
MARI HANEDA

Curriculum Vitae
Prepared on April 1, 2021

Dept. of Curriculum & Instruction
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 Penn State University
 University Park, PA 16802
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EDUCATION

Graduate Degrees Earned

Ph.D.	Second Language Education Department of Curriculum, Teaching & Learning	Ontario Institute for Studies in Education/University of Toronto, Canada	2000
M.Ed.	Second Language Education Department of Curriculum	Ontario Institute for Studies in Education, Canada	1995

ACADEMIC HISTORY

Post-Doctorate Academic Employment

2020 July – 2013-2020	Professor Associate Professor <i>Tenured</i>	ELL/World Languages Education & Applied Linguistics Graduate emphases: Second Language Education; Language, Culture, & Society Co-Director of the ESL Program Specialist Certificate Dept. of Curriculum & Instruction, College of Education, Penn State University
2011-2013	Associate Professor	Foreign/Second Language Teaching School of Teacher Education, College of Education, Florida State University
2009-2011	Associate Professor <i>Tenured</i>	Foreign, Second, Multilingual Language Education (FSMLE) Graduate emphases: FSMLE Language, Society, & Education School of Teaching & Learning College of Education and Human Ecology Ohio State University
2004-2009	Assistant Professor	Foreign/Second Language Education (FSLED) Graduate emphases: FSLED Language, Society, & Education School of Teaching & Learning

		College of Education and Human Ecology Ohio State University
2003-2004	Assistant Professor	English as a Second Language Education Dept. of Teaching, Learning, and Teacher Education College of Education & Human Sciences University of Nebraska-Lincoln
01-05/2003	Visiting Assistant Prof	English as a Second Language Education Dept. of Bicultural and Bilingual Studies College of Education University of Texas, San Antonio
2000-2002	Postdoctoral Fellow	Center for Research on Education, Diversity & Excellence in Education University of California, Santa Cruz

PUBLICATIONS

EDITED BOOKS (REFEREED)

Haneda, M., & Nassaji, H. (Eds.). (2019). *Perspectives on language as action*. Bristol, UK: Multilingual Matters.

EDITED JOURNAL ISSUES (REFEREED)

Haneda, M. (Ed.). (2017). Dialogic learning and teaching across diverse contexts: Promises and challenges. A special themed issue in *Language and Education*, 31(1), 1-92.

Haneda, M. (Ed.). (2014). Academic language and English learners: Theory and practice. A special themed section in *Linguistics and Education*, 24, 88-154. [Themed Section]

Haneda, M. (Ed.). (2009). Learning over time: Empirical and theoretical issues in the investigation of classroom talk and interaction. A special themed issue in *Language and Education*, 23(4), 291-390.

REFEREED JOURNAL ARTICLES

* Denotes graduate student at time of authorship

*Han, S., *Liang, D., & Haneda, M. (forthcoming). A case study of two South Korean middle school EFL teachers' practices: Instructional stances and use of classroom materials. To appear in *Classroom Discourse*.

Blair, A., & Haneda, M. (2021). Toward collaborative partnerships: Lessons from parents and teachers of emergent bi/multilingual Students. *Theory Into Practice*, 60(1), 18-27

Haneda, M., Sherman, B., *Bose, F., & Teemant, A. (2019). Ways of interacting: What underlies coaches' discursive actions. *Teaching and Teacher Education*, 78, 165-173.

- Blair, A., Haneda, M., & *Bose, F. (2018). Reimagining English-medium instruction settings as sites of multilingual and multimodal meaning making. *TESOL Quarterly*, 52(3), 516-539.
- Haneda, M., & Sherman, B. (2018). ESL teachers' acting agentively through job crafting. *Journal of Language, Identity, and Education*, 17(6), 402-415.
- Haneda, M., Teemant, A., & *Sherman, B. (2017). Instructional coaching through dialogic interaction: Helping a teacher to become agentive in her practice. *Language and Education*, 31(1), 46-64.
- Haneda, M., & *Sherman, B. (2016). A job-crafting perspective on teacher agentive action. *TESOL Quarterly*, 50(3), 745-754.
- Haneda, M., & *Alexander, M. (2015). ESL teacher advocacy beyond the classroom. *Teaching and Teacher Education*, 49, 149-158.
- Haneda, M. (2014a). From academic language to academic communication: Building on English learners' resources. *Linguistics and Education*, 26, 126-135.
- Haneda, M., & Nesper, J. (2013). Strangers and professionals: Positioning discourse in ESL teachers' work. *Urban Review*, 45, 251-272.
- Haneda, M., & Wells, G. (2012). Some key pedagogic principles for helping ELLs to succeed in school. *Theory into Practice*, 51(4), 297-304.
- Haneda, M., & Wells, G. (2010). Learning science through dialogic inquiry: Is it beneficial for English-as-additional-language students? *The International Journal of Educational Research*, 49(1), 10-21.
- Haneda, M. (2009a). Learning about the past and preparing for the future: A longitudinal investigation of a grade 7 "sheltered" social studies class. *Language and Education*, 23(4), 335-352.
- Haneda, M. (2009b). Enculturation into discourses by East Asian students in a graduate TESOL program. *TESL Canada Journal*, 27(1), 64-84.
- Haneda, M., & *Monobe, G. (2009). Bilingual and biliteracy practices: Japanese adolescents living in the United States. *The Journal of Asian Pacific Communication*, 19(1), 7-29.
- Wells, G., & Haneda, M. (2009). Contributions of inquiry to second language learning. *Cultura y Educación*, 21(2), 141-156.
- Haneda, M., (2008a). Contexts for learning: English language learners in a US middle school. *The International Journal of Bilingual Education and Bilingualism*, 11(1), 75-94.
- Haneda, M., & Wells, G. (2008). Learning an additional language through dialogic inquiry. *Language and Education*, 22(2), 114-136.
- Haneda, M. (2007). Modes of engagement in foreign language writing: An activity theoretical perspective. *Canadian Modern Language Review*, 64(2), 297-327.
- Haneda, M. (2006a). Classrooms as communities of practice: A re-evaluation. *TESOL Quarterly*, 40(4), 807-817.

