

Martha Sidury Juárez López Christiansen, Ph.D.

Associate Professor

University of Texas at San Antonio
Department of Bicultural Bilingual Studies
1 UTSA Circle MB 3.302E. San Antonio, TX 78249

[ORCID: 0000-0001-7302-2663](https://orcid.org/0000-0001-7302-2663)
sidury.christiansen@utsa.edu
www.sidury.wordpress.com

EDUCATIONAL BACKGROUND

- 2013 Ph.D., Foreign, Second, and Multilingual Language Education
(cognate areas in sociolinguistics and multilingual writing)
Ohio State University, Columbus
- 2007 M.A., English Composition and Linguistics
Graduate Certificate in TESOL
Indiana University - Purdue University, Fort Wayne, IN
- 2002 B.A., English Language Teaching and Literature
Universidad Veracruzana, Xalapa, Veracruz, México

PROFESSIONAL EXPERIENCE

- 2020-present Associate Professor, Department of Bicultural Bilingual Studies, UTSA
- 2014-2020 Assistant Professor, Department of Bicultural Bilingual Studies, UTSA
- 2013-2014 Visiting Assistant Professor, Department of English, Miami University
- 2007 Lecturer, Department of English, Trinity University, Angola, Indiana
- 2006-2008 Lecturer, Department of English, Ivy Tech Community College of Indiana
- 2005-2008 Adjunct Faculty, Department of English and Linguistics, Indiana-Purdue FW

ADMINISTRATIVE EXPERIENCE

- 2021-Present Online Graduate Certificate Program Coordinator, BBL Dept., UTSA
- 2019-2021 MA-TESL GAR/ Program Coordinator, BBL Department, UTSA

HONORS AND AWARDS

| | |
|-----------|--|
| 2023 | Association of College and University Educators (ACUE) Fellow for Effective Teaching Practices and Inclusive Teaching and Equitable Learning |
| 2021-2022 | Faculty Leadership Fellow for The Advancing Next-Gen Faculty Leadership Fellow Program. Provost Office of Academic Affairs |
| 2017-2018 | Fulbright Scholar , Universidad Autónoma de Aguascalientes, México |
| 2017 | Nominated to AERA Hispanic Research Issues SIG (Special Interest Group). Early Career Scholar Award. |
| 2007 | Carol Roberts Writing Center Award. Indiana University – Purdue University, Fort Wayne. |

RESEARCH

PUBLICATIONS

* Denotes publications with graduate students

IF = Impact factor | Ranking = Taken directly from the journal website or SJR

Peer-Reviewed Journal Articles

- JA25 **Christiansen, M. S.**, (2024) "Pochas sin identidad": Raciolinguistic ideologies in the construction of mexicanidad in online spaces. *International Multilingual Research Journal*. Online first.
<https://www.tandfonline.com/doi/full/10.1080/19313152.2024.2342726>
IF 2.122 | Ranking 24 out of 194 in Linguistics | 10,745 words
- JA24 **Christiansen, M. S.** (2024). Building identity and authenticity: exploring the spatiotemporal aspects of language teaching in a mariachi class, *International Journal of Bilingual Education and Bilingualism*, 27(2), 201-212.
<https://doi.org/10.1080/13670050.2022.2164176>
IF 3.165 | Ranking 13 out of 194 in Linguistics | 6,982 words

- JA23 **Christiansen, M. S.**, & Tian 田中锋, Z. (2023). Critical language awareness in L2 writing: Starting por la autorreflexión, 自我反省. *Journal of Second Language Writing*, 60. <https://doi.org/10.1016/j.jslw.2023.101008>
IF 6.1 | Ranking 5 out of 194 in Linguistics | 9,437 words
- JA22 Lam, W. S. E. & **Christiansen, M. S.** (2022). Transnational Mexican Youth Negotiating Languages, Identities, and Cultures Online: A Chronotopic Lens. *TESOL Quarterly*. <http://doi.org/10.1002/tesq.3145>
IF 4.665 | Ranking 21/194 in Linguistics; Top Journal in the field of TESOL | 10,244 words
 Lam, W.S.E. & **Christiansen, M. S.** (2022). A chronotopic view of how transnationals negotiate languages, identities, and cultures online. *OASIS Summary of Lam, W.S.E. & Christiansen, M.S. (2022) in TESOL Quarterly*. (September) 816 words
<https://oasis-database.org/concern/summaries/gt54kn665?locale=en>
- JA21 **Christiansen, M. S.** (2020). Identity and empowerment: Vernacular English features used by bilingual Mexicans online. *Language@Internet*, 18, article 2. <https://www.languageatinternet.org/articles/2020/christiansen>
IF 6.145 | Ranking 42 out of 194 in Linguistics | 10,134 words
- JA20 Alnufaie, R.* & **Christiansen, M. S.** (2020). Task representation in an ESL multimodal writing activity. *CIEX Journ@l*, 1(11), 51-60.
IF N/A | Regional Journal in Mexico | 5,654 words
- JA19 **Christiansen, M. S.** (2019). "Listisimo para los #XVdeRubi:" Constructing a chronotope as an imagined experience in Twitter to enact Mexicannes outside of Mexico. *Lingua Journal*. <https://doi.org/10.1016/j.lingua.2019.05.002>
IF 0.916 | 29/194 in Language and Linguistics | 8,798 words | Editor's choice
- JA18 Wang, Y.* & **Christiansen, M. S.** (2019). An Investigation of Chinese Older Adults' Self-directed English Learning Experience Using Mobile Apps. *International Journal of Computer-assisted language learning and teaching*.
IF 5.964 | N/A | 9,382 words
- JA17 **Christiansen, M. S.**, Du, Q., Fang, M., & Hirvela, A. (2018). Doctoral Students' Construction of Agency as Second Language Writing Teachers: 'Small' Stories of Adaptive Expertise. *System*. <https://doi.org/10.1016/j.system.2018.06.003>
IF 4.518 | Ranking 10 out of 194 in Linguistics | 8,729 words
- JA16 **Christiansen, M. S.** (2018). '¡Hable bien m'ijo o gringo o mx!': Language ideologies in the digital communication practices of transnational Mexican bilinguals. *International Journal of Bilingual Education and Bilingualism*, 4(21). [10.1080/13670050.2016.1181603](https://doi.org/10.1080/13670050.2016.1181603)

