

**ANNA KRULATZ
CURRICULUM VITAE**

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EDUCATION

- 2012 Ph.D., Linguistics, University of Utah
Supervisory committee: Prof. Jane Hacking (chair), Prof. MaryAnn Christison,
Prof. Tom Huckin, Prof. Watzinger-Tharp, Dr. Adrian Palmer, Prof. Rachel
Hayes-Harb
- 2003 B.A. and M.A., English and Linguistics, University of Warsaw, Poland
Supervisor: Dr. Aniela Korzeniowska

ACADEMIC POSITIONS

- 2019-present **Professor (tenured)**, Department of Teacher Education, English and Foreign
Language Section, Norwegian University of Science and Technology
Responsibilities: design and delivery of BA and MA ESL/TESOL teacher
education courses (pre- and in-service) in the areas of Teaching of English as
Foreign Language (TEFL) and applied linguistics; student advising; BA, MA,
and PhD supervision; ESL practicum supervision in Norway and Canada (in
collaboration with York University); external examiner for other institutions
in Norway; research; administrative duties
Courses: Teaching ESL in Multilingual Classrooms, Second Language
Acquisition, ESL Teaching and Learning, Grammar for ESL Teachers,
Content-based Instruction,
- 2013-2019 **Associate Professor**, Department of Teacher Education, English Section,
Norwegian University of Science and Technology (former Sør-Trøndelag
University College)
Responsibilities: design and delivery of BA and MA teacher education
courses in the areas of Teaching of English as Foreign Language (TEFL) and
applied linguistics, student advising, BA and MA supervision, practicum
supervision, external examiner for other institutions in Norway, research,
administrative duties
Courses: English Grammar, Second Language Acquisition, Content-based
Instruction, various in-service training modules, Communicative Competence
(MA level), BA Seminar, ESL Teaching Methods
- 2011-2013 **Instructor**, Department of Linguistics, University of Utah
Responsibilities: teaching, lesson planning, curriculum development,
assessment, administrative responsibilities
Courses: Grammar and Editing for Non-Native Speakers, ESL
Composition/Academic Writing I, ESL Composition/Academic Writing II,
Introduction to English Grammar, Integrated Language Skills, Advanced
Communication Skills, Introduction to Graduate Writing I (MA/PhD level),

Introduction to Graduate Writing II (MA/PhD level), Writing and Pragmatics, Strategies and Techniques for ESL Teaching, L2 Methodology,

- 2011-2013 **Adjunct Professor**, Granite School District / Weber State University and Park City School District / Southern Utah University
Responsibilities: teaching in-service courses for public school teachers, assessment, and conducting teacher observations and evaluations (practicum supervision)
Courses: Bilingual Education, Strategies and Methodology of Teaching ESL/Bilingual, Building School Partnerships with ESL/Bilingual Families, Literacy Strategies for Teaching English Language Learners, Field Experience in ESL/Bilingual Education
- 2009-2012 **Adjunct Professor**, Strayer University, Sandy Campus, UT
Responsibilities: teaching at BA level, assessment, administrative responsibilities
Courses: Writing Fundamentals, English Composition, Research and Writing, Professional Communications, Critical Thinking
- 2006-2011 **Graduate teaching assistant**, University of Utah, Department of Linguistics
Responsibilities: teaching at BA level, assessment, curriculum development
Courses: Grammar and Editing for Non-Native Speakers, ESL Composition I, ESL Composition II, Introduction to English Grammar, Integrated Language Skills, Advanced Communication Skills

ESL EXPERIENCE

- 2011-2013 **ESL Practicum Supervision**, Granite School District / Weber State University and Park City School District / Southern Utah University
Responsibilities: Conducting teacher observations and evaluations and providing feedback (practicum supervision for ESL endorsement) in Utah public schools
- 2007-2011 **ESL Instructor**, English Language Institute, the University of Utah
Responsibilities: teaching ESL courses to non-matriculated students, assessment, administrative responsibilities
Courses: Listening/Speaking, Introduction to Writing, Advanced Writing, American Novel, Public Speaking, TOEFL Test Preparation
- 2008-2009 **Curriculum developer**, ESL curriculum development / pedagogy team, WellSpoken! Inc.
Responsibilities: developing teaching and assessment materials for second language learners, tutor training
- 2004-2006 **Adjunct Instructor**, Goodwin College, East Hartford, CT

Responsibilities: teaching ESL and bridge courses, curriculum planning, assessment

Courses: ESL Reading, ESL Writing, ESL Speaking, ESL Listening, Developmental English, English Composition

- 2003-2005 **Substitute Teacher**, Public Schools, CT (Manchester, New Britain, East Hartford)
Responsibilities: on-call substitute teaching in a range of subjects and grade levels (elementary, middle-, and high-school), including ESL
- 2004-2005 **English Teacher**, St. Rose School, East Hartford, CT
Responsibilities: teaching English in grades 6-8
- 2000-2003 **EFL/ESL Teacher**, various language schools, Warsaw, Poland
Responsibilities: teaching ESL/EFL courses to young learners, adolescents, and adults

PEDAGOGICAL TRAINING¹

- Fall 2006 **Topics in L2 Pedagogy** (LING 6819)
This course introduces graduate teaching assistants (TAs) to basic classroom procedures for beginning L2/ESL teaching at the secondary and adult levels; it includes syllabus design and adaptation of the basic procedures to materials that the TAs are currently using in their classes.
- Spring 2007 **Topics in L2 Pedagogy** (LING 6819)
This course is a continuation of LING 6819. It expands the concepts related to L2/ESL teaching introduced during the previous semester.
- Fall 2007 **Topics in L2 Pedagogy** (LING 7819)
This course supports graduate teaching assistants in implementation of classroom procedures for L2/ESL teaching; it focuses on syllabus design, lesson planning, materials development and assessment.
- Spring 2008 **Topics in L2 Pedagogy** (LING 7819)
This course is a continuation of LING 7819. It expands the concepts related to L2/ESL teaching introduced during the previous semester.
- Fall 2008 **Cyber Pedagogy** (UGS 6510)
This course introduces instructional technology paradigms by exploring principles of online learning. It offers examples of instructional technology best practices and provides participants the opportunity to experiment with designing their own online strategies, techniques and approaches.
- Spring 2009 **Linguistics Teaching Practicum** (LING 7800)

¹ Courses taken as part of my PhD degree at the University of Utah

This course is designed for graduate teaching assistants teaching courses in linguistics (independently or assisting a full-time faculty). Class meets on a weekly-basis to discuss issues pertaining to lesson planning, material design, teaching methods and assessment.

- Fall 2009 **Linguistics Teaching Practicum** (LING 7800)
This course offers a continuing pedagogical support for graduate teaching assistants teaching courses in linguistics (independently or assisting a full-time faculty).
- Spring 2010 **Linguistics Teaching Practicum** (LING 7800)
This course offers a continuing pedagogical support for graduate teaching assistants teaching courses in linguistics (independently or assisting a full-time faculty).