- Haneda, M. (2006b). Becoming literate in a second language: Connecting home, community, and school literacy practices. *Theory into Practice*, 45(4), 337-345.
- Haneda, M. (2005a). Investing in foreign-language writing: A study of two multicultural learners. *Journal of Language, Identity, and Education*, 4(4), 269-290.
- Haneda, M. (2005b). Some functions of triadic dialogue in the classroom: Examples from L2 research. *Canadian Modern Language Review*, 62(2), 313-333.
- Haneda, M. (2004a). The joint construction of meaning in writing conferences. *Applied Linguistics* 25(2), 178-219.
- Haneda, M. (2002). Learning culture through ethnographic inquiry: A response to Roumiana Ilieva "Living with ambiguity". *TESL Canada Journal* 19(2), 92-97.
- Haneda, M. (2000). Modes of student participation in an elementary school science classroom: From talking to writing. *Linguistics and Education* 10(4), 1-27.
- Haneda, M. & Wells, G. (2000). Writing in "knowledge-building" communities. *Research in the Teaching of English*, 34(3), 430-457.
- Haneda, M. (1997). Second language learning in a 'community of practice': A case study of adult Japanese learners. *Canadian Modern Language Review*, 54(1), 11-27.
- Haneda, M. (1996a). Peer interaction in an adult second language class: An analysis of collaboration on a form-focused task. *Japanese-Language Education Around the Globe Vol.6*, 101-123.

EDITORIALS

- Haneda, M. (2017b). Introduction. Dialogic learning and teaching across diverse contexts: Promises and challenges. *Language and Education*, 31(1), 1-5.
- Haneda, M. (2014b). Introduction: Why should we care about academic language? *Linguistics and Education*, 26, 88-91.
- Haneda, M. (2009c). Introduction: Learning over time – empirical and theoretical investigations of classroom talk and interaction. *Language and Education*, 23(4), 291-294.

BOOK CHAPTERS

* Denotes graduate student at time of authorship

- *Han, S., Haneda, M., & *Madany, M. (2020). Towards glocally situated TESOL practices: Collective autoethnography. To appear in Yazan B., Rashi, J., & Canagrajah, S. (Eds.), *Autoethnographies in ELT: Transnational Identities, Pedagogies, and Practices*. New York: Routledge.
- *Kim, M., & Haneda, M. (2020). The TOEIC speaking test incarnated: Test-mediated ideologies and English learning activities in the job market. To Appear in Mirhosseini, S-A., & De Costa, P. (Eds.). *The Sociopolitics of English Language Testing*. New York: Bloomsbury. [Invited/Peer reviewed]

Sherman, B., Haneda, M., & Teemant, A. (2020). A rhizomatic case analysis of instructional coaching as becoming. To appear in Smythe, S., Dagenais, D., & Toohey, K. (Eds.). *Rethinking Language and Literacy Pedagogies with New Materialism*. Bristol, UK: Multilingual Matters. [Invited/Peer reviewed]

Haneda, M., & Nassaji, H. (2019). Introduction. In Haneda, M., & Nassaji, H. (Eds.). *Perspectives on language as action* (pp. 1-10). Bristol, UK: Multilingual Matters.

Haneda, M., Sherman, B., & Teemant, A. (2019). Assisted performance through instructional coaching: A critical sociocultural perspective. In Haneda, M. & Nassaji, H. (Eds.), *Perspectives on language as action* (pp. 212-227). Bristol, UK: Multilingual Matters. [Peer reviewed]

Nassaji, H., & Haneda, M. (2019). Conclusion. In Haneda, M., & Nassaji, H. (Eds.). *Perspectives on language as action* (pp. 246-250). Bristol, UK: Multilingual Matters.

Haneda, M. (2008b). Educating the whole child: English language learners in a middle school. In Scott, J., Straker, D., & Katz, L. (Eds.), *Affirming students' right to their own language: Bridging educational policies and language/language arts teaching practices* (pp. 232-246). Mahwah, NJ: Lawrence Erlbaum. [Invited/Peer reviewed]

Wells, G., & Haneda, M. (2005). Extending instructional conversation. In O'Donnell, C. R., & Yamauchi, L. (Eds.), *Culture and context in human behavior change* (pp. 151-178). New York: Peter Lang. [Invited/Peer reviewed]

ENCYCLOPEDIA ENTRIES

Haneda, M. (2014b). Dialogic inquiry. In Coghlan, D., & Brydon-Miller, M. (Eds.), *The encyclopedia of action research* (pp. 256-259). Thousand Oaks, CA: Sage.

Haneda, M., & Wells, G. (2013b). Teacher talk and dialogic inquiry in second language classrooms. In Chapelle, C.A. (Ed.), *The Encyclopedia of Applied Linguistics* (pp. 1692-1695). Oxford, England: Wiley-Blackwell.

REVIEWS, AND ESSAYS

Haneda, M. (2009d). Afterword. In Farr, M., Seloni, L., & Song, J. (Eds.), *Ethnolinguistic Diversity and Literacy Education*. Abingdon-on-Thames, England: Routledge/Taylor-Francis.

Haneda, M. (2006c). A review of *Crossing the curriculum: Multilingual learners in college classrooms*. *English for Specific Purposes*, 25, 498-501.

Haneda, M. (2004b). Making sense of children's lives: A review of *Riding through the Storm*. *Linguistics and Education* 15, 173-175.

Haneda, M. (1998). Action research and the role of a colleague. *Orbit* 29(3), 16-17.

Haneda, M. (1996b). Review of *Making sense of functional grammar*. *TESOL Journal*, 6(2), 44-45.

MANUSCRIPTS IN PREPARATION

Haneda, M., Sherman, B., Teemant, A., & *Bose, F. (in preparation). A comparative analysis of teachers' uptake in coach-teacher conference interactions.