- IF 3.165 | Ranking 13 out of 194 in Linguistics | 7,056 words
- JA15 **Christiansen, M. S.**, Trejo Guzmán, P., & Mora Pablo, I. (2018). "You know English, so why don't you teach?" Language ideologies and returnees becoming English language teachers in Mexico. *International Multilingual Research Journal*, 12(2). <https://doi.org/10.1080/19313152.2017.1401446>
- IF 2.122 | Ranking 24 out of 194 in Linguistics | 10,289 words
- JA14 **Christiansen, M. S.** (2017). Creating a unique transnational place: Deterritorialized discourse and the blending of time and space in online social media. *Written Communication*. [doi: 10.1177/0741088317693996](https://doi.org/10.1177/0741088317693996)
- IF 2.447 | Top Journal in the field of Writing Studies 9 in Communication | 12,099 words | Editor's choice | Podcast
- JA13 **Christiansen, M. S.** (2017). Language use in social network sites: The influence of orality in the digital writing of Mexican bilinguals. *Writing & Pedagogy*, 9(2), 369–392. [doi: 10.1558/wap.30281](https://doi.org/10.1558/wap.30281).
- IF 0.258 | N/A | 9,831 words
- JA12 **Christiansen, M. S.**, Li, S.*, and Bailey, M.* (2017). The role of texting and digital multiliteracies in the EFL classroom. *MEXTESOL Journal*, 41(3). http://www.mextesol.net/journal/index.php?page=journal&id_article=2515
- IF 0.450 | Top Journal in the field of TESOL in Mexico | 7,200 words
- JA11 **Christiansen, M. S.** (2017). Multimodal L2 composition: EAP in the digital era. *International Journal of Language Studies*, 11(3), 53-72. www.ijls.net/pages/volume/vol11no3.html
- IF 0.870 | N/A | 6,895 words
- JA10 **Christiansen, M. S.** (2016). Texting, and digital multiliteracies: SMS and beyond. *CIEX Journ@l*, 2(3), 45-52.
- IF N/A | N/A | 5,763 words
- JA9 **Christiansen, M. S.** & Bloch, J. (2016). Papers are never finished, just abandoned: The role of written teacher comments in the revision process. *Journal of Response to Writing*, 2(1), 6-42. <http://journalrw.org/index.php/jrw/article/view/32>
- IF N/A | N/A | 9,791 words
- JA8 **Christiansen, M. S.** & Da Silva, D.* (2016). Culture in EFL classrooms in Mexico: Contexts and pedagogical implications. *MEXTESOL Journal*, 4(2), 1-13.
- IF 0.450 | Top Journal in the field of TESOL in Mexico | 7,027 words
- JA7 **Christiansen, M. S.** & Koezler, M.* (2016). Digital Storytelling: Using Different Technologies for EFL. *MEXTESOL Journal*, 40(1).

IF 0.450 | Top Journal in the field of TESOL in Mexico | 6,595 words

JA6 Koelzer, M.* & **Christiansen, M. S.** (2016). Targeting conversational skills with digital storytelling in EFL. *CIEEX Journ@l*, 2(2), 5-11.

IF N/A | N/A | 3,946 words

JA5 **Christiansen, M. S.** (2015). 'A ondi queras': Ranchero Identity Construction by US Born Mexicans on Facebook. *Journal of Sociolinguistics*, 19(5), 688-702.
[10.1111/josl.12155](https://doi.org/10.1111/josl.12155)

IF 1.587 | Top Journal in the field of Sociolinguistics | 7,000 words

JA4 **Christiansen, M. S.** (2015). Mexicanness and Social Order in Digital Spaces: Contention among Members of a Multigenerational Transnational Network. *Hispanic Journal of Behavioral Sciences*, 37(1), 3-22. Doi:
[10.1177/0739986314565974](https://doi.org/10.1177/0739986314565974)

IF 1.033 | N/A | 7,611 words

JA3 **Christiansen, M. S.** (2012). Negotiating rules, agency, and authority: ESL students' understanding of "good" writing. *MEXTESOL Journal*, 36(2).

IF 0.450 | Top Journal in the field of TESOL in Mexico | 6,264 words

JA2 **Christiansen, M. S.**, (2009). Language choice in the composition process: A look into the uses of first language in second language writing. *INTESOL Journal*, 5(1).