HONORS AND AWARDS

- Elected as Board Member to The International Research Foundation for English Language Education (TIRF), <https://www.tirfonline.org/about-us/trustees/>
- Finalist British Council ELTons Awards (2020) for Innovation in English Language Teaching – Wide Angle, OUP (co-author of Teacher’s Guide), <https://www.teachingenglish.org.uk/news-events/eltons-innovations-awards>
- Foreign Language and Area Studies (FLAS) Fellowship in Russian (2010), U.S. Department of Education, USD 15,000 and full tuition waiver
- William R. Slager Award, University of Utah (2010)
- TESOL (2009) – Professional Development Travel Grant for Practicing ESL/EFL Teachers
- CoTesol (2008 and 2010) Denver, Colorado – Travel Grant Award
- CoTesol (2008) Denver, Colorado – Conference Registration Award

GRANTS AND PROJECTS

- 2019-2022 **Principal investigator**
Project title: *Transnationalism, multilingualism, and identity*
Book contract with Bloomsbury Academic: “Transnationalism, multilingualism, and identity: Complexity and Variation”
- 2018-2022 **Co-investigator**
Project title: *Acquisition of English in the multilingual classroom*
Principal investigator: Eivind N. Torgersen, NTNU
Sponsoring Agency: Research Council of Norway
Amount: USD 1,752,000
Book contracts with Palgrave Macmillan (co-authored with Prof. MaryAnn Christison): “Multilingual Approach to Diversity in Education: A methodology for linguistically and culturally responsive teaching” and “A teacher’s guide to the Multilingual Approach to Diversity in Education”
- 2019-2020 **Co-investigator**

	<p><u>Project title:</u> <i>Multilingualism with English: A digital course for in-service ESL teachers (Flerespårklighet og engelskfaget: nettkurs og ressurser til etterutdanning)</i></p> <p><u>Principal investigator:</u> Anja Angelsen</p> <p><u>Co-investigators:</u> Eivind N. Torgersen, Anne Dahl, MaryAnn Christison, Jonas Iversen</p> <p><u>Sponsoring Agency:</u> KOMPIS</p> <p><u>Amount:</u> USD 36,000</p>
2018-2019	<p>Co-investigator</p> <p><u>Project title:</u> <i>Dominant Language Constellations of multilingual transnational families</i></p> <p><u>Co-investigator:</u> Jennifer Duggan</p>
2017-2018	<p>Principal investigator</p> <p><u>Project title:</u> <i>Supporting multilingual development of adolescents through identity texts</i></p> <p><u>Co-investigator:</u> Jonas Iversen, Språksenteret for intensiv norskopplæring i Oslo skolen (The language center for intensive Norwegian language teaching at the Oslo Schools)</p>
2016-2018	<p>Principal investigator</p> <p><u>Project title:</u> <i>Training pre-service teachers in content-based language teaching</i></p>
2016-2018	<p>Co-convenor</p> <p><u>Project title:</u> <i>Enriching Practices in Teacher Education Programs</i></p> <p><u>Convenors:</u> Kristen Lindahl, University of Texas; Zuzana Tomas, Eastern Michigan University; and Raichle Farrelly, St. Michael's College, VT; Anna Krulatz, NTNU</p>
2016-present	<p>Co-investigator,</p> <p><u>Project title:</u> <i>The role of mother tongue in teaching English as a foreign language in Norway</i></p> <p><u>Principal investigator:</u> Georgios Neokleous, NTNU</p>
2016-2017	<p>Co-convenor</p> <p><u>Project title:</u> <i>The role of English as a foreign language in educating refugees in Norway</i></p>
2015-2017	<p>Principal investigator</p> <p><u>Project title:</u> <i>Interlanguage pragmatics: refusals by Korean and Norwegian learners of English</i></p> <p><u>Co-investigator:</u> Tülay Dixon, University of Utah Asia Campus</p>
2015-2016	<p>Co-investigator</p> <p><u>Project title:</u> <i>Increasing teacher awareness about the positive impact of multilingualism on the acquisition of English</i></p> <p><u>Principal investigator:</u> Eivind N. Torgersen</p> <p><u>Sponsoring Agency:</u> Sør-Trøndelag University College, small research grant</p>

Amount: USD 9200

2014-2015

Co-investigator

Project title: *Multilingualism in Trondheim public schools: raising teacher awareness in the English as a Foreign Language classroom*

Principal investigator: Eivind N. Torgersen

Sponsoring Agency: Utdanningsdirektoratet, et kompetanseløft innenfor det flerkulturelle området Region Midt-Norge

Amount: USD 7500

2015

Grant recipient

Grant: Erasmus Plus faculty exchange: University of Augsburg, Germany

Amount: EUR 2,500

2010

Grant recipient

Grant: University Teaching Assistantship, University of Utah

Project: *Netiquette training workshops for undergraduate students*

Amount: USD 10,000

2009

Grant recipient

Grant: University of Utah Teaching and Learning Technologies (TACC) Grant for Online Course Development

Amount: USD 5,000

PUBLICATIONS: BOOKS

- **Krulatz, A.** (under contract). *Transnationalism, multilingualism and identity*. Bloomsbury Academic.
- **Krulatz, A.**, & Christison, M.A. (under contract). *Multilingual Approach to Diversity in Education: A methodology for linguistically and culturally responsive teaching*. Palgrave Macmillan.
- **Krulatz, A.**, & Christison, M.A. (under contract). *A teacher's guide to the Multilingual Approach to Diversity in Education*. Palgrave Macmillan.
- **Krulatz, A.**, Neokleous, G., Dahl, A. (Eds.) (under contract). *Theoretical and applied perspectives on teaching foreign languages in multilingual settings*. Bristol, UK: Multilingual Matters.
- Neokleous, G., **Krulatz, A.**, Farrelly, R. (Eds.) (2020). *Handbook of research on cultivating literacy in diverse and multilingual classrooms*. Hershey, PA: IGI Global.
- **Krulatz, A.**, Dahl, A., & Flognfeldt, M. E. (2018). *Enacting multilingualism. From research to practice in the English classroom*. Oslo: Cappelen Damm Akademisk.

PUBLICATIONS: BOOK CHAPTERS

- **Krulatz, A.**, & Christison, M. A. (forthcoming). Working towards a multilingual paradigm in content-based English language teaching: Implications for teacher education. In M. A. Christison, J. Crandall, & D. Christian (Eds.) *Research in integrating language and content in diverse contexts*. Routledge.