Haneda, M., *Madany, M., & Teemant, A. (in preparation). Critical emotional reflexivity as a linch pin for teacher transformative learning and the development of advocate identifies

CONFERENCE PRESENTATIONS

REFEREED CONFERENCE PRESENTATIONS

*** Denotes graduate student at time of presentation**

Haneda, M. & *Madany, M. (March, 2021). "Critical emotional reflexivity as a lynchpin for teacher learning." The Annual Conference of American Association for Applied Linguistics, Atlanta (virtual).

Haneda, M. (March, 2021). An organizer for the symposium, "Teacher emotions and agency in English teachers' working lives." The Annual Conference of American Association for Applied Linguistics, Atlanta (virtual).

Haneda, M. (March, 2019). A discussant for the symposium, "Language teachers negotiating difference and power in exercising agency." The Annual Conference of American Association for Applied Linguistics, Atlanta.

Haneda, M., & Sherman, B. (March, 2019). Methodological implications of applying rhizomatic concepts to the analysis of L2 teachers' work. Paper presented at the Annual Conference of American Association for Applied Linguistics, Atlanta.

Haneda, M., & Canagrajah, S. (March, 2018). Multimodality: From a structuralist to a poststructuralist approach to academic communication. Colloquium (co-organizer) presented at the Annual Conference of American Association for Applied Linguistics, Chicago.

*Bose, F., & Haneda, M. (March, 2018). Reconceptualizing (im)possibilities of language intra-play with young children categorized as English learners. Paper presented at the Annual Conference of American Association for Applied Linguistics, Chicago.

Haneda, M., Sherman, B., *Amory, M., Blair, A., & *Bose, F. (April, 2017). Representing video-recordings of face-to-face interaction: Researcher subjectivity and reflexivity. Paper presented at the Annual Conference of American Association for Applied Linguistics, Portland, Oregon.

Haneda, M., *Bose, F., & *Sherman, B. (April, 2016). Promoting teacher agency through instructional coaching: A cross-case analysis. Paper presented as part of the symposium at the Annual Conference of American Association for Applied Linguistics, Orlando, Florida.

Boyd, M., & Haneda, M. (March, 2015). Dialogic interaction across the curriculum: Promises and challenges. Symposium (co-organizer) presented at the Annual Conference of American Association for Applied Linguistics, Toronto, Canada.

Haneda, M., & Teemant, A. (March, 2015). Interactional dynamics of instructional coaching conversation: One teacher's story. Paper presented as part of the symposium at the Annual Conference of American Association for Applied Linguistics, Toronto, Canada.

Monobe, G., *Vetere, T., & Haneda, M. (March, 2015). Overcoming the "model minority" myth: The case of an emergent bilingual child. Paper presented at the Annual Conference of American Association for Applied Linguistics, Toronto, Canada.

Haneda, M. (March, 2014). "Acting interculturally": A case for promoting multilingualism among ESL teachers. Paper presented at the Annual Conference of American Association for Applied Linguistics, Portland, Oregon.

Haneda, M. (September, 2013). From academic language to academic communication: Multi-modal meaning making in secondary classrooms. Paper presented at XXth Sociocultural Theory and Second Language Learning Working Group Meeting, Penn State University, University Park, PA.

Haneda, M., & *Mizuno, M. (March, 2013). Is multilingual competence important for ESL teachers? Paper presented at the Annual Conference of American Association for Applied Linguistics, Dallas.

Wells, G., Haneda, M., & *Cheng, Y-H. (March, 2013). Challenges in managing authority and equality in instructional conversation. Paper presented at the Annual Conference of the American Association for Applied Linguistics, Dallas.

Nespor, J., & Haneda, M. (April, 2012). Sutures and threads: Turning points and unfolding lines in the paths into ESL teaching. Paper presented at the American Educational Research Association, Vancouver, BC, Canada.

Haneda, M. (March, 2012) Academic language: What is it, who needs it, and why? Paper presented as part of the symposium, "Academic language and English language learners: Theory and practice" at the Annual Conference of American Association for Applied Linguistics, Boston. (symposium organizer/presenter)

Nespor, J., Haneda, M., *Cheng, Y-H., & *Mizuno, M. (April, 2011). Re-imagining teaching: Occupational identity and the construction of practice among ESL teachers in urban and suburban school districts. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

Haneda, M., & Nespor, J., *Cheng, Y-H., & *Mizuno, M. (April, 2011). Migrating discourses: Policy, social movements, and public narratives of immigration and ESL teaching. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

Haneda, M. (March, 2010). Doing and talking history with English language learners. Paper presented at the Annual Conference of the American Association for Applied Linguistics, Atlanta.

Wells, G., & Haneda, M. (April, 2009). Authority and equality in instructional conversation. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego.

Haneda, M., & Wells, G. (March, 2009). Learning science through dialogic inquiry: Is it beneficial for ELLs? Paper presented as part of symposium, "Gaining access and sustaining engagement in science discourse: Supporting English language learners" organized by Juliet Langman at the Annual Conference of the American Association for Applied Linguistics, Denver.

Haneda, M. (September, 2008). Broadening participation structures for English language learners: A longitudinal investigation. Paper presented as part of symposium, "Learning over time: Empirical and methodological issues in the investigation of classroom talk and interaction," at the International Society for Cultural and Activity Research, the University of California, San Diego. (Symposium organizer/presenter)

Haneda, M. (June, 2008). Classroom chronotopes: Using microethnographic discourse analysis to connect concepts of time and space to reading comprehension. Symposium presented at the 20th Annual Conference on Ethnographic and Qualitative Research in Education, Cedarville, Ohio. (Discussant)

Haneda, M. (April, 2007). Learning over time and space: Conceptual and methodological issues in researching classroom discourse. Symposium presented at the Annual Meeting of the American Educational Research Association, Chicago. (Symposium organizer/discussant)

Haneda, M. (April, 2007). Learning experiences of adolescent English language learners across the curriculum. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

Haneda, M. (April, 2006). A case study of university foreign-language writers: Task investment and composing strategies. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

Haneda, M. (July, 2005). Negotiating positional and asserted identities: A qualitative study of immigrant youths in a US middle school. Paper presented at the Thinking Qualitatively Conference, Edmonton, Canada.

