conference, Denver, Colorado.

**Sherris, A.** (with Skaidra Blanford and Pablo Giron) (2009). Three ways young learners develop biliteracy in two-way SIOP. Annual Convention of Teachers of English to Speakers of Other Languages (TESOL International), Denver, Colorado.

**Sherris, A., & Kraft, B.** (2008). Five ways young learners develop academic vocabulary, Annual TESOL International Convention, NY, NY.

**Sherris, A., Short, D., Himmel, J., Nelson, J., & Evans, E.** (2008). Four SIOP research and professional development projects., Annual TESOL International Convention, NY, NY.

**Sherris, A., & Harris, S.** (2008). Opportunities to talk: A study of L2 spoken interaction in kindergarten. Poster session, Georgetown University Round Table (GURT).

**Sherris, A., & Kraft, B.** (2007). "SIOP grade 4 science lesson: Integrated listening for content-based language instruction," intersection session on fluency through SIOP, CALL, and readers theatre, Annual TESOL International Convention, Seattle, Washington.

**Sherris, A., August, D., & Hagan, E.** (2006). "Project SAILL: Success through academic interventions in language and literacy," Office of English Language Acquisition (OELA) Summit, U.S. Department of Education, Washington, DC.

**Sherris, A.** (2006). "The Discourse of Transformative Practice When Teachers Coach Teachers," invited Energy Break, Annual TESOL International convention.

**Sherris, A., & Short, D. J.** (2006). SIOP K-2 Language and Math Development. Annual TESOL Convention, Tampa, Florida.

**Sherris, A.** (2006). Language Assessment in a Bilingual Kindergarten. TESOL Executive Board sponsored invited colloquium, Annual TESOL Convention, Tampa, Florida.

**Sherris, A.**, & Short, D. J. (2005). A Professional Development Model of Language and Literacy for Early Elementary Bilingual and ESL Programs. Annual International Bilingual/Multicultural Education Conference of the National Association of Bilingual Education (NABE), San Antonio, Texas.

**Sherris, A.**, & Short, D. J. (2004). Teachers' views and practices on the integration of language and content. Annual conference of the American Association of Applied Linguistics, Portland, Oregon. Colloquium chair, Understanding teaching by studying teachers' voices and actions.

**Sherris, A.** (2004). Seven Research-Based Reading Comprehension Strategies. English Teachers' Association of Israel 5th International Conference, Jerusalem, Israel.

**Sherris, A.** (2004). Best Practices in Content-Based Instruction. English Teachers' Association of Israel 5th International Conference, Jerusalem, Israel.

**Sherris, A.**, Jakar, V., & Zollar-Norton, M. (2004). Authentic Children's Literature as ESL/EFL Syllabus Cornerstone. Annual TESOL international convention, Long Beach, California March 30th - April 3rd.

**Sherris, A.** (2003). Technology Supported Project Work with Young English Language Learners. Annual TESOL international convention, Baltimore, MD.

**Sherris, A.**, Aran, S., & Rey, J. (2003) Balancing the needs of teachers and supervisors. Annual TESOL international convention, Baltimore, MD.

**Sherris, A.** (2002). Fundamentals of Peer Coaching: a teacher-to-teacher model of professional reflection and development, TESOL, Salt Lake City, Utah, USA.

**Sherris, A.** (2002). Exploring a Folktale on Two Continents, TESOL, Salt Lake City, Utah.

#### *National*

**Sherris, A.**, and de la Garza, J. P. (2019). The discourses of translanguaging in interactive high school mathematics tutorials. *National Association of Bilingual Education, Lake Buena Vista, Florida, U.S.A.*

<https://www.xcdsystem.com/nabe/program/46ryHIy/index.cfm?pgid=1412#S>

#### *State*

**Sherris, A.**, Ramirez, Leopoldo, & Ramirez, Lionel (September, 2023). Decolonizing classroom practice.  *Unidos Para Texas Bilingual Conference*, Texas A&M International University, Laredo, Texas.

**Sherris, A.** (2013). Doing critical literacy with Talmudic Pair Work. Texas Association of Bilingual Education (TABE), Houston, Texas, USA.

***INVITED PRESENTATIONS (non-peer reviewed)***

Simpa-Fanti-English Translanguaging in Multilingual and Multiliterate Classrooms (with Nana Ama Agyeman), University of Education, Winneba, Ghana, July 24, 2019.

Invited Series Title: Reimagining Teaching, Revitalizing Indigenous Languages and Translanguaging Multilingual Spaces: The Complexity Edge in Language Education. University of South Africa, Pretoria, South Africa. June 2019.