- **Krulatz, A.**, Christison, M. A., Park, K. (forthcoming). Implementing the Multilingual Approach to Diversity in Education (MADE) as a tool for instructional design in mixed language classrooms. In Bayona, P., & Garcia-Martin, E. (forthcoming). *Successful pedagogies in mixed language classrooms*. Routledge.
- Sevinc, Y., **Krulatz, A.**, Torgersen, E., Christison, M. A. (forthcoming). Teaching English in Linguistically Diverse Classrooms in Norway: Teachers' Beliefs, Practices and Needs in Multilingual Education. In Krulatz, A., Neokleous, G., Dahl, A. (Eds.), *Theoretical and applied perspectives on teaching foreign languages in multilingual settings*. Multilingual Matters.
- Christison, M. A., **Krulatz, A.**, & Sevinç, Y. (2021). Supporting teachers of multilingual young learners: Multilingual Approach to Diversity in Education (MADE). In Rokita-Jaśkow, J., & Wolanin, A. (Eds.), *Facing diversity in child foreign language education* (pp. 271-289). Springer.
- **Krulatz, A.**, & Dahl, A. (2021). Educational and Career Opportunities for Refugee-Background Adults in Norway: A DLC Perspective. In Aronin, L., & Vetter, E. (Eds.), *Dominant Language Constellations Approach in Education and Language Acquisition* (pp. 109-128). Springer.
- **Krulatz, A.**, & Duggan, J. (2021). Exploring Identities and Life Stories of Multilingual Transnational Couples through the Lens of Multilinguality and Dominant Language Constellations. In Aronin, L., & Vetter, E. (Eds.), *Dominant Language Constellations Approach in Education and Language Acquisition* (pp. 173-202). Springer.
- **Krulatz, A.** (2021). Focus on language in CBI: How teacher trainees work with language objectives and language-focused activities in content-based lessons. In Carrió-Pastor, M. L., & Bellés-Foruño, B. (Eds.), *Teaching Language and Content in Multicultural and Multilingual Classrooms*, 97-121. Palgrave Macmillan.
- **Krulatz, A.** (2020). Across the Atlantic and Back Again: A TESOL Practitioner's Journey from the Monolingual, through the Bilingual, to the Multilingual. In Yazan, B., Canagarajah, S., & Jain, R. (Eds.), *Autoethnographies in ELT: Transnational Identities, Pedagogies, and Practices*. Routledge.
- Neokleous, G., & **Krulatz, A.** (2020). Intercepting and Fluid Identities: From Reflective Teacher Educators to Reflective Teachers. In Yazan, B., & Lindahl, K. (Eds.), *Language teacher identity in TESOL: Teacher education and practice as identity work* (pp. 231-249). Routledge.
- Neokleous, G., Park, K., & **Krulatz, A.** (2020). Creating Space for Dynamic Language Use: Cultivating Literacy Development through Translanguaging Pedagogy in EAL Classrooms. In Neokleous, G., Krulatz, A., & Farrelly, R. (Eds.), *The Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms* (pp. 596-614). IGI Global.
- **Krulatz, A.** (2019). Understanding language in context: Key concepts in pragmatics. In Erdogan, N. & Wei, M. (Eds.), *Applied Linguistics for Teachers of Culturally and Linguistically Diverse Learners* (pp. 205-222). IGI Global.
- **Krulatz, A.** (2019). HEL for MLL students: Integrating approaches from TESOL. In Moore, C. & Palmer, C. (Eds.), *Teaching the History of the English Language* (pp. 292-301). The Modern Language Association of America.
- Dahl, A., **Krulatz, A.**, Torgersen, E. (2018). The role of English as a foreign language in educating refugees in Norway. In Shapiro, S., Farrelly, R. & Curry, M. J. (Eds.), *Educating refugee background students*, (pp. 107-122). Multilingual Matters.
- **Krulatz, A.** (2018). Development of pragmalinguistic and pragmatic skills in children versus adult L2 learners. In Lontas, J. I. (Ed.), *TESOL encyclopedia of English language teaching*:

Teaching speaking and pronunciation (pp. 1-7). Wiley/Blackwell Publishing Co. DOI: 10.1002/9781118784235.eelt0231

- Lindahl, K., Tomaš, Z., Farrelly, R., **Krulatz, A.** (2018). The value of service learning in L2 teacher preparation: Engaging in diverse contexts. Meidl, T. D. & Sulentic Dowell, M-M. (Eds.), *Handbook of research on service-learning initiatives in teacher education programs* (pp. 103-124). IGI Global. <https://www.igi-global.com/book/handbook-research-service-learning-initiatives/182364>. DOI: 10.4018/978-1-5225-4041-0
- **Krulatz, A.** & Torgersen, E. (2017). Språklige og sosiale fordeler av flerspråklighet. Fra forskning til pedagogisk praksis i engelskfaget. In Bonnevie Lund, A. (Ed.), *Mangfold gjennom anerkjennelse og inkludering i skolen* (pp. 212-228). Gyldendal Norsk Forlag AS.
- **Krulatz, A.** & Torgersen, E. (2016). The role of the EFL classroom in maintaining multilingual identities: Issues and considerations in Sør-Trøndelag public schools. In Amanti, K., Álvarez Valencia, J., Keyl, S. & Mackinney, E. (Eds), *Critical Views on Teaching and Learning English Around the Globe* (pp. 53-68). Information Age Publishing.

PUBLICATIONS: REFEREED JOURNAL PUBLICATIONS

- **Krulatz, A.**, Christison, M.A., Lorenz, E., & Sevinç, Y. (accepted). The impact of teacher professional learning on beliefs, knowledge, and multilingual teaching practices. *International Journal of Multilingualism*.
- Lorenz, E., **Krulatz, A.**, Torgersen, E. (2021). Towards culturally and linguistically responsive teaching in multilingual EAL classrooms. *Teaching and Teacher Education*, 105.
- **Krulatz, A.**, & Dixon, T. (2020). Interlanguage speech act performance: Refusal strategies by Korean and Norwegian users of English. *Studies in Second Language Learning and Teaching*, 10(4), 751-778.
- Angelovska, T., **Krulatz, A.**, & Šurkalović, D. (2020). Predicting EFL teacher candidates' preparedness to work with multilingual learners: Snapshots from three European universities. *The European Journal of Applied Linguistics and TEFL*, 9(1), 193-208.
- **Krulatz, A.**, Neokleous, G., Ofte, I. (2020). Dynamic assessment in university-level CLIL: Forging mature L2 writers through mediation. *The European Journal of Applied Linguistics and TEFL*, 9(1), 47-64.
- **Krulatz, A.** (2019). CBI in teacher education: Re-shaping pre-service teachers' beliefs about language teaching. *ELTED Journal*, 22, 9-16.
- **Krulatz, A.**, & Iversen, J. (2019). Building inclusive EFL classroom spaces through multilingual writing practices for newly-arrived students in Norway. *Scandinavian Journal of Educational Research*. Online first, DOI: 10.1080/00313831.2018.1557741
- Neokleous, G., & **Krulatz, A.** (2018). Investigation into Norwegian teachers' perspectives on the use of students' mother tongue in the EFL classroom. *Journal of Linguistics and Language Teaching*, 9(2), 169-187. Available online: https://drive.google.com/file/d/1xQKUfO_igUuZgm5sUgdKl7k1fIII2qIJ/view
- **Krulatz, A.** (2018). Interlanguage development in speech act strategy choices: Apologies by Norwegian pre- and in-service teachers of English. *Nordic Journal of Modern Language Methodology* 6(1), 25-45.
- **Krulatz, A.** & Neokleous, G. (2018). Fostering literacy in adolescent EFL classrooms: An overview of techniques and teaching ideas. *The European Journal of Applied Linguistics and TEFL*, 7(1), 57-71.
- **Krulatz, A.** & Duggan, J. (2018). Multilinguals and Extensive Reading: Two Multilinguality Portraits of Learners of Norwegian. *Reading in a Foreign Language* 30(1), 29-48.

- **Krulatz, A.**, Steen-Olsen, T., & Torgersen, E. (2018). Towards critical cultural and linguistic awareness in language classrooms in Norway: Developing intercultural citizenship through identity texts. *Language Teaching Research*, 22(5), 552-569.
- **Krulatz, A.** (2017). Promoting Student Success through Active Involvement in Assessment, *College Teaching*, 65(4), pp. 207–208.
- **Krulatz, A.** (2016). Competent non-native users of English? Requestive behavior of Norwegian EFL teachers. *Nordic Journal of English Studies*, 15(4), 24-44.
- **Krulatz, A.** (2016). Reflective practice in teacher education: Why active learning is not enough. *Journal of the International Society for Teacher Education* 20(2), 8-21. Available online: <http://isfte.hkbu.edu.hk/index.php/2016/12/30/>
- **Krulatz, A.** & Dahl, A. (2016). Baseline assessment of Norwegian EFL teacher preparedness to work with multilingual students. *Journal of Linguistics and Language Teaching*, 7(2), 199-218. Available online: <https://sites.google.com/site/linguisticsandlanguageteaching/home-1/volume-7-2016-issue-2>
- **Krulatz, A.**, Neokleous, G., Vik Henningsen, F. (2016). Towards an understanding of target language use in the EFL classroom: A report from Norway. *International Journal for 21st Century Education, Special Issue: Language Learning & Teaching*, 3, 137-152.
- Dahl, A. & **Krulatz, A.** (2016). Engelsk som tredjespråk: Har lærere kompetanse til å støtte flerspråklighet? *Acta Didactica Norge*, 10(1), Art. 4. Available online: <https://www.journals.uio.no/index.php/adno/article/view/2397>
- **Krulatz, A.** (2015). Judgments of politeness in Russian: How non-native requests are perceived by native speakers. *Intercultural Communication Studies XXIV(1)*, 103-122.
- **Krulatz, A.** (2014). Integrating pragmatics instruction in a content-based classroom. *ORTESOL Journal*, 31, 19-25.
- **Krulatz, A.** (2014, Spring). Teaching Norwegian to beginners: Six principles to guide lesson planning. *Journal of the National Council of Less Commonly Taught Languages*, 5, 2-14.
- **Krulatz, A.** (2014). Electronic requests in native and non-native Russian: Insights into foreign language learners' sociolinguistic competence. *Journal of Linguistics and Language Teaching*, 5(1), 87-97. Available online: <https://sites.google.com/site/linguisticsandlanguageteaching/home-1/volume-5-2014-issue-1>