Haneda, M. (November, 2004). Integrating science and social studies with ESL: A case study of a grade 3 class. Paper presented at the National Council of Teachers of English Annual Convention, Indianapolis.

Haneda, M. (April, 2004). Teaching English language learners through an integrated curriculum. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego.

Haneda, M. (April, 2002). Distributing expertise in writing conferences. Paper presented at the Annual Conference of the American Association for Applied Linguistics, Salt Lake City.

Haneda, M. (August, 2001). The multiple contexts of second-language literacy learning. Paper presented at the Interdisciplinary Literacy Conference: Researching Literacy and Language in School and Community, University of California, Santa Barbara.

Haneda, M. (April, 2000). Talk, text, and language proficiency in L2 writing conferences. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

Haneda, M. (April, 1999). An investigation of intertextual links among speech, writing and context in a foreign-language class. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Haneda, M. (March, 1999). Case studies of revision. Paper presented at the Annual Conference of

the American Association for Applied Linguistics, Stamford, Connecticut.

Haneda, M. (October, 1998). Modes of meaning in writing conferences. Paper presented at the 5th Conference on Sociocultural Theory and Second Language Learning, Indiana University-Purdue University at Indianapolis.

Haneda, M. (July, 1998). Teacher-student writing conferences in a foreign-language classroom: An analysis of interpersonal meaning in conference talk. Paper presented at the 10th Euro-International Systemic Functional Workshop, University of Liverpool, England.

Haneda, M. (July, 1998). Intertextual links among talk, text, and context: An analysis of teacher-student writing conferences and students' subsequent revisions. Paper presented at the International Conference on Speech, Writing and Context: Literary and Linguistic Perspectives, University of Nottingham, England.

Haneda, M. (March, 1998). An analysis of lexical choice in the composing processes of adult JFL¹ learners. Paper presented at the Annual Conference of the American Association for Applied Linguistics, Seattle.

Haneda, M. (October, 1997). A lexical error analysis of JFL writing. Paper presented at the 17th Annual Second Language Research Forum, East Lansing, MI.

Haneda, M., & Wells, G. (July, 1997). Beyond mere words: Negotiating the meaning of a science experiment. Paper presented at the 24th International Systemic Functional Congress, Toronto, Canada.

Haneda, M. (July, 1997). Vocabulary problems: A lexical error analysis of texts by advanced learners of JFL. Paper presented at the Annual Conference of the Linguistic Society of America, Toronto, Canada.

Haneda, M. (June, 1997). Grammar instruction from the inside: Inductive and deductive teaching approaches from the L2 learner's point of view. Paper presented at the 28th Annual Conference of the Canadian Association of Applied Linguistics in the Learned Societies Conference, St-John, Newfoundland.

Haneda, M. (March, 1997). Modes of student participation in an elementary school science classroom: A microgenetic analysis of student/teacher oral interaction and the students' writing. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

Haneda, M. (March, 1997). A lexical error analysis of texts by intermediate to advanced learners of JFL. Paper presented at the Association of Teachers of Japanese Seminar in the Association for Asian Studies Annual Meeting, Chicago.

Haneda, M. (October, 1996). An inquiry into the univocal and dialogic modes of grammar instruction: Incorporating the L2 learner's point of view. Paper presented at the 16th Annual Second Language Research Forum, Tuscon, Arizona.

Haneda, M. (May, 1996). Exploring the process of development of language learning strategies among adult learners of JFL. Paper presented at the Annual Conference of the Canadian Association

¹ JFL – Japanese as a Foreign Language

of Second Language Teachers, Toronto.

INTERNAL INVITED PRESENTATIONS

Haneda, M. (May, 2019). Cultural Heterogeneity Panel – Respondent. Waterbury Summit of the Learning Sciences, Penn State University.

Haneda, M. (November, 2018). My research trajectory. CI 597 (second-language education doctoral seminar), Penn State University.

Haneda, M. (October, 2017). Investigating ESL teachers' agentic actions. Invited speaker, LL ED 590 (first year doctoral seminar), Penn State University.

Haneda, M. (October, 2016). Supporting teacher agency through instructional coaching. Invited speaker, LL ED 590 (first year doctoral seminar), Penn State University.

Haneda, M. (October, 2015). Supporting professional development of in-service teachers through longitudinal instructional coaching. Invited speaker for the Humphrey Fellows' seminar, Penn State University.

Haneda, M. (October, 2014). ESL teachers' pushing boundaries: Improving educational opportunities for English learners. Invited speaker, LL ED 590 (first year doctoral seminar), Penn State University.

Haneda, M. (Feb., 2014). Working with English learners: The advantage of ESL teachers being multilingual. Paper presented at Applied Linguistics Roundtable, Penn State University.

Haneda, M. (November, 2013). From Academic language to academic communication. Invited speaker, LL ED 590 (first year doctoral seminar), Penn State University.

Haneda, M. (Feb & May, 2011). Social constructivist approach to the education of English language learners in mainstream classes. Invited lectures for master of education students (Aspire Project), School of Teaching & Learning, Ohio State University.

Haneda, M. (March, 2008). Toward equitable education: Inquiring into second-language learning and teaching. Guest speaker for 937.45 (first-year doctoral seminar), School of Teaching & Learning, Ohio State University.

Haneda, M. (February, 2005). Investing in foreign-language writing: A study of two learners. Invited Speaker, Martha L. King Center Brown Bag Lunch Seminar, School of Teaching & Learning, Ohio State University.

Haneda, M. (November, 2004). Functions of talk in an elementary ESL class. Invited speaker for Edu T & L 901, School of Teaching & Learning, Ohio State University.