~6,000 words

JA1 **Christiansen, M. S.** (2005). Empowering parent-school relationships: A more supportive environment for ESL students. *INTESOL Journal*, 2(1), 37-48.

~6,000 words

Peer-Reviewed Conference Proceedings (in Engineering journals)

CP2 Mejia, J.A., **Christiansen, M. S.** (2024, accepted). Unpacking Whiteness and Racialization in Engineering: A Multimodal Discourse Analysis of Social Media Posts. *American Society for Engineering Education*, Portland, OR.

CP1 Mejia, J. A., & **Christiansen, M. S.** (2023). Racialized discourses in engineering education: What can we learn from raciolinguistics to inform broadening participation in engineering spaces? *Proceedings of the 2023 Frontiers in Education (FIE) Annual Conference*. College Station, TX.

Peer-Reviewed Book Chapters

BC11 **Christiansen, M. S.**, Mejia, J.A. (2024, accepted). Deconstructing Stereotypes: Exploring the Portrayal of Women in Engineering Memes. In Howard Smith

(Ed.), *Sciences, Humanities, Technology, Engineering, Mathematics (SHTEM) Education: Voices and Perspectives of Women and Girls from Minoritized Communities*. Cambridge Series Press.

- BC10 **Christiansen, M. S.** & Tian, Z. (2024, accepted). Critical Collaborative Autoethnography. In Amanda Kibler & Fares Kara (eds.), *Innovations in Qualitative Research on Multilingual Literacy Development: Amplifying Voices from Immigrant, Transnational, and Refugee Communities*. John Benjamins Publishing Company
8,085 words
- BC9 Chappell, W. & **Christiansen, M. S.** (2024, accepted) Sociolingüística. In Lacorte & Gironzetti (eds.) *The Routledge Handbook of Multiliteracies, Multimodality and Interdisciplinarity in Spanish Language Teaching*.
7,889 words
- BC8 Walton, A.* & **Christiansen, M. S.** (2022). The Flipped Classroom in ELT: What it is, how it works, how it is done. In Norma Flores González et al. (eds.) *La tecnología en la educación virtual emergente*.
https://www.researchgate.net/publication/366158476_The_Flipped_Classroom_in_ELT_What_it_is_How_it_Works_How_it_is_Done
3,311 words
- BC7 **Christiansen, M. S.** & Tiscareño, O. (2022). Proyecto Intercultural, Público Real: Motivando a Japoneses en México a la Redacción. In Basurto, N. (Ed.), *Investigación, Práctica y Experiencias en ELE: Una Mirada Global*. Universidad Veracruzana.
4,634 words
- BC6 **Christiansen, M. S.** & Albadawi.* (2021). More than maintaining Arabic: Language ideologies of Syrian Refugees in a bilingual city in southern Texas. In Warriner, D. (ed.) *Refugee Education across the Lifespan: Mapping Experiences of Language Learning and Use*. Springer.
8,135 words
- BC5 **Christiansen, M. S.**, (2021). Ni de aquí, ni de allá: Challenging the notions of transnationalism and belonging and the role technology plays. In Jain, R., B. Yazan, & S. Canagarajah (eds.) *Transnational Identities and Practices in English Language Teaching: Critical Inquiries from Diverse Practitioners*. Multilingual Matters.
6,355 words

- BC4 **Christiansen, M. S.** (2019). Creating Multimodal Texts in the L2 Writing Classroom: A Re-mediation Activity. In Domínguez Romero, E., J. Bobkina, S. Stefanova (Eds.). *Teaching Literature and Language Through Multimodal Texts*.
7,258 words
- BC3 **Christiansen, M. S.** (2016). Maintaining Transnationalism: The Role of Digital Communication among US-Born Mexicans, (pp. 353-376). In Olvera García, J. and Baca Tavira, N. (eds.), *Continuidades y Cambios en las Migraciones de México a Estados Unidos*. Toluca, Edomex. Universidad Autónoma del Estado de México.
8,820 words
- BC2 **Christiansen, M. S. (2015)**. Appearances can be deceiving: Risks interpreting data in online ethnographic research. In M. Lengeling & I. Mora Pablo (eds.), *Perspectives on Qualitative Research*, (pp. 437-456). Guanajuato, Mexico: Universidad de Guanajuato Press. [Available here](#).
5,937 words
- BC1 **Christiansen, M. S.** & Farr, M. (2013). Learning English in Mexico: Transnational Language Ideologies and Practices. In J. Kalman & B. Street (eds.) *Literacy and Numeracy in Latin America. Local perspectives and beyond*. New York: Routledge.
~6,000 words

Encyclopedia Entries

- EE4 **Christiansen, M. S.**, (2024 forthcoming). Sociolinguistic Perspectives of Literacy. In Carol Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*, Second Edition. Wiley.
~3,500 words
- EE3 **Christiansen, M. S.**, (2018). Cultural Influences in Texting. In John I. Lontas (Eds.), *The TESOL Encyclopedia of English Language Teaching*. Wiley and TESOL International. Doi: [10.1002/9781118784235.eelt0683](https://doi.org/10.1002/9781118784235.eelt0683)
~3,500 words
- EE2 **Christiansen, M. S.**, (2018). Latin American Classrooms and Teaching American Culture. In John I. Lontas (Eds.), *The TESOL Encyclopedia of English Language Teaching*. Wiley and TESOL International. Doi: [10.1002/9781118784235.eelt0680/pdf](https://doi.org/10.1002/9781118784235.eelt0680/pdf)
~3,500 words