*Complex Dynamic Lesson Designs for Language and Literacy Instruction: Decolonizing Classroom Spaces.* University of South Africa, Pretoria, South Africa. June 13, 2019.

*Community Reclamation and Revitalization of Indigenous Languages: Pushing Back on Language Endangerment.* University of South Africa, Pretoria, South Africa. June 20, 2019.

*Exploring the Theory and Practice of Translanguaging: Mediating Structural Violence in English Medium Classrooms in Multilingual Contexts.* University of South Africa, Pretoria, South Africa. June 26, 2019.

Situated Safaliba Literacy Practices and Inclusive Education, New York University, 25 West 4<sup>th</sup> Building, Rm C18, May 9, 2019.

Safaliba Community Activism, Safaliba Language Power: Safaleba Bolo So Faŋya. Texas A&M University-Corpus Christi, USA, November 15, 2018.

Disrupting the Status Quo: Community Language Activism. Tel Aviv University. December 14, 2017.

Salish Ql'ispe Activism. International Affairs Group. Texas A&M University-Kingsville, USA, October 13, 2017.

Safaliba Translanguaging Talk to Text Grassroots Literacy: Resisting Ghana's Structural Violence. University of Roehampton, London Webinar Session, UK, March 7, 2017.

Resisting a Dominant Language Policy: A Safaliba Case Study of Indigenous Activism. Tel Aviv University, Israel, December 29, 2016

Grassroots Ghanaian Safaliba Literacy and Activism. International Affairs Group. Texas A&M University-Kingsville, USA, September 30, 2016.

Chronicles of Indigenous Farmer-Teacher-Activism: An Evidentiary Trail of a Safaliba Literacy History. Fulbright Lecture. U.S. Embassy, Ghana, July 28, 2016.

Form Focused Episodes and the Formative Assessment Cycle of L2 Grammatical and Lexical Items, Bar Ilan University, Israel, January 2010.

Designing a Quantitative Study of L2 Interaction in Thailand, Srinakharinwirot University, Bangkok, Thailand, August 2009.

Effective English Language Instruction in Thailand through the Sheltered Instruction Observation Protocol (SIOP) Model, Srinakharinwirot University, Bangkok, Thailand, August 2009.

Eco-friendly language education development: The case for Ghana, The Elliott School of International Affairs, George Washington University, Washington, DC, October 27, 2008.

Exploring teaching, learning, and assessment: The teacher research response. An English Language Learner Conference, Michigan Department of Education, Lansing, Michigan, May 9, 2008.

Mapping an ecologically sound languages and multi-literacy curriculum for early childhood schooling in Ghana, University of Education, Winneba, Ghana, April 26, 2008.

Classroom-based action research--trends, successes, and debate. Panel discussion with A. Burns, S. Nimmannit, D. Weasenforth, & Y. Sun at the annual TESOL Convention, New York, NY, April 2-5, 2008.

SIOP Lesson Design Principles. Lecture for the Language Education Research Forum, Tel Aviv University, Israel, December 6, 2007.

Framing Lesson Design for L2 Learners: The Fundamentals of the SIOP Model. Plenary talk at Swedish Conference on Education, Diversity, and Excellence, Upplands Vasby, Sweden, January 26-28, 2007.

Transformative Practice: Teachers' Struggles to Integrate Language and Content. Plenary session, ELL/Special Education Conference, the Utah State Office of Education in Provo, Utah.

Aspects of Lesson Design for Complex Communities. Keynote address at the Fourth Annual Kennesaw ESOL Conference at Kennesaw State University, 2005.

## LIST OF COURSES TAUGHT

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### *Texas A&M University-*

#### *Kingsville Undergraduate Level*

EDBL 4316 Literacy Development for English Language Learners

EDBL 3308 Survey of Bilingual Education

EDBL 3325 Teaching English Language Learners

EDBL 3320 Testing and Measurement in Bilingual and ESL Classrooms

#### *Master's Level*

EDSL 5330 ESL Assessment in Elementary and Secondary Classrooms

EDBL 5387 Language Arts and Reading

EDBL 5386 Mathematics, Science, and Social Studies in the Bilingual Classroom

EDSL 5377 Teaching English Language Learners

#### *Doctoral Level*

EDBL 6398 Dissertation in Progress

EDBL 6391 Advanced Topics: Sociolinguistics, Research, and Scholarship

EDBL 6391 Advanced Topics: Black English

EDBL 6391 Advanced Topics: Discourse Analysis & Multimodality

EDBL 6391 Advanced Topics: Exploring Learner Language for Teaching and Research

EDBL 6371 Research Design in Bilingual Education

**EDBL 6333 Teaching English Reading**

EDBL 6331	Teaching ESL
EDBL 6321	Linguistics and Education I
EDBL 6322	Linguistics and Education II
EDBL 6310	Evaluation of Instruction
EDBL 6311	Management Systems & Digital Literacies, Digital Culture, Digital Ethnography