Haneda, M. (November, 2003). Transitioning from a doctoral student to a faculty member. Invited speaker for a doctoral seminar, Dept. of Teaching, Learning, and Teacher Education, the University of Nebraska-Lincoln.

Haneda, M. (May, 2000). Why include case studies?: Foreign language learners' different approaches to revision. Invited speaker. Modern Language Center Informal Seminar, OISE/UT, Canada.

Haneda, M. (February, 1999). The paradigm dialogue: Quantitative and qualitative research methodologies in second language education. Invited speaker. Modern Language Center Informal Seminar, OISE/UT, Canada.

Haneda, M. (March, 1996). How effective is L2 task-based learning in a university class?: An analysis of collaboration on a form-focused task. Invited speaker. The Language Teaching Strategies Atelier, Faculty of Arts & Science, University of Toronto, Canada.

EXTERNAL INVITED PRESENTATIONS

*** Denotes graduate student at time of authorship**

*Han, S., Haneda, M., & *Madany, M. (November, 2018). Foundations of second language learning. Workshop presented at Penn State University for APPLES (Asian and Asian Pacific Language Education Schools).

Haneda, M. (May, 2014). Learning science through dialogic inquiry. Invited paper presented at the Discourse Analysis in Education Conference, Columbus, Ohio.

Haneda, M. (May, 2014). Invited Panelist. “Reimagining discourse analysis in diverse contexts of classroom learning” at the Discourse Analysis in Education Conference, Columbus, Ohio.

Haneda, M. (May, 2012). Speaking academically?: Talking science in a grade 8 classroom. Invited paper presented at the Discourse Analysis in Education Conference, Columbus, Ohio.

Haneda, M. (May, 2012). Invited Panelist. “Discourse, education and the evolving contexts of multiple languages and cultures” at the Discourse Analysis in Education Conference, Columbus, Ohio.

Haneda, M. (June, 2007). CREDE standards as an analytical tool: A comparative analysis of teaching practices. Invited presentation at 2007 CREDE Seminar, the Center for Research on Education, Diversity & Excellence, Graduate School of Education, University of California-Berkeley.

Haneda, M. (February, 2003). Routinized language practice as guided participation. Invited paper presented at the Bi-Annual Meeting of Cultivating New Voices Among Scholars of Color, San Antonio, Texas.

Haneda, M. (March, 2001). Reconceptualizing professional development as collaborative inquiry. Paper presented as part of the invited symposium at the Annual Conference of the American Association of Applied Linguistics, St. Louis, MI.

RESEARCH GRANTS

2018-2023 “Partnering for Radical School Improvement,” the U.S. Department of Education under The National Professional Development Grant (Co-Investigator with Principal Investigator, Annela Teemant, \$ 2.75 M)

- 2018 “A Pilot Study: Investigating Pre-Service Teachers’ Beliefs and Attitudes about English Learners,” Curriculum & Instruction Research Incentive Grant, Penn State University (Principal Investigator, \$2,500)
- 2015-2016 “Investigating the Interactional Dynamics of Instructional Coaching,” College of Education Research Initiation Grant, Penn State University (Principal Investigator, \$ 8,689)
- 2014-2015 “A Pilot Study: Investigating the Interactional Dynamics of Instructional Coaching,” Curriculum & Instruction Research Incentive Grant, Penn State University (Principal Investigator, \$ 1,810)
- 2010-2011 “Digital Tools for Qualitative Research,” Collaborative Course Development Grant, College of Education & Human Ecology Ohio State University (Co-Principal Investigator with Jan Nespor, \$ 2,000)
- 2008-2010 “ESL Teaching Practices in Elementary Schools in a Midwestern Metropolis,” Research on Writing and Composition in 21st Century Context Grant Ohio State University (Principal Investigator, \$ 4,500)
- 2006-2008 “An Investigation of Middle School English Learners’ Simultaneous Learning of Language and Content in Social Studies,” NCTE Research Foundation Grant (Principal Investigator, \$12,870)
- 2005-2006 “Enculturation Experiences of International MA/TESOL Students in a US Graduate Program,” Faculty Seed Grant, Ohio State University (Principal Investigator \$5,000)
- 2004-2005 “Building on Middle School English Language Learners’ Resources,” Layman Awards, University of Nebraska-Lincoln (Declined) (Principal Investigator, \$ 9,280)
- 2003-2004 “A Case Study of Middle School English Language Learners’ Experiences Across the Curriculum,” Faculty Seed Grant, University of Nebraska-Lincoln (Principal Investigator, \$ 9,970)
- 2001-2003 “Learning an Additional Language Through Scientific Inquiry in Elementary Schools,” Social Sciences and Humanities Research Council of Canada Postdoctoral Award (Principal Investigator, \$74,906)

AWARDS & HONORS

- 2018 Outstanding Reviewer, *System*
- 2015, 2018 Outstanding Reviewer, *Linguistics and Education*
- 2006 Finalist, National Academy of Education/Spencer Postdoctoral Fellowship
- 2002-04 Cultivating New Voices Among Scholars of Color Fellow, National Council of Teachers of English
- 2001-03 Social Sciences and Humanities Research Council of Canada Postdoctoral Fellowship
- 2001 Steve Cahir Award (Award for Outstanding Writing Research by a New Scholar), Writing and Literacies SIG, the American Educational Research Association

1997-99	Social Sciences and Humanities Research Council of Canada Doctoral Fellowship
1996-97	Ontario Teachers' Federation 50th Anniversary Scholarship, Ontario Institute for Studies in Education
1996	Ontario Institute for Studies in Education Scholarship (Declined)
1995-96	Ontario Institute for Studies in Education Scholarship
1994	Japanese Language Educator Scholarship, Japan Foundation
1993	Teaching Innovations Award, University of Toronto
1992	Summer Pedagogy Fellowship, Columbia University, New York

TEACHING & ADVISING

COURSES TAUGHT – Penn State University

Undergraduate Level

WLED 400: Foundations of Language in Second Language Teaching

WLED 444: Language, Culture, and the Classroom: Issues for Practitioners

WLED 483: Evaluating Schools Performances and Programs with English Language Learners