- EE1 Bekar, M. & **Christiansen, M. S.** (2018). Computer-Mediated Communication (CMC). In John I. Lontas (Eds.), *The TESOL Encyclopedia of English Language Teaching*. Wiley and TESOL International. Doi: [10.1002/9781118784235.eelt0816](https://doi.org/10.1002/9781118784235.eelt0816)
~3,500 words

Book Reviews

- BR05 **Christiansen, M.S.** & Phillabaum, S.* (2023). Plurilingualism in Multilingual Writing Instruction, Losey & Schuck. *Journal of Second Language Writing*.
- BR04 Christiansen, M.S., (2021). Creating Digital Literacy Spaces for Multilingual Writers, Joel Bloch. *Journal of Second Language Writing*.
- BR03 Christiansen, M. S., (2011). Academic and Professional Discourse Genres in Spanish, Giovanni Parodi (Ed.). *English for Specific Purposes*, 30(2), 152-154.
- BR02 Christiansen, M. S., (2011). Practical Classroom English. *Modern English Teacher*, 19(1), 89.
- BR01 Christiansen, M. S., (2010). Reading in a Second Language: Moving from Theory to Practice. *Modern English Teacher*, 19(3), 86-87.

Works In Review

- IR02 Canales, P. G. * & **Christiansen, M. S.** YouTube as a Self-Directed Digital Learning Tool
- IR01 **Christiansen, M. S.** & Balderrama, S.* . Bilingual School Counselors Language Ideologies.

Work in Progress

- WP05 Morales, P. Z., **Christiansen, M. S.**, & Lam, W. S. E. YouTube as a Textual Mentor for Transnational Bilinguals: A Case Study
- WP04 **Christiansen, M. S.**, & Romero, J.* Language ideologies of gender in Mexico: The case of Wendy and Le Magistrade
- WP03 **Christiansen, M. S.**, Tian, Z., & Canagarajah, S. (Eds.) *Decolonizing academic writing through translanguaging: Walk the talk* (edited book contracted with Routledge). Publication projected date: December 1, 2024
- WP02 Wang, C., Tian, Z. & **Christiansen, M. S.** Generative Artificial Intelligence in Second Language Writing. Edited special issue in the *Journal of Second Language Writing*. (Publication projected date: December 2024)
- WP01 **Christiansen, M. S.** & Du, Q. Teaching L2 Writing with Technology. (monograph - three out of 6 chapters finished)

PRESENTATIONS

Invited Presentations

- IP30 **Keynote Speaker.** The 8th ICOLLITE International conference on language literacy culture and education (ICOLLITE). Universitas Pendidikan Indonesia. Virtual. (2024)
- IP29 Invited Seminar. Reading and Writing Academic Texts in English. Universidad Veracruzana, Xalapa. Virtual (2024, May)
- IP 28 **Keynote Speaker.** Wisconsin Mariachi's Academia Popular Project (WISMAP). University of Wisconsin, Oshkosh. (2024, April)
- IP27 **Keynote Speaker.** Critical sociolinguistic awareness in the classroom: Empowering our students' languaging practices. Siempre Bilingüe. San Antonio ISD. (2024, January).
- IP26 Invited speaker for seminar series. Benemérita Universidad Autónoma de Puebla (BUAP). Chronotopes and Identity. Virtual. (2023, October).
- IP25 Invited Speaker. Digital Discourse and Virtual Media Lab (DDVM) at the University of South Florida Speaker series. The complexities of online identity construction for multilingual speakers: The intersection between multimodality, literacy, and culture. Virtual. (2023, April).
- IP24 Invited Seminar. Professional Academic Communication in English (PACE) supports doctoral researchers at Open University UK. Promoting Multilingualism, Translingualism, and Multimodality in Academic Writing: Challenges and Possibilities. Recording available at <https://www.open.edu/openlearncreate/mod/page/view.php?id=200635> Virtual series. (2023, February).
- IP23 **Keynote speaker.** Pláticas y Encuentros: A Multigenerational Symposium about the Westside of San Antonio. UTSA Downtown, San Antonio, TX. (2022, November).
- IP22 **Plenary speaker.** XV Seminario Permanente de Lingüística Aplicada. Virtual modality. Guanajuato, Mexico. (2022, May).
- IP21 Invited Seminar. Applied Linguistics Speaker Series. University of Arizona. Virtual event. (2022, April).
- IP20 **Keynote speaker.** Professional Development Day. Defense Language Institute. ELC/332 TRS. Hybrid event, San Antonio, TX. (2022, March).