POPULAR PROFESSIONAL PUBLICATIONS

- Santamaira, J., Jones, T., & **Krulatz, A.** (2020). *Wide Angle. Teacher's guide*. Oxford: Oxford University Press.
- **Krulatz, A.** (2020). *Teaching real-world English in an online classroom*. Oxford University Press: English Language Teaching. Available online: https://elt.oup.com/feature/global/wide_angle/?cc=no&sellLanguage=en
- **Krulatz, A.** (2019, March). Teaching the “secret” language of social interaction. *English Language Teaching Global Blog*. Oxford University Press. Available online: <https://oupeltglobalblog.com/2019/03/29/teaching-pragmatic-competence/>
- Flognfeldt, M. E., **Krulatz, A.**, & Dahl, A. (2018). Utvikling av funksjonell flerspråklighet gjennom translanguaging og læringstrategier. *Communicare.*, 2018.
- Krulatz, A. (2018, October). Learning and teaching pragmatics. *English Language Teaching Global Blog*. Oxford University Press. Available online: <http://oupeltglobalblog.com/2018/10/03/learning-and-teaching-pragmatics/>
- Neokleous, G., **Krulatz, A.**, & Solli Wold, K. (2018, March). The multilingual aspect of mother tongue use in the EFL classroom. *TEIS News. The Newsletter of the Teacher*

Education Interest Section. TESOL International Association. Available online:

<http://newsmanager.commpartners.com/tesolteis/issues/2018-03-20/2.html>

- Duggan, J. & **Krulatz, A.** (2018, March). Old tales, new tricks: Comics, fairy tales, and the EFL classroom. *TEIS News. The Newsletter of the Teacher Education Interest Section. TESOL International Association.* Available online: <http://newsmanager.commpartners.com/tesolteis/issues/2018-03-20/3.html>
- **Krulatz, A.** & Neokleous, G. (2017). Helping teachers to move from 'English corners' to 'Multilingual corners' in the language classroom. *The Teacher Trainer Journal* 31(3), 20-21.
- Neokleous, G. & **Krulatz, A.** (2017). I always start with a warmer: The importance of activating schemata in EFL/ESL classroom. *TESL Reporter*, 50(1), 52-58.
- Duggan, J. & **Krulatz, A.** (2017). Extensive Reading: Resources and Strategies for Intermediate and Advanced Learners of Norwegian. *Nordic Journal of Modern Language Methodology*, 5(1). Available online: <http://journal.uia.no/index.php/NJMLM#.WNYSj6JIA2w>
- **Krulatz, A.** & Neokleous, G. (2017, March). Loop input in English teacher training: Contextualizing (pedagogical) grammar in a communicative way. *TEIS News. The Newsletter of the Teacher Education Interest Section. TESOL International Association.* Available online: <http://newsmanager.commpartners.com/tesolteis/issues/2017-03-15/2.html>
- **Krulatz, A.** & Flognfeldt, M. E. (2017). TESOL Teacher Education in Multilingual Norway. In Lindahl, K. (2017) *TESOL Blog*. Available online: <http://blog.tesol.org/tesol-teacher-education-in-multilingual-norway/#more-9333>
- Abney, S. & **Krulatz, A.** (2015). Fostering multilingual competence in the EFL classroom. *Nordic Journal of Modern Language Methodology*, 3(2). Available online: <http://journal.uia.no/index.php/NJMLM/article/view/145#.VXf2jkaRqVA>
- **Krulatz, A.**, de Souza, V. & Öricü, T. (2014, March). Google Translate: An Evil with ELT Potential? *TESOL Connections*. Available online: <http://newsmanager.commpartners.com/tesolc/issues/2014-03-01/1.html>
- **Krulatz, A.** (2014). Training teachers in the Sheltered Instruction Observation Protocol (SIOP) model, the SIOP way. *The Teacher Trainer Journal*, 28(1), 8-10.
- **Fichman, A.** (2009). Netiquette and International Students. *Colorado TESOL News*, 31(2), p. 7-8.

CONFERENCE PROCEEDINGS

- Dahl, A., **Krulatz, A.** & Torgersen, E. (2016). Forging a linguistically diverse future: implications for EFL teacher education programs in Norway. In C. Ehland, I. Mindt, & M. Tönnies (Eds.), *Anglistentag 2015 Conference Proceedings*. Trier: Wissenschaftlicher Verlag Trier, 267-276.
- **Krulatz, A.** & Park, K. (2016). Fostering Pragmatic Competence: Strategies for Email Writing, In J. Dobson & M. Savage (Eds.), *Tri-TESOL 2015 – Transcending Boundaries and Interweaving Perspectives: Conference Proceedings*, 34-46.
- **Krulatz, A.** & Dixon, T. (2016). Fostering Pragmatic Competence: Focus on Refusals, In J. Dobson & M. Savage (Eds.), *Tri-TESOL 2015 – Transcending Boundaries and Interweaving Perspectives: Conference Proceedings*, 47-58.
- **Krulatz, A.** (2014). Do Teachers Learn What They Are Taught? The Impact of a Hybrid in-service Teacher Course on the Perceived Role of Content in an EFL Classroom. *Proceedings from the 7th International Conference ICT for Language Learning*, 413-417.

BOOK REVIEWS

- Nikula, T., Dafouz, E., Moore, P., Smit, U. (Eds.) (2016). *Conceptualising Integration in CLIL and Multilingual Education*. Bristol: Multilingual Matters (Linguist List: <https://linguistlist.org/issues/28/28-2284.html>).
- Portolés Falomir, L. (2015). *Multilingualism and very young learners. An analysis of pragmatic awareness and language attitudes*. Berlin: The Gruyter Mouton (Linguist List: <http://linguistlist.org/issues/27/27-2319.html>).
- Grommes, P. & Adelheid, H. (Eds.) (2014). *Plurilingual education. Policies – practices – language development. Hamburg studies on linguistic diversity*. Amsterdam: John Benjamins Publishing Company (Linguist List: <http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=35996817>).
- Cabrelli Amaro, J., Flynn, S. & Rothman, J. (Eds.) (2012). *Third Language Acquisition in Adulthood. Studies in Bilingualism*. John Benjamins Publishing Company (Linguist List: <http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=14233237>).
- Barry, A. K. (2002). *English Grammar. Language as Human Behavior*. (2nd ed.) Upper Saddle River, NJ: Prentice Hall.