CI 280: Introduction to Teaching English Language Learners

Graduate Level

CI 502: Qualitative Research in Curriculum and Instruction I

CI 503: Qualitative Research in Curriculum and Instruction II

CI 597: Micro-Ethnographic Methods for Investigating Language in Use

CI 597: Approaches to Discourse Analysis

CI 597: Language, Identity, and the Development of Knowing

CI 597: Academic Literacies

LLED 590: Colloquium (Language, Culture, & Society - First Year Doctoral Seminar)

COURSES TAUGHT – Ohio State University

Master's level

ED T&L 703.08: Studies in TESOL & Bilingual Education

ED T&L 640 TESOL Methods

ED T&L 803 Language and Society

ED T & L 868: Syllabus Design for L2 Programs

ED T&L 887.45: Advanced Field Experience

ED T & L 925.45: Second Language Writing: Theory and Practice

ED T & L 925.45: Educating English Language Learners in K-12 Contexts

Doctoral Level

ED T&L 703.09: Studies in TESOL & Bilingual Education

ED T&L 916: Classroom-Oriented Second Language Research

ED T&L 924: Second Language Teacher Education

ED T & L 925.45: Sociocultural & Critical Perspectives on L2 Development

ED T&L 925.56: Special Topics in Language, Literacy and Culture: Ethnographic Studies of Language, Literacy and Culture in Educational Settings

ED T&L 925.56: Complementary Methods in Educational Research on Teaching and Learning

ED T&L 937.45: First Year Doctoral Seminar: Multilingualism & Multilingual Literacies

ED T & L 937.45: First year Doctoral Seminar: English as an International Language

ED T&L 989: Research Apprenticeship

SUPERVISION OF STUDENT RESEARCH

DISSERTATION ADVISOR/CHAIR 9 (5 completed)

Degree	Student	Status	Institution
Ph.D.	Ying Luo	Qualifying Exam Completed	Penn State University
Ph.D.	Magda Madany	Qualifying Exam Completed	Penn State University
Ph.D.	^c Frances Nesbus Bose	Completed, 2020	Penn State University
Ph.D.	Brandon Sherman	Completed, 2016	Penn State University
Ph.D.	¹ Mariko Alexander	Completed, 2014	Ohio State University
Ph.D.	^c Elizabeth McNally	Completed, 2010	Ohio State University
Ph.D.	^c Julie Luebbers	Completed, 2010	Ohio State University

^cCo-Advised Elizabeth McNally with Dr. David Bloome

Co-Advised Julie Luebbers with Dr. George Newell

Co-Advising Frances Nesbus-Bose with Dr. Chris Schulte

¹Mariko Alexander was my doctoral advisee for two years (2009-2011; qualifying exam completed) while I was at Ohio State University; she completed her degree under advisement of Drs. Jan Nespor and Keiko Samimy in 2014.

Current Positions

Julie Luebbers: Assistant Professor of Spanish and Education, Thomas More College, KY

Elizabeth McNally: Principal, Highland Elementary School, Columbus City Schools, OH

Brandon Sherman: Research Manager, School of Education, Indiana University and Purdue University

Frances Bose, Educational Consultant, Science 20/20 Project, Pennsylvania State University

MAJOR ADVISOR, MATER'S DEGREES 41 (31 completed)

Degree	Student	Status
<u>Penn State University</u>		
M.Ed.	Courtney Olivia Nellis Laninger	Course Work in Progress
M.Ed.	Alisson McGranaghan	Course Work in Progress
M.Ed.	Erika Kay Peterson	Course Work in Progress
M.Ed.	Alessia Castello	Course Work in Progress
M.Ed.	Zhouya Wang	2021
M.Ed.	Emily Sofranco	Course Work in Progress
M.Ed.	Amanda Garber	Course Work in Progress
M.Ed.	Kathryn Scott	Course Work in Progress
M.Ed.	Lauren DiSabato	Course Work in Progress
M.Ed.	Anna Correa	Course Work in Progress
M.Ed.	Cesar Caceres	2019
M.Ed.	Nicholas Dondero	2018
M.Ed.	Rebecca Watford	2018
M.Ed.	Angela R. Garritano	2015
<u>Florida State University</u>		
M.A.	Miray Varol	2012
<u>Ohio State University</u>		

M.A.	2010	Shiao-Chen Tsai; Chun-Jung Liang; Dion Peachey
M.A.	2009	Yun-Chiu Sun; Bethany Thompson; Chris Maybury; Yu-Ting Huang
M.A.		Onsutee Wattanapruck; Catherine Alcota
M.A.	2008	Amy Bailey; Katharine Thomas; Margaret Mitchell; Matthew Rees
M.A.		Hye-joon Yoon; Ryan Rittenhouse
M.A.	2007	Adrian Reynolds; Hyon Ju Oh
M.A.	2006	Myenong Ja Eom; Jung Min Oh; Chad Smith; Saba Soleli; Tusni Tassniyom; Sarah Tatz; Mari Yamazaki

COMMITTEE MEMBER

DOCTORAL DISSERTATION COMMITTEE MEMBER 35 (26 completed)