- IP19 FUNCO, Mexico City. Workshop and a presentation to public middle school English as a foreign language teachers in Mexico. The topic was English for the workplace as an immigrant in the United States. (2021, December).
- IP18 Invited Seminar. JYU English Speaker Seminars. University of Jyväskylä. <https://www.jyu.fi/hytk/fi/laitokset/kivi/opiskelu/tutkinto-ohjelmat-ja-oppiaineet/englanti/research/seminars/2021-22> Virtual event. (2021, November)
- IP17 Invited Seminar. Digital literacies online. Research, writing, and publication. Second Language Writing. Georgetown University. Virtual. (2021, September).
- IP16 **Keynote speaker.** TEXLER. Writing ourselves into being: The power of digital literacy in the construction of ethnic identities. Virtual event.(2021,October).
- IP15 Featured speaker. Multicultural Learner Institute. Northside Independent School District. Hybrid (virtual/f2f) event. San Antonio, TX.(2021, July).
- IP14 **Keynote speaker.** Digital Methodologies. National Association of Teachers of English (NATE) in Moscow, Russia. Virtual Event. (2021, June).
- IP13 Panelist. ELP Specialist. Department of State. *Publishing in the TESOL Field - Insights and Tips from Alumni team!* Virtual Event. (2021, May).
- IP12 Panelist on the Webinar sobre los desafíos de la enseñanza de lenguas en modalidad híbrida. BUAP. México. Virtual Event. (2021, May).
- IP11 Invited Seminar. Digital tools for teaching second language writing. Seminar in teaching methodologies at the Universidad Veracruzana. Virtual Event. (2020, November).
- IP10 Invited Speaker. Support of teen mental health in online spaces. Think Thank at the Connecting Learning Lab, University of California, Irvine. California. Virtual. (2019).
- IP09 Digital literacies for Working Life. Digital Literacies Research Group, University of Jyväskylä, Finland. (2018).
- IP08 **Keynote speaker.** Writing centers as hubs for academic writing. 1st International Conference of Writing Centers in Russia. National Writing Centers Consortium Association. Moscow, Russia. (2018).
- IP07 Technology use vs. Technology integration: Best approaches in CALL. Featured Speaker, MEXTESOL's 44th International Conference in León, Gto. México.(2017).
- IP06 Computer-Assisted Language Learning and Personal Learning Spaces. Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano," Chilpancingo, Guerrero, Mexico. Video Conference format. (2015).
- IP05 Academic writing: The road to publication. University of Jyväskylä, Finland. Video Conference format. (2015).

- IP04 Optimizing your time with Google Calendar. UTSA Coffee Break Series for Faculty and Staff in San Antonio, TX.(2015).
- IP03 Language Varieties and Identity Construction: Analysis of linguistic practices on Facebook. The Beulah Book Lecture Series. Manchester University, North Manchester. (2013).
- IP02 The use of audience as a means to build multi-competent writers. 1st International Colloquium on Foreign Language Research. Mexico.(2009).
- IP01 What is your motivation and inspiration? Panel. Academic Student Achievement Program (ASAP). Multicultural Affairs IPFW. Fort Wayne, IN. (2006).

CONFERENCE ACTIVITY (Peer-reviewed)

Panels & Colloquia

- PC7 Reimagining multilingual writing through AI (chair), with Minsun Kim, Alessandra Elisabeth dos Santos & Luciana de Oliveira, and Larisa Olesova & Kim Copeland. (2024, March). Intersection section SLWIS-CALLIS colloquium presented at the Teachers of English to Speakers of Other Languages (TESOL) International Conference, Tampa, FL.
- PC6 Critical Language Awareness. With Shawna Shapiro (chair); Zhongfeng Tian (co-presenter), and others. (2024, March). Invited Colloquium presented at the American Association of Applied Linguistics in Houston, TX.
- PC5 Theorizing Time and Space in Empirical Research: Potentials and Possibilities. With Catherine Compton-Lilly (chair); Eva Lam, Annette Woods, Patti Delacruz, and Anna Smith as discussants. (2023, April). Colloquium presented at the American Educational Research Association in Chicago.
- PC4 Chronotopes and Literacy. With Xiqiao Wang and Eva Lam; Paul Prior as discussant. (2022, March). Panel presented at the American Association of Applied Linguistics in Pittsburgh.
- PC3 Chronotopic Discourse in Transnational Literacies: How Chinese and Mexican Youth Live and Imagine Social Worlds in Their Digital Media Practices in Theorizing Transnational Literacies and (Re)imagining Future Directions for Transnational Literacies Research. Literacy Research Association with Wan Shun Eva Lam. (2021).
- PC2 Chronotopes of transnational digital literacies: A case of Chinese immigrant youth. (2020)
Literacy Research Association with Wan Shun Eva Lam and Peng Yin

PC1 Ethnography in English Language Teaching in Mexico, MEXTESOL Conference, (2017, October). Nuevo León, México.

Refereed Conferences

- 58 AI from a Social Justice Perspective. (2024, March). TESOL, Virtual. Tampa, FL
- 57 Raciolinguistic ideologies in the construction of Mexicanidad in online spaces. (2024, March). AAAL. In person. Houston, TX.
- 56 Generative AI in Education: Equity & Accessibility ConsiderationsTexLER Conference. (2023, September). In person. San Antonio, TX.
- 55 Raciolinguistic ideologies in the identity construction of Mexicans in Twitter. Paper accepted to AAAL in Portland. 2023
- 54 Refugee Education Across The Lifespan In Unsettling Times. With Jenna Altherr Flores, Sally Bonet, Edwin & Vida Bonney, Rebecca Campbell-Montalvo, Lisa Gonzalves, Zehra Polat, Madhav Kafle, Adnan Yilmaz, and Katie Watkins. (2022, November). American Anthropological Association.
- 53 Christiansen, M.S.(2022, April). Becoming a Mariachi: Language Socialization and Linguistic Ideologies in the Identity Construction of English-dominant Latinx Youth. *Society of Linguistic Anthropology*. Hybrid. Boulder, CO.
- 52 Christiansen, M.S. de Oliveira, L., & England, E. (2022, March). Publishing in the TESOL Field: Insights and Tips for Success. *Teachers of English to Speakers of Other Languages (TESOL) International Conference*. Hybrid (f2f and Virtual) Convention.
- 51 Christiansen, M.S. (2022, March). Bringing in New Voices: The Affordances of Multimodal Writing Instruction. *Teachers of English to Speakers of Other Languages (TESOL) International Conference*. Hybrid (f2f and Virtual) Convention.
- 50 Christiansen, M.S. & Lam, W.S.E.(2022, March). Digital literacy practices of bilingual Mexicans: Constructing chronotopes for transnational experiences and language development *American Association of Applied Linguistics*. Online Conference.
- 49 Christiansen, M. S. (2021, March). Young Mexican Folkloristas: Language and Identity in a Culture Arts Center. *American Association of Applied Linguistics*. Online Conference.
- 48 Christiansen, M.S. et al. (2021, March). Practical Approaches to Leveraging Technology in L2 Writing Instruction. *Teachers of English to Speakers of Other Languages (TESOL) International Conference*. Virtual Convention.