INVITED TALKS AND LECTURES

- **Krulatz, A.** (2021, January). *Using the DLC framework to examine linguistic identities of transnational multilinguals*. Invited colloquium, University of Utah, USA.
- Christison, M.A., & **Krulatz, A.** (2020, November). *Developing curricula for multilingual learners and teachers*. Invited plenary. Penn TESOL East Conference, USA.
- Christison, M.A., & **Krulatz, A.** (2020, October). *Moving towards a multilingual paradigm in English language teaching*. Invited plenary. Intermountain TESOL Conference, USA.
- **Krulatz, A.** (2020, September). *Teaching English in multilingual settings: Are we enacting the turn?* Invited Online Lecture, Stockholm University, Stockholm, Sweden.
- **Krulatz, A.** (2020, March). *Towards multilingual pedagogies in Norwegian language classrooms*. Invited Lecture, Western Norway University of Applied Sciences, Bergen, Norway.
- **Krulatz, A.** (2020, March). *Moving towards the multilingual paradigm in EAL classrooms: Instructional design, professional development, and assessment*. Invited Lecture, Western Norway University of Applied Sciences, Bergen, Norway.
- **Krulatz, A.** (2020, January). *What to say, how to say it, to whom, and under what circumstances: Pragmatic competence in additional language education*. Invited Lecture, University of Innsbruck, Innsbruck, Austria.
- **Krulatz, A., & Xu, Y.** (2019, October). *Working with linguistically and culturally diverse learners*. Invited Lecture, Norwegian University of Science and Technology, Trondheim.
- **Krulatz, A., & Xu, Y.** (2019, September). *Linguistic and cultural diversity in today's classrooms*. Invited lecture, Norwegian University of Science and Technology, Trondheim.
- **Krulatz, A.** (2018, December). *Enacting multilingualism in schools: Lesson planning and activities for diverse EFL classrooms*. Invited seminar, University of Salzburg, Austria.
- **Krulatz, A.** (2018, November). *Working with multilingual beginner adolescents in the EFL classroom*. Trøndelag fylkeskommune: English teacher network bi-annual meeting.
- **Krulatz, A., & Ofte, I.** (2017, November). *Current issues and trends in EFL teacher education in Norway*. Invited guest talk. Easter Michigan University, Ypsilanti, USA.
- **Krulatz, A.** (2017, October). *Growing up with many languages*. Invited guest talk. Soroptimist meeting, Trondheim.
- **Krulatz, A., & Torgersen, E.** (2017, September). *Learning and teaching and additional language in a multilingual classroom*. Invited plenary. Språkdagen, Torndheim, Norway.

- Dahl, A., **Krulatz, A.**, & Torgersen, E. (2016, May). *Working with minority language/multilingual students in the English as a Foreign Language classroom*. Invited seminar. Steinkjer Vidregående Skole.
- Torgersen, E. & **Krulatz, A.** (2016, May). *De lingvistiske, kognitive og sosiale fordelene av flerspråklighet: Fra forskning til pedagogisk praksis innenfor engelskfaget*. Invited presentation, Kompetanse for Mangfold Konferanse: Er lærerutdanningen forberedt på å møte mangfoldet i det norske samfunnet?, Oslo, Norway.
- **Krulatz, A.** (2015, March). *Resurser til skole-hjemme samarbeid*. Støren Ungdomsskole, Støren.
- **Krulatz, A.** (2015, February). *Utvikling av vokabular kompetanse – støtte av flerspråklige barn*. Støren Ungdomsskole, Støren, Norway.
- **Krulatz, A.** (2014, December; 2015, February) *Flerspråklighet: mulighet eller problem?* Fylkesmannen i Sør-Trøndelag / Kompetanse for mangfold seminar, Trondheim, Norway og Oppdal Ungdomsskole, Norway.
- Torgersen, E. & **Krulatz, A.** (2014, May). *Multilingualism in Trondheim public schools: Raising teacher awareness in the English as a Foreign Language classroom*. Invited lecture, University of Oslo, Center for Multilingualism in Society Across the Lifespan, Oslo, Norway.
- **Krulatz, A.** & Torgersen, E. (2014, May). *Multilingual education trends and practices in Sør-Trøndelag public schools: An exploratory study*. Invited lecture. University of the Basque Country, San Sebastian, Spain.
- **Krulatz, A.** (2013). *Speech acts in the second language classroom. Making a case for explicit instruction*, Invited lecture, L2TRC Monthly Lecture Series (Second Language Teaching and Research Center), University of Utah.
- **Krulatz, A.** (2012). *Writing instruction and evaluation that makes sense*, Dept. of Linguistics TA Seminar, University of Utah.
- **Krulatz, A.** (2012, Fall). *The culture shock*, University of Utah International Student Orientation and the School of Humanities Adviser Meeting.
- **Krulatz, A.** (2007, Summer). *Netiquette for ESL Learners*. English Language Institute, University of Utah / a session for students.
- **Krulatz, A.** (2008, 2009, 2010). *Issues in Evaluating Writing*, Campus-wide TA Orientation, University of Utah

WEBINARS

- Ajšić, A., **Krulatz, A.**, Yazan, B., Jain, R., Canagarajah, S., Suriati, A., Suparna, B., Park, Y., Takahashi, J. (2021, August). *Transnational identities as pedagogy: Autoethnographies of ELT practitioners*. American Association of Applied Linguistics Webinar Series.
- **Krulatz, A.** (2019, April). *Say the right thing at the right time: Teaching pragmatic competence*. Oxford University Press Webinar.
- **Krulatz, A.** (2018, October). *“Excuse me teacher, I need your help.” Pragmatic competence and language learning*. Oxford University Press Webinar.

CONFERENCE PRESENTATIONS

- Erdogan, N., Ashcraft, N., Williams, H., Aygen, G., **Krulatz, A.**, Lopes-Murphy, S. (2021). *Bridging the gap between linguistic theory and practice in TESOL*. TESOL 2021 International Convention, Online. Presented March 24-27, 2021.

- **Krulatz, A.**, Sevinc, Y., Christison, M.A., Neokleous, G., Iversen, J., & Torgersen, E. (2021). *Creating a space for multilingualism in EFL/ESL classrooms in Norway*. TESOL 2021 International Convention, Online. Presented March 24-27, 2021.
- Neokleous, G., Christison, M.A., Murray, D., Fakhrutdinova, J., Farrelly, R., Park, K., & Krulatz A. (2021). *Cultivating literacy in diverse and multilingual EFL/ESL classrooms*. TESOL 2021 International Convention, Online. Presented March 24-27, 2021.
- **Krulatz, A.** (2021). *A TESOL Practitioner's journey from the monolingual, through the bilingual, to the multilingual*. AAAL Conference, Online. Presented March 20-23, 2021.
- Xu, Y., & **Krulatz, A.** (2021). *Forging paths towards the multilingual turn in Norway: Teacher's beliefs, experiences, and identities*. Multilingualism on My Mind (MoMM) 2021. University of Bergen. Presented March 18, 2021.
- **Krulatz, A.**, Christison, M.A., Lorenz, E., Sevinc, Y. (2021). *Professional development for teachers of multilingual learners: Teacher beliefs, knowledge, and pedagogical practice*. Multilingualism on My Mind (MoMM) 2021. University of Bergen. Presented March 18, 2021.
- **Krulatz, A.** (2020). *Preparing future teachers to implement CBI: Attitudes, beliefs, and practices*. LLCE2020 Conference, Online. Presented December 11, 2020.
- **Krulatz, A.**, & Neokleous, G. (2020). *Optimizing language teacher education: Teacher educators' and candidates' identity construction through reflection-based teaching*. LLCE 2020 Conference, Online. Presented December 11, 2020.
- **Krulatz, A.**, & Sevinc, Y. (2019). *Dimensions of multilingual practices in Norway's heterogeneous EFL classrooms*. 2nd International Conference on Child Foreign/Second Language Learning, Cracow, Poland. Presented September 28, 2019.
- **Krulatz, A.**, & Duggan, J. (2019). *Linguistic identities of multilingual transnational families through a DLC lens*. 2nd International Conference on Bilingualism, University of Malta, Malta. Presented March 27, 2019.
- Sevinc, Y., Torgersen, E., & **Krulatz, A.** (2019). *Language anxieties of multilingual students: A focus on ethnic minority youth in Norway*. 2nd International Conference on Bilingualism, University of Malta, Malta. Presented March 26, 2019.
- Dahl, A., **Krulatz, A.**, & Torgersen, E. (2018). *Towards inclusive, multilingual education for refugees: The role of English*. 11th International Conference on Multilingualism and Third Language Acquisition, University of Lisbon, Portugal. Presented September 15, 2018.
- **Krulatz, A.** & Dixon, T. (2018). *Multilinguals' pragmatic performance: Effect of cultural background on refusal strategy choice*. 11th International Conference on Multilingualism and Third Language Acquisition, University of Lisbon, Portugal. Presented September 14, 2018.
- Neokleous, G. & **Krulatz, A.** (2018). *Examining Norwegian in-service EFL teachers' attitudes to translanguaging*. 11th International Conference on Multilingualism and Third Language Acquisition, University of Lisbon, Portugal. Presented September 13, 2018.
- **Krulatz, A.** (2018). *How CLIL are you? Training pre-service EFL teachers in Norway in teaching language through academic content*, New Trends in Foreign Language Teaching, University of Granada, Spain. Presented May 18, 2018.
- **Krulatz, A.**, Iversen, J., Dahl, A., Steen-Olsen, T., Torgersen, E. (2018). *Serving multilingual students through school-university partnerships*. Multilingualism and Education: Interdisciplinary and International Perspectives, University of Oslo, Norway. Presented May 7, 2018.
- **Krulatz, A.** (2017). *Interlanguage development of apology strategies in English as a foreign language*, Language Education across Borders, University of Graz, Austria. Presented December 10, 2017.