Student	Status	Graduate Program
<u>Penn State University</u>		
Lyana Sun Han Chang	In Progress	Applied Linguistics
Ebtesam Althowaini	In Progress	Curriculum & Instruction
Johnathan Bell	In Progress	Curriculum & Instruction
Brian Buschner	In Progress	Applied Linguistics
Shlong Yan	In Progress	Learning, Design, & Technology
Carlos Alberto	In Progress	Education Theory & Policy
Gadalupe Rincon	In Progress	Applied Linguistics
Yingling Elvin He	In Progress	Applied Linguistics
Antoinette M. Cambria	In Progress	Counselor Education
Miso Kim	2020	Applied Linguistics
Taylor Bigelow	2020	Counselor Education
Soo Hyeon Kim	2019	Learning, Design, & Technology
Naseh Nasrollahi Shahri	2019	Applied Linguistics
Michael Amory	2019	Applied Linguistics
Jungwan Yoon	2019	Applied Linguistics
Soo Hyeon Kim	2019	Learning, Design, & Technolog
Pia Smal	2018	Counselor Education
Daisuke Kimura	2018	Applied Linguistics
Yue Christine Lee	2018	Curriculum & Instruction
Tim Vetere	2018	Curriculum & Instruction
Quian Wu	2017	Applied Linguistics
Eunjeong Lee	2017	Applied Linguistics
Lochran C. Fallon	2017	Curriculum & Instruction
Abby Mueller Dobs	2016	Applied Linguistics
Shannon Shoemaker	2016	Counselor Education
Suyoung Kang	2015	Curriculum & Instruction
Tania Smotrova	2014	Applied Linguistics
Sungwoo Yang	2014	Curriculum & Instruction
<u>Ohio State University</u>		
Mariko Mizuno Alexander	2014	Teaching & Learning
Hiroshi Shima	2011	Teaching & Learning
Dima Algothani	2010	Teaching & Learning
Sang Kyo Lee	2010	Teaching & Learning
Courtney Kelly	2008	Teaching & Learning

Juyoung Song	2007	Teaching & Learning
Catherine Crosby	2007	Teaching & Learning

DOCTORAL COMPREHENSIVE EXAMS 38 (37 Completed)

Current committee membership

Jocelyn Anevuvor	2020	Curriculum & Instruction
Liang Di	2020	Curriculum & Instruction
Chunyuanyuan Di	In Progress	Applied Linguistics

MASTER'S COMMITTEE MEMBER 34 (34 completed)

Degree	Student	Status	Dept
<u>Penn State University</u>			
M.S.	Ruth Newhouse	2017	Curriculum & Instruction
M.Ed.	Norah Aldobaiy	2021	Curriculum & Instruction
<u>Ohio State University</u>			
M.Ed.	Gina Scheidegger	2011	Teaching, & Learning
M.Ed.	Christopher Shulby	2011	Teaching, & Learning
M.Ed.	Andrea Saunders	2011	Teaching, & Learning
M.Ed.	Courtney Ruggaber	2011	Teaching, & Learning
M.A.	Liang-Wei Krista Huang	2010	Teaching, & Learning
M.A.	Heekyung Lee	2010	Teaching, & Learning
M.A.	Tzu Chen	2008	Teaching, & Learning
M.A.	Quian Du	2008	Teaching, & Learning
M.A.	Lyubov Khramtsova	2008	Teaching, & Learning
M.A.	Heesoo Kim	2008	Teaching, & Learning
M.A.	Na Rae Lee	2008	Teaching, & Learning
M.A.	Peggy Lee	2008	Teaching, & Learning
M.A.	Tzu-Wen Liu	2008	Teaching, & Learning
M.A.	Kyung Park	2008	Teaching, & Learning
M.A.	Rebekah Remp	2008	Teaching, & Learning
M.A.	Li Ting	2008	Teaching, & Learning
M.A.	Rita Yeh	2008	Teaching, & Learning
M.Ed.	Bridget Hamilton	2008	Teaching, & Learning
M.Ed.	Jenna Hire	2008	Teaching, & Learning
M.Ed.	Christine Wegner	2008	Teaching, & Learning
M.A.	Doung Kim	2006	Teaching, & Learning
M.A.	Yang Yu	2006	Teaching, & Learning
M.A.	So-Won Yoon	2005	Teaching, & Learning
M.A.	Darling Bonita	2005	Teaching, & Learning
M.A.	Hsiao-Wen Wu	2005	Teaching, & Learning

EXTERNAL ACADEMIC SERVICE

EDITORIAL BOARD

Language and Education, 2019 - current
Contemporary Language Teaching, 2018- current
Linguistics and Education, 2018 – current
Journal of Language, Identity, and Education, 2015 – current
TESOL Quarterly, 2009-2012
Language Arts, 2006-2012
Languages, 2005-2009
Networks, Refereed international electronic journal of teacher research, 1997-2009

EXTERNAL REVIEW FOR TENURE & PROMOTION

- Review of Promotion to Associate Professor, Department of Curriculum & Teaching, College of Education, Auburn University, 2018
- Review of Promotion to Associate Professor of Practice, Department of Teaching & Learning, School of Education, Vanderbilt University, 2018
- Review of Promotion to Associate Professor, Mary Lou Fulton Teachers College, Arizona State University, 2017
- Review of Promotion to Associate Professor, School of Education, Boston University, 2016
- Review of Promotion to Associate Professor, Department of Instruction & Leadership in Education, School of Education, Duquesne University, 2015

EXTERNAL EXAMINER FOR DOCTORAL DISSERTATION

- External examiner for Doctoral Thesis for Sawako Akino, OISE/University of Toronto, 2017
- External examiner for Doctoral Thesis for Takuya Kojima, University of New South Wales, Australia, 2019
- External examiner for Doctoral Thesis for Cui Ruiguo (“Developing students’ critical thinking in a Chinese EFL classroom”), the National Institute for Education, Singapore, 2019

CONFERENCE STRAND COORDINATOR

- Bilingual, Immersion, Heritage, and Minority Education Strand, the American Association for Applied Linguistics Annual Conference 2013

COMMISSION/COMMITTEE MEMBER

- Member of Commission on Composition (appointed), the National Council of Teachers of English, 2004-05
- Member of the Resolutions Committee (appointed), the American Association for Applied Linguistics, 2005-07
- Member of the Committee on Racism and Bias in the Teaching of English (appointed), the National Council of Teachers of English, 2006-08
- Member of the Inaugural Dissertation Award Committee (elected), 2015-2016, the American Association for Applied Linguistics

MANUSCRIPT REVIEWER (Peer-Reviewed Journals)