*Teachers College Columbia University, NY, USA (Master's Level)*

A&HT 4171	TESOL Methods for Grades 7-12
A&HT 4777	Student Teaching Practicum in TESOL, secondary
AH&T 4076	TESOL Methodologies, K-6

*King Abdullah University of Science and Technology (Master's Level)*

ESP 210	Advanced Research Writing in Science and Technology
ESP 103	Advanced English for Scientific Purposes
ESP 111	Structure and Methods of Literature Reviews

*The University of Missouri--Kansas City, Missouri, USA (Master's Level)*

EDCI 5547	Second Language Acquisition
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*Winthrop University, South Carolina, USA (Master's Level)*

ENGL 593	SIOP Lesson Design: Principles and Practices
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*James Madison University, VA, USA (Master's Level)*

TESL 615	SIOP Lesson Design: Principles and Practices
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*George Mason University, USA (Master's Level)*

MNPE 700	The New Professionalism: Theory and Practice
MNPE 702	The New Professional as Reflective Practitioner
MNPE 703	Technology and Learning in the New Professions
MNPE 704	Research Methodologies in the New Professionalism
IETT 750	Studies in Language & Culture I

*State University of New York at Buffalo, NY, USA (Master's Level)*

IEP 643	Academic Writing
IEP 642	Academic Listening and Note Taking

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**GRANT PROPOSALS SUBMITTED BUT NOT FUNDED**

***Grant Proposals Submitted but Not Funded***

2023 Co-principal Investigator, *National Science Foundation*, Student Enabled Network of Sensors for the Environment using Innovative Technology 2.0 (SENSE IT 2.0). Requesting \$3,500,000. USD. PI: Dr. Jianhong Ren; Co-PIs: Hua Li, Ari Sherris, and Tushar Sinha, submitted to NSF on August 11, 2023; rejected Dec 2023.

2021 National Science Foundation Researcher Traineeship, Harnessing the Data Revolution (NRT-HDR): *Humanitarian Graduate STEAM Education for Air and Water Resources Solutions*

*in Coastal Communities*. Requesting funding of \$2,000,000 USD for 2021-2026. PI: Dr. Jianhong Ren. **Co-Principal Investigator: Dr. Ari Sherris**, Dr. David Ramirez, Dr. Hua Li, Dr. Christine Robbins, Dr. Francisco Haces-Fernandez.

*2021 Big Data and Geospatial Assessments of the Economic Valuation of Extreme Weather Damage from Service Equity Gaps to HUSVCs*, Co-PI, NOAA, \$449,955, 05/2022-04/2025, Pending, PI: Dr. Francisco Haces-Fernandez, **Co-Principal Investigator: Dr. Ari Sherris**, Dr. Jieming Chen, Dr. David Ramirez, Dr. Jianhong Ren, and Dr. Christine Robbins.

*2021 Documenting Conflicts, Educating Peacebuilders: Educational Resources to Transform Communication in Palestine/Israel*. Niwano Peace Foundation. Requested funding \$8,758.00 USD. **Principal Investigator: Ari Sherris**.

2020 National Science Foundation Researcher Traineeship, Harnessing the Data Revolution (NRT-HDR): *Humanitarian Graduate STEAM Education for Air and Water Resources Solutions in Coastal Communities*. Requesting funding of \$2,000,000 USD for 2020-2025. Co-Principal Investigator.

2020 (Submission April) Competitive Research Award. College of Education and Human Performance, Texas A&M University-Kingsville. *Task-based reading, writing, listening, and speaking: An Integrated Content and Language Instructional Approach for Preservice Teachers in Multilingual and Multicultural Classrooms*. Principal Investigator A. Sherris. Co-PI: Marsha Sowell. Total funding requested: \$15,011.

2019 (Submission February 6, 2019; Resubmission planning underway for 2021). Transdisciplinary Graduate Training on Data-Driven Decision Making in Air and Water Resources Systems in Semi- Arid Coastal Areas. National Science Foundation. Requested funding of \$1,616,900 USD. Co- Principal Investigator.

2019 (Submission May 9, 2019). Computing in Undergraduate Education: Expanding Computational Thinking in STEM Education. National Science Foundation. Requested funding of \$300,000. USD. Co- Principal Investigator.