- **Krulatz, A.**, Neokleous, G. (2017). *Grammar literacy through loop input*, Language Education across Borders, University of Graz, Austria. Presented December 9, 2017.
- **Krulatz, A.**, & Iversen, J. (2017). *Implementing identity texts as a multilingual pedagogy in an EFL class for newly-arrived students in Norway*, EuroSLA 2017, University of Reading, UK. Presented September 1, 2017.
- **Krulatz, A.**, & Duggan, J. (2017). *Multilinguality profiles of two adult language learners: An exploratory-interpretive study*, 11th International Symposium on Bilingualism, University of Limerick, Ireland. Presented June 13, 2017.
- Torgersen, E., Dahl, A., & **Krulatz, A.** (2017). *Multilingualism with English as a foreign language and refugee education programs: Insights from Norway*, 11th International Symposium on Bilingualism, University of Limerick, Ireland. Presented June 13, 2017.
- Farrelly, R., **Krulatz, A.**, Lindahl, K., Tomaš, Z. (2017). *Engaging with Diverse Contexts: Enriching Practices in Teacher Education Programs*, TESOL International Convention, Seattle, USA. Presented March 21, 2017.
- **Krulatz, A.** & Dixon, T. (2017). *Refusal Strategies by Advanced Korean and Norwegian Learners of English*, TESOL International Convention, Seattle, USA. Presented March 21, 2017.
- **Krulatz, A.** & Duggan, J. (2017). *Extensive reading and language acquisition in adulthood: Diary portraits of the multilinguality of two intermediate learners of Norwegian*. SU-oppstartskonferanse, Trondheim, Norway. Presented March 16, 2017.
- Neokleous, G. & **Krulatz, A.** (2017). *Towards an understanding of target language use in the EFL classroom*. SU-oppstartskonferanse, Trondheim, Norway. Presented March 16, 2017.
- **Krulatz, A.**, Torgersen, E., & Steen-Olsen, T. (2016). *Supporting multilingual identities and multi-literacy development through identity texts in the EFL classroom*, 10th International Conference on Multilingualism and Third Language Acquisition, University of Vienna, Austria. Presented September 3, 2016.
- **Krulatz, A.** & Neokleous, G. (2016). *An investigation into Norwegian EFL teachers' perceptions about target language use*, EuroSLA 26 Conference, University of Jyväskylä, Finland. Presented August 25, 2016.
- **Krulatz, A.** (2016). *Expert non-native performance in English: A study of requests*. EuroSLA 26 Conference, University of Jyväskylä, Finland. Presented August 27, 2016.
- **Krulatz, A.** & Duggan, J. (2016). *Extensive reading in Norwegian: A diary study of multilingual language learners*. 14. nordiske lærerutdanningkonferansen, Norwegian University of Science and Technology, Trondheim, Norway. Presented May 12, 2016.
- Dahl, A. & **Krulatz, A.** (2016). *Minority language students in Norwegian schools: Implications for English teacher training*. Invited talk: *A symposium on English Teacher Education for the 21st century: A Preliminary Needs Analysis*. Nordic Association of English Studies Conference, University of Agder. Presented May 4, 2016.
- **Krulatz, A.** & Torgersen, E. (2016). *The Role of the EFL Classroom in Maintaining Multilingual Identities. Panel: Critical Perspectives on Teaching and Learning English Around the Globe*. TESOL International Convention, Baltimore, USA. Presented April 08, 2016.
- **Krulatz, A.** & Duggan, J. (2016). *Extensive reading in a foreign language: Empowering intermediate and advanced learners of Norwegian*, 47th Annual Northeast Modern Language Association Convention, Hartford, CT, USA, co-presentation with Jennifer Duggan. Presented March 18, 2016.
- **Krulatz, A.** & Eldredge, K. (2015). *Fostering Pragmatic Competence: Strategies for Email Writing*, TriTESOL Conference, Highline Community College in Des Moines, Washington, USA. Presented October 3, 2015.

- **Krulatz, A.** & Öricü Dixon, T. (2015). *Promoting pragmatic competence: Focus on refusals*, TriTESOL Conference, Highline Community College in Des Moines, Washington, USA. Presented October 2, 2015.
- Dahl, A., **Krulatz, A.**, & Torgersen, E. (2015). *Forging a linguistically diverse future: implications for EFL teacher education programs in Norway*, English in Multilingual Individuals and Societies, Anglistentag, Section 5: English in multilingual individuals, societies, and schools, University of Paderborn, Germany. Presented September 25, 2016.
- Dahl, A., **Krulatz, A.**, & Torgersen, E. (2015). *The advent of the multilingual English classroom: New directions in teacher education programs in Norway*, FLTAL, Sarajevo, Bosnia and Herzegovina.
- **Krulatz, A.** & Abney, S., (2015). *Supporting minority language students' multicompetence in the EFL classroom through differentiated assessment: From research to pedagogical applications*, FLTAL, Sarajevo, Bosnia and Herzegovina.
- Dahl, A. & **Krulatz, A.** (2015, March). *Minority Students In EFL Classrooms In Norway: Do Teachers Feel Prepared?*, International Conference on Bilingualism, University of Malta, Malta.
- **Krulatz, A.** (2014). *Do Teachers Learn What They Are Taught? The Impact of a Hybrid in-service Teacher Course on the Perceived Role of Content in an EFL Classroom*, ICT for Language Learning, Florence, Italy.
- **Krulatz, A.** (2014). *Planning effective foreign language lessons using story books*, 26th International Conference on Foreign / Second Language Acquisition, Szczyrk, Poland.
- **Krulatz, A.** (2013). *Teaching speech acts in a second language classroom*, RMMLA, Vancouver, WA, USA.
- **Krulatz, A.** (2013). *Teaching linguistics with the SIOP model*, South Eastern Conference on Linguistics LXXX, Spartanburg, SC, USA.
- **Krulatz, A.** (2011). *The American Classroom / panel discussion*, University of Utah International Student Orientation, USA.
- **Fichman, A.** & Meyers, L. (2010). *Expanding L2 Interaction in the Study Abroad Context*, CoTesol (2010), Denver, CO.
- **Fichman, A.** (2010). *Enhancing Student Success through a Respectful Classroom Environment*, ITesol, Weber State University, UT, USA.
- **Fichman, A.** (2010). *Writing? I'm Loving It!*, ITesol, Weber State University, UT, USA.
- **Fichman, A.** (2010). *Prescriptive myths. Beginning a sentence with a coordinating conjunction*, poster session, University of Utah Student Conference in Linguistics, USA.
- **Fichman, A.** (2010). *Integrating Poster Presentations in ESL Writing Classes*, TESOL International Convention, Boston, MA, USA.
- **Fichman, A.** (2009). *Email Requests by ELLs*, CoTesol, Denver, CO, USA.
- **Fichman, A.** & Tomaš, Z (2009). *New Pathways in TESOL Programs: Preservice Teacher Exchange*, TESOL International Convention, Denver, CO, USA.
- **Fichman** (2008). *Integrating Reading, Writing, and Technology*, CoTesol, Denver, CO, USA.
- **Fichman** (2007). *Netiquette for ESL Learners*, ITesol (2007), Idaho Falls, ID, and CoTesol, Denver, CO, USA.