English for Academic Purposes, 2017 – 2019
TESOL Journal, 2019, 2019
TESOL Quarterly, 2006, 2007, 2013, 2014, 2016, 2017, 2018, 2019, 2020, 2021

Modern Language Journal, 2000 - 2013, 2015, 2019
System, 2017, 2018, 2019
Language & Education, 2008, 2009, 2013, 2015 - 2019
Language Teaching Research, 2015, 2017, 2018, 2019
Linguistics and Education, 2012 – 2018
International Journal of Bilingual Education and Bilingualism, 2016, 2017, 2018, 2019
Journal of English for Specific Purposes, 2008, 2009, 2017
Journal of Teacher Education, 2013 - 2015, 2017
Teacher Educator, 2015, 2017
American Journal of Education, 2017
Applied Linguistics, 2016, 2017
Journal of Writing Research, 2017
Journal of Multilingual and Multicultural Development, 2016, 2019, 2020
International Journal of Educational Research, 2009, 2017
Journal of Language, Identity, and Education, 2013 - 2015
Language Learning, 2006, 2008 - 2009, 2012 - 2014
Journal of Literacy Research, 2013, 2014
Equity and Excellence in Education, 2014
Language, Culture, and Curriculum, 2014
English Education, 2011, 2012, 2013
Journal of Multicultural Education, 2012
Journal of Second Language Writing, 2012
Educational Inquiry, 2012
Teaching Education, 2011, 2012
Language in Society, 2012
Pedagogies: An International Journal, 2010, 2011
TESL Canada Journal, 2008 - 2010
Bilingual Research Journal, 2010
The Elementary School Journal, 2010
English Teaching: Practice and Critique, 2010
International Journal of Applied Linguistics, 2009
Reading Research Quarterly, 2007, 2009
L2 Journal, 2009
Language Awareness, 2009
Foreign Language Annals, 2007
Canadian Modern Language Review, 2000, 2002 – 2006
Human Development, 2005
Studies in Language Sciences, 2000

BOOK MANUSCRIPT/CHAPTER REVIEWER

Sage Publications, 2017
 John Benjamins Press, 2014
 Routledge, Taylor & Francis Group, 2014
 Lawrence Erlbaum Publishers, 2000

CONFERENCE PROPOSAL REVIEWER

- International Association of Applied Linguistics, World Congress, 2019
 - Reading, Writing, and Literacy Strand, the American Association for Applied Linguistics Annual Conference, 2019
 - Teacher Education Strand, the American Association for Applied Linguistics Annual Conference, 2019

- Bilingual, Immersion, Heritage, and Minority Education Strand, the American Association for Applied Linguistics Annual Conference 2012, 2013, 2014, 2015
- Division G (Section 3), American Educational Research Association, 2009
- Division C (Section 1); Division G (Section 1); Language & Social Processes SIG; 1999-2007
- Writing & Literacies SIG, American Educational Research Association, 1999-2007
- Second Language Research SIG, American Educational Research Association, 2005

SENIOR MENTOR

The Annual Conference of American Association for Applied Linguistics, March 2019, Atlanta, Georgia; 2021 AAAL Virtual conference, March 2021.

INTERNAL UNIVERSITY SERVICE

PENN STATE UNIVERSITY (2003-present)

2018-2020	College Representative, Graduate Council, Graduate School
2018-2020	Member of Curriculum Affairs Committee, Dept. of Curriculum & Instruction
2018-2019	Member of Graduate Exhibition Committee, Graduate School
2017-present	Advisory Board member, the Migrations Studies Project, Dept. of Applied Linguistics
2014-present	Co-Director of the ESL Program Specialist Certificate, Dept. of Curriculum & Instruction
2015-2016	Co-Chair of the Second Language Education Search Committee, Dept. of Curriculum & Instruction
2015-2016	Member of the Student Awards Committee, Dept. of Curriculum & Instruction
2015-2016	Member of the Curricular Affairs Committee, Dept. of Curriculum & Instruction
2015-2016	Member of the Graduate Studies and Research Policy Committee, College of Education
2014-2015	Member of the Senior Faculty Search Committee, Dept. of Applied Linguistics
2014-2016	Member of the Faculty Council, College of Education

FLORIDA STATE UNIVERSITY (2011-2013)

2011- 2013	Member of Graduate Studies Committee, School of Teacher Education
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OHIO STATE UNIVERSITY (2004-2011)

2009-2011	Member of School Equity and Diversity Committee, School of Teaching & Learning, Ohio State University
2008-2011	Co-Convener of the Language, Education, & Society Doctoral Area of Study, School of Teaching & Learning, Ohio State University
2008-2011	Member of the College Council, Ohio State University
2008-2009	Member of the College Council Personnel Committee, Ohio State University
2007-2009	Member of the College International Affairs Committee, Ohio State University
2007-2008	Chair of the TESOL Licensure Committee, Foreign/Second Language Education Program, Ohio State University
2007	Discussant, the Graduate Student Symposium, Ohio State University

2006-2008 Manuscript Reviewer, Edward Hayes Graduate Research Forum, Ohio State University
 2006 Doctoral Program Proposal Committee, School of Teaching & Learning, Ohio State University

UNIVERSITY OF NEBRASKA-LINCOLN (2003-2004)

Member of the Organizing Committee for the Annual Student Research Conference, Dept. of Teaching, Learning, and Teacher Education, University of Nebraska-Lincoln 2003-2004
 UCARE Program (Undergraduate Enrichment Program), University of Nebraska-Lincoln 2003-2004

PROFESSIONAL LICENSING

Secondary Teaching Certification in English, Grades 7-12, Aichi Prefectural Board of Education, Japan

PROFESSIONAL AFFILIATIONS

American Association for Applied Linguistics
 American Educational Research Association
 Teachers of English to Speakers of Other Languages

LANGUAGES

Reading, Writing, Speaking:
 English: (Near Native, Near Native, Near Native)
 Japanese: (Native, Native, Native)
 French: (Intermediate, Elementary, Elementary)