- 47 COVID year. (2020). (TESOL, AAAL, SSLW conferences and presentations canceled, but presented online in two)
- 46 Christiansen, M. S. (2019, October). Three multimodal projects to foster academic writing. *International Symposium on Second Language Writing*. Arizona State University.
- 45 Christiansen, M. S. (2019, March). Doing feminism, challenging hierarchies: Young bilingual Mexicans and their use of AAE features in online SNSs. *American Association of Applied Linguistics*. Atlanta, GA.
- 44 Christiansen, M. S. (2018, March). Apps for formative assessment in ESL/EFL. As part of the panel, Education Standard 2e, Teacher Training, Technology, Apps, and Digital Resources. *Teachers of English to Speakers of Other Languages (TESOL) International Conference*. Chicago IL.
- 43 Christiansen, M. S. (2018, March). Constructing a Transnational Social Space: Deterritorialized Discourse and Multilingualism in Online Social Media. *American Association of Applied Linguistics*. Chicago, IL.
- 42 Christiansen, M. S. (2017, March). Role of multimodal digital projects in L2 writing. *Teachers of English to Speakers of Other Languages (TESOL) International Conference*. Seattle, WA.
- 41 Christiansen, M. S. (2016, October). Writing Academic Essays with Twitter, w/ Marie-Louise Koelzer.* *MEXTESOL*. Monterrey, NL.
- 40 Christiansen, M. S. (2016, October). Advantages of digital technologies: Using Snapchat to scaffold academic writing, w/ Marie-Louise Koelzer*. *International Symposium on Second Language Writing*. Arizona State University.
- 39 Christiansen, M. S. (2016, July). The role of digital literacies in the teaching of second language writing. *VI International Qualitative Research Conference on Applied Linguistics in English Language Teaching in Guanajuato*. México.
- 38 Christiansen, M. S. (2016, April). Language Ideologies as Symbolic Weapons: Bilingualism and social order among transnational Mexicans in the US. *American Association of Applied Linguistics*. Orlando, FL.
- 37 Christiansen, M. S. (2016) Language Ideologies, Bilingualism, and social networks among transnational Mexicans in the US. *Southwest Fulbright Symposium*, San Antonio, TX.
- 36 Christiansen, M. S. (2016). From Tweet to Essay: How teachers can use Twitter to foster academic writing, w/ Marie-Louise Koelzer*. *TEXLER Conference*, San Antonio, TX.

- 35 Christiansen, M. S. (2015, November). Global and local cultural knowledge: writing practices of EFL students, w/ Daniela Da Silva*. *International Symposium on Second Language Writing*. Auckland, New Zealand.
- 34 Christiansen, M. S. (2015, November). Culture in Second Language Writing, w/ Da Silva, Daniela*. *MEXTESOL*, Cancún, QRoo.
- 33 Christiansen, M. S. (2015, March). Vernacular language use in digitally mediated conversations: Focus on identity construction. *American Association of Applied Linguistics*. Toronto, Canada.
- 32 Christiansen, M. S. (2015, March). Developing Academic Writing Through Digital Literacy: New Role for YouTube. *Teachers of English to Speakers of Other Languages (TESOL) International Conference*. Toronto, Canada.
- 31 Christiansen, M. S. (2015). Making authentic L2 writing tasks: Composition in the digital era. *TEXFLEC Conference*. San Antonio, TX.
- 30 Christiansen, M. S. (2014, December). Language Variation and Identity Construction Among Bilingual Mexicans in Digitally Mediated Communication, w/ Villarreal, D. E*. *American Anthropological Association*. Washington, DC.
- 29 Christiansen, M. S. (2014, November). Fostering L2 Academic Writing Through Digital Literacy: Professionalizing ESL Composition in the digital era, *International Symposium on Second Language Writing*. Arizona State University.
- 28 Christiansen, M. S. (2014, October). Authenticity in L2 writing: Fostering skills through digital literacy, *41st International MEXTESOL Convention*. Puebla, Mexico.
- 27 Christiansen, M. S. (2014, July). Appearances can be deceiving: Risks interpreting data in online ethnographic research. *V International Qualitative Research Conference*. Guanajuato, Mexico.
- 26 Christiansen, M. S. (2014, March). Language varieties and identity construction: An analysis of bilinguals' use of linguistic resources on Facebook. *American Association of Applied Linguistics*. Portland, OR.
- 25 Christiansen, M. S. (2014, November). Linguistic friction: Movement, contact, and change, w/ Farr, M. *112th American Anthropological Association*. Chicago, IL.
- 24 Christiansen, M. S. (2012, November). Facebook As a Hybrid Space for Communication In a Mexican Transnational Community. *111th American Anthropological Association*. San Francisco, CA.