ASSOCIATIONS

- American Association of Applied Linguistics (AAAL), Member 2020
- International Association of Multilingualism (IAM), Member 2016-present
- TESOL, Member 2009, 2010, 2016, 2020, 2021
- International Association for Intercultural Communication Studies, Member 2015

- Rocky Mountain Modern Language Association (RMMLA), Member 2013
- South Eastern Conference on Linguistics (SECOL), Member 2013
- Colorado Teachers of English to Speakers of Other Languages (CoTESOL), Member 2007
- Intermountain Teachers of English to Speakers of Other Languages (ITESOL), Member 2007

BOARDS AND COMMITTEES

Examination committees

- PhD Assessment Committee, NTNU, candidate: Anja Bakken, 2018

Research and academic committees

- TIRF – The International Research Foundation for English Language Education – Board Trustee, 2021-present
- Curriculum Evaluation, External Assessor, University of Stavanger, 2021
- Tenure Committee, External Reviewer, University of Missouri, 2019
- Faglig literacy i skole og lærerutdanning, NTNU, Member, 2016-present
- Academic Research Committee, Norwegian University of Science and Technology, Department of Teacher Education, 2017-2019
- Board Member, Norwegian Society for English Studies, 2018-present
- Editorial Board Member, European Journal of Applied Linguistics and TEFL, 2018-present
- Studieprogramråd GLU5-10, NTNU, Member, 2017-present
- Curriculum Evaluation, External Assessor (tilsynsensor), Oslo Metropolitan University, course: English 5-10, 2018-2019
- Graduate Student Advisory Committee Chair, Department of Linguistics, University of Utah, 2010-2011

Hiring committees

- Hiring committee member/chair: Western Norway University of Applied Sciences, Department of Language, Literature, Mathematics and Interpreting, post: Assistance Professor of English Language and Didactics, 2021.
- Hiring committee member/chair: University of Stavanger, Department of Education and Sports Science, post: Associate Professor of English, 2021.
- Hiring committee external reviewer: University of Innsbruck, Department of Subject Specific Education, post: Professor in English Language Teaching, 2020.
- Hiring committee member, Western Norway University of Applied Sciences, Department of Teacher Education, Culture, and Sport, post: Associate Professor in English language and didactics, 2020.
- Hiring committee member/chair: University of Stavanger, Department of Cultural Studies and Languages, post: Associate Professor in English Language, 2020.
- Hiring committee member: University of Stavanger, Department of Cultural Studies and Languages, post: Associate Professor in English Language, 2019.
- Hiring committee member/chair, Norwegian University of Science and Technology, Department of Teacher Education, post: Associate Professor in English, 2017
- Hiring committee member, The Arctic University of Norway, Institute of Teacher Education and Pedagogy, post: Assistant/Associate Professor in English Language, 2017
- Hiring committee chair, University of Stavanger, Department of Humanities, post: Associate Professor in English, 2016
- Hiring committee chair, University of Stavanger, Department of Education and Sports Science, post: Associate Professor in English, 2016

- Hiring committee member, Volda University College, Department of Language and Literature, English Section, post: Assistant or Associate Professor in English, 2016
- Hiring committee administrator, Sør-Trøndelag University College, Department of Teacher and Interpreter Education, English Section, post: Professor in English, 2015
- Hiring committee chair, Sør-Trøndelag University College, Department of Teacher and Interpreter Education, English Section, post: Assistant or Associate Professor in English, 2014

OTHER PROFESSIONAL SERVICE

- Peer reviewer (academic journals): *Modern Language Journal*, *Journal of Pragmatics*, *System*, *International Journal of Multilingualism*, *Reading in a Foreign Language*, *Language Learning*, *Intercultural Pragmatics*, *Acta Didactica Norge*, *European Journal of Education*, *Multilingua*, *European Journal of Education*, *Studies in Second Language Learning and Teaching*, *Scandinavian Journal of Educational Research*, *Journal of the International Society for Teacher Education*, *MEXTESOL Journal*, *International Journal for 21st Century Education*, *Asia Pacific Journal of Education*, *SAGE Open*
- Ad-hoc book reviewer: *Cappelen Damm Akademisk*
- Ad-hoc book proposal reviewer: *Routledge / Taylor Francis*, 2017-present
- Session chair: *11th International Conference on Multilingualism and Third Language Acquisition*, University of Lisbon, Portugal
- Scientific committee member: *IAM L3 Conference Lisbon*, 2018
- Reviewer: *The International Research Foundation (TIRF) - Doctoral Dissertation Grant*, 2017-present
- Reviewer: *The International TESOL Convention* – conference abstracts, 2017
- Session chair: (Multiple) *Language Acquisition and Learning*, *10th International Conference on Multilingualism and Third Language Acquisition*, University of Vienna, Austria, 2016
- Reviewer, *International Journal of Language and Applied Linguistics*, 2015
- Poster session proposal evaluator, *The TESOL International Convention*, 2009-2010
- Poster session proposal evaluator, *Colorado TESOL Conference*, 2008

CONFERENCE AND WORKSHOP ORGANIZING

- *Targeting Literacy in ELT*, NTNU, Department of Teacher and Interpreter Education, 30 May, 2016, guest speaker: Dr. Raichle Farrelly, St. Michael's College, VT, USA
- *Multilingualism and multiculturalism in the English language classroom*, Department of Teacher and Interpreter Education, HiST, 23-24 September, 2014, guest speakers: Prof. Jasone Cenoz, University of the Basque Country; Prof. Ulrike Jessner, University of Innsbruck; Susan Abney, Vista Heights Middle School, Utah, USA
- *University of Utah Student Conference in Linguistics*, UUSCIL 2011, plenary: Prof. Bruce Smith, University of Utah

SUPERVISION AND EXTERNAL EXAMINING

- PhD supervision, Yaqiong Xu (2019-present)
- Post-doc supervision, co-supervisor, Yesim Sevinc (2018-2019)
- PhD supervision, co-supervisor, Jennifer Duggan (2018-present)
- MA supervision, main supervisor, Lasse Tønnessen (2019)
- 8 MA dissertations, The Arctic University of Norway, external examiner (2018-present)
- 15 MA dissertations, University of Stavanger, external examiner (2016-present)