2017-2019 NEH-NSF Documentation of Conceptual Metaphor in Salish-Pend d'Oreille (resubmission declined). Pilot grant, \$121,679 USD. Principal Investigator.

2015-2018 NEH-NSF Documentation of Conceptual Metaphor in Salish-Pend d'Oreille (declined with recommendation to resubmit as pilot study), Scale up of TAMUK URA, \$449,658 USD. Principal Investigator.

**SERVICE (Evidence by request.)**

**DISSERTATIONS CHAIRED**

Awarded

*Latinx immigrant youth in the U.S.A.* Judith Loredo. Graduated May 2023.

*Spanish and English translanguaging in high school math and engineering tutorials.* Juan Pascencia De la Garza. Graduated May 2023

*Enacting discourses of tutorship: An autoethnographic journey.* Nicolasa Barbosa De Garcia. Graduated May 2021.

*On the other side of the bridge: An autoethnographic exploration of the challenges of my family's migration to the United States.* Nora E. Casares. Graduated May 2020.

*Phenomenological insights into Farsi heritage language maintenance among third-generation Iranian Americans.* Farrokh Farrokhzad. Graduated December 2019.

*Two languages—two cultures: An autoethnographic account of a South Texas family's journey.* Joan Everett-Houser. Graduated December 2018.

#### In progress-dissertations and dissertation proposals

*Stories and oral histories in Black English from the Tejas borderlands.* Diana Lozano.

*Narratives on raising my bebe as a Puerto Rican Spanish speaker in Philadelphia.* Carmen Malave.

*The use of translation in foreign language classrooms in a Mexican university: A case study.* Mario Sepúlveda Rodriguez.

#### MEMBERSHIP & SERVICE IN PROFESSIONAL SOCIETIES

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American Anthropological Association (AAA), 2019-Present

American Association for Applied Linguistics (AAAL), 2018-Present

AAAL DPSA committee member, 2019-Present (3 yrs.) and chair (2 years.)  
AAAL Graduate Student Mentor (2021)

American Association of University Professors (AAUP), Washington, DC, 2019-Present

Teachers of English to Speakers of Other Languages (TESOL International), 2000-Present

#### SERVICE TO PROFESSION (Evidence by request.)

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Member, *Sociolinguistic Studies* Editorial Board, 2020-present.

<https://journals.equinoxpub.com/SS/about/editorialTeam>

Reviewer, *Anthropology & Education*, 2016

Reviewer, *Ampersand*, 2022

Reviewer, *Cambridge University Press*, 2018, 2019, 2023

Reviewer, *Diaspora, Indigenous, and Minority Education*, 2023

Reviewer, *International Multilingual research Journal*, 2022, 2023

Reviewer, *Language & Education*, 2016, 2017, 2018, 2020, 2021, 2022

December 24, 2023

Reviewer, *Language in Society*, 2021

Reviewer, *Legon Journal of the Humanities*, 2017

Reviewer, *Multilingual Matters Press*, 2018, 2019

Reviewer, *National Science Foundation Grant*, 2022

Reviewer, *Pedagogies: An International Journal*, 2013, 2014, 2015, 2019, 2020

Reviewer, *Social Semiotics*, 2018

Reviewer, *System: A journal of educational technology and applied linguistics*, 2013, 2015

Reviewer, *TESOL Journal*, 2015, 2016

Reviewer, *TESOL Quarterly*, 2016

Reviewer, *Writing & Pedagogy*, 2018, 2019

#### PEER REVIEWER FOR CONFERENCES

Reviewer, AAAL, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023

Reviewer, TESOL International, 2013, 2014, 2015, 2016, 2019

#### TESOL INTERNATIONAL SERVICE

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Convention Delegate, TESOL International Elementary Interest Section, 2009. Convention Delegate, TESOL International Elementary Interest Section, 2008. **Chair**, TESOL International Elementary Interest Section (2007-2008)

Convention Delegate, TESOL International Elementary Interest Section, 2007. Chair-Elect, TESOL International Elementary Interest Section (2006-2007)

#### SERVICE TO THE STATE OF TEXAS

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Co-Vice President, South Central Region, Texas Council of Faculty Senates, elected for 2 years (2021-2023). Interim Vice President, Western Region, Texas Council of Faculty Senates, (2021-2022).

#### SERVICE TO TEXAS A&M UNIVERSITY-KINGSVILLE UNIVERSITY-WIDE SERVICE

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Chair, University Library Committee, elected by committee members for 1 year (2021-2022); re-elected (2022-2023).

Member, Graduate Council, elected by the College of Education and Human Performance for 1 year (2022- 2023).