- 23 Christiansen, M. S. (2012, October). Plurilingualism and identity construction: An analysis of Mexican bilinguals' literacy practices on Facebook. *International Symposium on Second Language Writing*. Purdue University.
- 22 Christiansen, M. S. (2012). Competing bilinguals: Playing with languages and identities in a transnational Mexican community, w/ Farr, M. *American Association of Applied Linguistics*. Boston, MA.
- 21 Christiansen, M. S. (2011). Learning English in Mexico: Transnational literacy ideologies and practices, w/ Farr, M. *American Association of Applied Linguistics*. Chicago, IL.
- 20 Christiansen, M. S. (2010). L2 writers as L2 writing instructors: Researching teachers' development, w/ Du, Q., Ming, F., and Hirvela, A.. *Teachers of English to Speakers of Other Languages (TESOL) International Conference*. Boston, MA.
- 19 Christiansen, M. S. (2010). Language choice in ESL individual writing tutorials: Discourse patterns of Chinese teacher-student interactions, w/ Du, Q. *American Association of Applied Linguistics*. Atlanta, GA.
- 18 Christiansen, M. S. (2010). Metaphors ESL writing teachers live by, w/ Ming, F., and Du, Q. *OHIO TESOL Conference*. Columbus, OH.
- 17 Christiansen, M. S. (2010). But I followed the recipe!': Filling the gap between instruction and application in ESL summary writing, w/ Du, Q. and Ming, F.. *First Academic Literacy Symposium*, Indiana University in Pennsylvania.
- 16 Christiansen, M. S. (2009). Learning and unlearning practices: Reshaping the notion of transfer in SLW, w/ Du, Q. *Symposium in Second Language Writing*. Arizona State University.
- 15 Christiansen, M. S. (2009). Intercultural writers teaching intercultural writers: Negotiating the notion of 'Good Writing, w/ Du, Q. and Fang, M. *5th Conference of Intercultural Rhetoric and Discourse*. University of Michigan.
- 14 Christiansen, M. S. (2009). What do you mean you don't want my opinion?: Students' representations of writing tasks. *INTESOL Conference*. Indianapolis, IN.

- 13 Christiansen, M. S. (2009). Innovating ESL writing pedagogy: Various ways to use discussion boards, w/ Zhang, Y., Du, Q. *INTESOL Conference*. Indianapolis, IN.
- 12 Christiansen, M. S. (2009). Fun with in-text citations: A way to avoid plagiarism. *3rd Annual Foreign and Second Language Teaching Share Fair*. Ohio State University.
- 11 Christiansen, M. S. (2009). Co-constructing an "interculture": Discourse practices of Chinese students and their Chinese instructor in ESL-writing tutorials, w/ Du, Q. *5th Conference of Intercultural Rhetoric and Discourse*. University of Michigan.
- 10 Christiansen, M. S. (2008). Language or socialization? Teaching language, culture, or academics to college-level immigrants. *4th Conference of Intercultural Rhetoric and Discourse*. Indiana University – Purdue University.
- 9 Christiansen, M. S. (2008). Building Multi-competent Writers in the ESL/EFL Classroom: Do Specific Audiences Change the Way Students Write? *Symposium on Second Language Writing*. Purdue University.
- 8 Christiansen, M. S. (2007). Who is 'you'? Who is 'we'? Use of pronouns in ESL writing, w/Mira Bekar. *Symposium on Second Language Writing*. Nagoya University, Japan.
- 7 Christiansen, M. S. (2007). A linguistic crutch or a tool? Multilinguals' use of a first language in higher education. *3rd Conference on Intercultural Rhetoric and Discourse: Multiple Literacies Across Cultures*. The Ohio State University.
- 6 Christiansen, M. S. (2006, June). Languages other than English used in the writing center: Are there advantages to using students' first language during consultations? *Symposium on Second Language Writing*. West Lafayette, IN.
- 5 Christiansen, M. S. (2006). L1 use and advantages in academic settings. *OHIO TESOL Conference*. Columbus, OH.
- 4 Christiansen, M. S. (2006). Understanding audiences – Understanding cultures. *Appleseed Writing Project*. Indiana University – Purdue University.
- 3 Christiansen, M. S. (2006). When in Rome... should students use only English during writing center consultations? *East Central Writing Center Conference*. Mount Union College. Alliance, OH.

- 2 Christiansen, M. S. (2005). Metadiscourse in ESL middle school textbooks. *2nd Conference on Intercultural Rhetoric and Discourse*. Indianapolis, IN.
- 1 Christiansen, M. S. (2001). Using songs in an EFL classroom: a new approach to teaching English pronunciation. *Veracruz TESOL Conference*. Veracruz, Ver. Mexico.