- 1 MA dissertation, Inland Norway University of Applied Sciences, external examiner (2017)
- 1 MA dissertation, NTNU, internal examiner (2016)
- 5 MA dissertations, NTNU, external examiner (2014, 2015)
- 25 BA theses supervised to completion at Sør-Trøndelag University College (2013-2015)
- ENG 1040 Language Acquisition, external examiner, The Arctic University of Norway (2017)
- ENG 2050 Second Language Acquisition, external examiner, The Arctic University of Norway (2017)
- GLU 425 and GLU435, HiNT, external examiner (2014)
- ENG 1201 Language proficiency and grammar, NTNU, external examiner (2014)
- ENG 1005 Second language acquisition, UiT, external examiner (2016)
- LRU 3300 English didactics, UiT, external examiner (2016)

EXAMPLES OF COURSE/CURRICULUM DEVELOPMENT

Multilingualism with English: A digital course for in-service ESL teachers, 2019-2020 (co-developed with Dr. Anne Dahl, NTNU, and Dr. Jonas Iversen, Inland Norway University of Applied Sciences)

This fully online course focuses on issues that are central to English teachers who work with linguistically and culturally diverse students. It gives an overview of theoretical concepts related to the study of multilingualism, mostly with a focus on how to enact pedagogies that support multilingual development in the English language classroom.

Course objectives – students will be able to:

- Define multilingual acquisition and multilingualism and explain how it differs from first and second language acquisition/monolingualism and bilingualism
- Understand the complexity of multilingualism from both individual and social perspectives, and can identify and challenge language ideologies that may impact attitudes to multilingualism
- Describe the benefits and challenges of multilingualism in education, in particular in educational contexts where English is taught as a third/additional language
- Apply theoretical concepts to forge classroom practices that are supportive of multilingual language development
- Select, modify, and create lesson plans and activities that draw on all linguistic resources of the learners, and connect these to the current English curriculum

Mother Tongue use in the EFL Classroom, TESOL Electronic Village Online, 2018 (co-developed with Dr. Georgios Neokleous, NTNU)

http://evosessions.pbworks.com/w/page/121153245/Call_for_Participation_2018#MotherTongueUseintheEFLClassroom

This session promotes judicious use of the mother tongue in EFL classrooms as a way to strengthen the link between theory and practice. Participants reflect on their own teaching and implement optimal mother tongue strategies in an attempt to create a learning environment that values all languages and cultures and which builds upon existing language knowledge. By the end of the session, the participants will be able to:

- Explore their own mother tongue use and understand how it can affect their pedagogical choices
- Understand the concept of judicious mother tongue use and the role the use of the mother tongue can play in the EFL classroom
- Understand the importance of covering the topic of mother tongue usage in teacher education courses
- Reflect on their teaching practice and the classroom purposes for which they resort to the mother tongue and reassess mother tongue strategies and methods adopted in their courses and programs
- Implement a variety of applications of the students' mother tongue in the classroom to foster fluency development, metacognitive awareness, and multiliteracy
- Write a mission statement that reflects their views on mother tongue use and that guides their classroom practices.

Experiential Learning, TESOL Electronic Village Online, 2017 (co-developed with Dr. Georgios Neokleous, NTNU),

http://evosessions.pbworks.com/w/page/113709193/2017_experiential-Learning

This session promotes experiential learning in EFL teacher education as a way to strengthen the link between theory and practice in EFL teachers' pedagogical practice. Participants reflect on their own teaching and implement active learning strategies such as Loop Input in the teacher training courses they teach. By the end of this session, participants will be able to:

- Explore their own learning styles by completing a learning styles inventory and understand how their learning styles affect their pedagogical choices
- Understand the concept of experiential teaching and the importance of modeling it to pre- and in-service teachers enrolled in teacher education courses
- Reflect on their teaching practice and reassess strategies and methods adopted in their teacher education courses and programs in a Reflection Diary
- Implement a range of experiential teaching activities, including Loop Input, into their courses
- Create and share a lesson plan that utilizes experiential teaching techniques and focuses on a topic relevant to their program

Content and Language Integrated Learning, NTNU, 2016

This module examines content based second-language teaching (CBLT), also known as content and language integrated learning, as well as it focuses on promoting literacy skills in a foreign language classroom. At the end of the module, the students are expected to reach the following objectives:

- Explain what CBLT is and how it differs from other approaches to language teaching
- State the findings from research that support CBLT and relate research and theory to your future teaching context
- Analyze several examples of lesson plans and activities that integrate a range of academic subjects and English language teaching

- Design CBLT teaching materials, activities, lesson plans, and assessment tools with a special focus on literacy

Second Language Acquisition, GLU 1-7, NTNU, 2013-14

This course examines approaches and methods in second-language teaching, as well as the theories of language and language acquisition on which they are based. The course also discusses current assessment procedures and focuses on educators' implicit theories of L2 learning and teaching. The course can optionally include a collaborative online component in which students are paired up with students at St. Michael's College, Vermont, USA (co-developed with Dr. Raichle Farrelly). Course Objectives:

- Describe theories underlying various second language teaching methodologies
- Identify variables that affect the process of second language acquisition
- Implement various approaches to activity and lesson development and planning
- Design appropriate materials, activities, activity plans, and assessment tools
- Articulate a thoughtful teaching philosophy and its methodological implications

Pragmatics Seminar, University of Augsburg, 2014 (co-developed with Carolin Hofmockel)

Pragmatics is the area of linguistics that is interested in how language users select contextually appropriate means to participate in linguistic interactions. Using pragmatic markers as an example, this course focuses on pragmatics from a developmental perspective, examining data from both the first language (L1) and consecutive languages (Ln). It will examine the ways in which native and non-native pragmatic performance differ from each other, as well as the learning and development of pragmatic skills, focusing on the relevance of native-speaker norms, developmental sequences in L1 and Ln, and the role of motivation and transfer in second language pragmatics. Pedagogical implications for foreign language learning and instruction will also be discussed.

Introduction to Graduate Academic Writing, University of Utah, 2012

This course for non-native speakers of English focuses on development of the writing process for specific fields of study and research skills. The course has a heavy emphasis on writing in a U.S. University and the practices and assumptions made about research, citation, style and form.

Writing and Pragmatics, University of Utah, 2012

This course is designed for linguistics majors. It provides an overview of the central themes and current research in the field of linguistic pragmatics, the study of how meaning is created in context, and how pragmatics can be applied to writing. The course explores the properties of meaning, reference, and context in natural language. In particular, it focuses on how linguistic choices made by the writer affect the recipient and prepares students to write an academic paper in the field of linguistics.

Introduction to English Grammar, online, University of Utah, 2009

This course provides a descriptive overview of the form and function of English grammatical structure with guidance in standard usage. Course topics:

- Terminology commonly used to describe the grammar of English.

- A basic descriptive grammar of English.
- Issues associated with “standard written English” and its use in a university setting.

Netiquette for Undergraduate Domestic and International Students, University of Utah, 2007

This module introduces students to the concept of netiquette in academic contexts. Students analyze examples of emails with a focus on politeness and appropriateness, and write and edit sample messages to academic faculty, staff, and fellow students.

ICT EXPERIENCE

Microsoft Office, Knowledge level: Good

SPSS Statistics Analysis Software, Knowledge level: Good

Blackboard Online Teaching Platform, Knowledge level: Good

CANVAS Online Teaching Platform, Knowledge level: Good

It's Learning Online Teaching Platform, Knowledge level: Good

LANGUAGE PROFICIENCY

Polish – native

English – native-like

Norwegian – advanced

Russian – intermediate

German – intermediate

Spanish - basic

PROFESSIONAL REFERENCES

- Dr. MaryAnn Christison, Professor, University of Utah, 801-581-5565, ma.christison@utah.edu
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