“Function: The council is responsible for developing and recommending policies and procedures concerning graduate studies such as: criteria for admission and retention, courses for graduate credit, proposals relating to new and existing programs, membership in the graduate faculty, evaluation of the quality of graduate education, and verification that students have met requirements for graduate degrees” (Council & Committee Handbook).

Member, University Faculty Grievance Committee, reporting to the President (2021-2023)

Member, Strategic Planning Committee, chaired by Provost Reinisch (2020-2021)

Founder & Fundraiser, *Conversations with Campus Authors and Composers*, self-initiative (2019-2023). Supported by the TAMUK President’s Office, Jernigan Library, and the School of Music.

Founder & Fundraiser, Re-imaging Music Award, self-initiative (2022-2023) Supported by the TAMUK President’s Office, Jernigan Library, and the School of Music.

#### **SERVICE TO COLLEGE OF EDUCATION AND HUMAN PERFORMANCE (TAMUK)**

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Co-Chair, Enrollment, Retention, and Graduation Task-Force, College of Education and Human Performance, appointed by Dean for 1 year (2022-2023).

Member, CEHP Outstanding Faculty & Staff Nominations Committee (2021, 2022)

#### **SERVICE TO TEACHER AND BILINGUAL EDUCATION DEPARMTMENT (TAMUK)**

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Member, Teacher & Bilingual Education Dept. Promotion and Tenure Committee (2017-Present)

Co-chair, Teacher and Bilingual Education Department Promotion & Tenure Committee (2020)

Co-coordinator, Undergraduate Bilingual Education Program (2021-2022)

Co-author, EC-6 Bilingual Portion of the Undergraduate Interdisciplinary Studies Program Self-study Report (2021-2022).

#### **COMMUNITY SERVICE (LOCAL & INTERNATIONAL)**

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Member, Kingsville Symphony Orchestra Executive Board, elected by membership (2021-2024).

Volunteer, Torah of Justice, Israel Palestine, (2021, 2022, 2023). Support human rights.

Support Palestinian landowners and Bedouins on the West Bank of the

Jordan River. Document Israeli transgressions of Israeli and international law. <https://www.torat-tzedek.org/>

## **EMPLOYMENT HISTORY**

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### *Academic*

12.2023- Professor, Department of Teacher and Bilingual Education, Texas A&M  
Present University-Kingsville, USA

2017-2023 Associate Professor, Department of Teacher and Bilingual Education, Texas A&M University-Kingsville, USA.

2015-2016 Visiting J. William Fulbright Core Scholar, Faculty of Ghanaian Languages, University of Education, Winneba, Ghana

2013-2017 Assistant Professor, Department of Teacher and Bilingual Education, Texas A&M University-Kingsville, USA.

2012-2013 Lecturer of Language and Education Teachers College, Columbia University, New York, NY, USA

2012-2012 Language and Literacy Revitalization Consultant Second Language Testing, Inc., Rockville, Maryland, USA (parttime)

2011-2012 Instructor of Academic English, King Abdullah University of Science and Technology, Thuwal, Saudi Arabia, February

2010-2011 Acting Field Director of Graduate Skills Lab Project (3wks) and Instructor of Academic English Academy for Educational Development, Washington, DC, USA (in Saudi Arabia)

2002-2010 [Research Associate Center for Applied Linguistics](#), Washington, DC, USA

2001-2002 Curriculum Coordinator, State University of New York College at Fredonia, Fredonia, NY USA (part-time)

2000-2002 Teacher Facilitator Community School for Judaic Learning, Erie, Pennsylvania ( part- time)

1999-2002 ESL Teacher, Ring Elementary School, Jamestown, NY, USA.

1999-2002 ESL Lecturer, State University of New York at Buffalo, Buffalo, NY, USA (summer sessions)

1999-1999 S.P.E.A.K. Examiner, State University of New York at Buffalo, NY, USA

1998-1999 C.A.L.L. Counselor, Israel Ministry of Education, Jerusalem, Israel

1997-1998 Coordinator of Studies for the Integration of Technologies and English Language

Teaching Dimona Regional Teachers' Center, Dimona, Israel

1996-1997 Inspector of English, Israel Ministry of Education, Jerusalem, Israel.

1997-1999 EFL Department Chairperson, Maale Shacharut Cooperative Regional School, Kibbutz Yotvatah, Israel.

1987-1999 EFL Teacher Maale Shacharut Cooperative Regional School, Kibbutz Yotvatah, Israel.

1991-1992 EFL Educational Counselor, Israel Educational Television, Tel Aviv, Israel (parttime)

*Non-Academic*

1984-2002 Kibbutz Member, Kibbutz Yahel, Israel.