RESEARCH GRANTS AND AWARDS

Funded External Awards

- RG7 Joel Alejandro Mejia (PI), **Sidury Christiansen (Co-PI) 50%**, (09/01/23 – 08/31/28). "Racial Equity: Rhetorical Engineering Education to Support Proactive Equity Teaching and Outcomes (RESPETO). National Science Foundation (DRL) Award # 2315095 (\$3,641,116).
- RG6 Pathways UTSA Educational Research Training Program: P-20 Pipeline Issues (R305B16008). National Center for Education Research (NCER) in the Institute of Education Sciences (IES) of the U.S. Department of Education. (2022). **Collaborator** (\$12,000)
- RG5 "Project SELF: Secondary English Learners and Families Advancing Academic Literacy in the Content Areas PI's/Co-PI's; Shared credit: Lindahl, Kristen PI - 15.00% Solis, Jorge Co-PI - 15.00% Yazan, Bedrettin Co-PI - 15.00% Huang, Hsuan-Hua Becky Co-PI - 15.00% Henderson, Kathryn Co-PI - 10.00% **Christiansen, Martha Sidury Co-PI - 10.00%** Kisselev, Olesya Co-PI - 10.00% Tian, Zhongfeng Co-PI - 10.00%," Sponsored by US Dept of Educ, (September 1, 2021 - August 31, 2026). (\$2,462,113.00)
- RG4 "TELL-TX Teachers of Adult English Language Learners in Texas." PI: Juliet Langman, PI, 34%, **Martha Sidury Christiansen, Co-PD/PI, 33%**, Kristen Lindahl, Co-PD/PI, 33%, (2019). TX A&M Univ 711. (\$150,000)
- RG3 Fulbright U.S. Scholar Program Award in Mexico (2017). "Integrating Technology in English Language Learning and Teacher-Training." **Fulbright Scholar in residence** at the Universidad Autónoma de Aguascalientes (\$16,700)
- RG2 International Network Project (REDES) / Red Internacional: Lenguaje Aprendizaje e Interculturalidad. (2015). Proyecto: "Trayectorias de aprendizaje de profesores de lenguas transnacionales." PI: Nelly Paulina Martínez Trejo, Co-PI: Irasema Mora Pablo, **Co-PI: Martha Sidury Christiansen, 30%**. Mexican Government, Ministry of Education. (\$31,000)

RG1 Dissertation Grant, Center for the Study and Teaching of Writing, (2012). Ohio State University, "Language and Literacy Practices of Second Generation Mexican Bilinguals." **PI Martha Sidury Christiansen, 100%** \$2,000

Funded Internal Awards

2023 COEHD Faculty Research Grant **PI Martha Sidury Christiansen 50%** with Co-PI Dr. Alex Mejia 50% . Rhetorical Engineering Education to Support Proactive Equity Teaching and Outcomes (RE²SPETO): Linguistic Justice for Racial Equity and Diversity in Engineering Education Programs. \$10,000

2022 Adult Digital Literacy through Language Education. UTSA Westside Community Center Partnerships. **PI Martha Sidury Christiansen 100%** \$5,000

2018 UTSA Mexico Center Educational Research Fellowship with Brenda Sarmiento* "El Otro Sueño Mexicano: Language and acculturation of Syrian Refugees in Mexico." **PI Martha Sidury Christiansen, 50%** \$5,000.

2017 "Bilingualism in Young Mexican Folkloristas: Language Ideologies and Identity in a Local Cultural Arts Center **PI's/Co-PI's; Christiansen, Martha Sidury PI - 100.00%**," Sponsored by UTSA VPR Office, (September 1, 2017 - August 31, 2018). \$5,000

2015 "Transnational digital literacy practices: Language, ideologies, and identities in a bilingual social network **PI's/Co-PI's; Shared credit: Christiansen, Martha Sidury PI - 100.00%**," Sponsored by UTSA COEHD, (January 6, 2015 - June 27, 2015). \$5,000

2015 UTSA Mexico Center, "Research on U.S. Returnees to Mexico." **PI Martha Sidury Christiansen, 100%** \$1,400

Service Grants

2023 English Language Specialist for the U.S. Department of State. English Language Programs in Russia. \$1,250

2020 English Language Specialist for the U.S. Department of State. English Language Programs in Brazil. \$1,150

2019 UTSA Libraries' Adopt a Free Textbook grant for course BBL 5123: Sociolinguistics and Education. \$1,000

2018 English Language Specialist for the U.S. Department of State. English Language Programs in Russia. \$9,310

2018 U.S. Embassy-Moscow U.S. Speaker Program funded by the US Embassy in Moscow through Grant # SRS-500-17-CA-0076. \$1,800

2016

Service Grant. UTSA COEHD, "Online and Hybrid Teaching Innovations."
\$5,000

TEACHING

TEACHING EXPERIENCE

University of Texas at San Antonio, Instructor of Record

- Undergraduate level
 - BBL 2003 Language, Culture, and Society – Cross-listed with ANTH (f2f, hybrid)
 - BBL 3013 Language Analysis and Bilingualism (f2f format)
 - BBL 3053 Literacy in a Second Language (f2f, hybrid, online formats)
- MA level (**denotes cross-listed as a PhD class*)
 - BBL 5123* Sociolinguistics and Education (f2f, online, hybrid/hyFlex formats)
 - ESL 5033* Reading and Writing in English as an Additional Language (f2f, hybrid, online)
 - ESL 5043 Listening and Speaking in English as an Additional Language (f2f, online formats)
 - ESL 5073* Technology in Language Teaching/Learning (f2f, hybrid, online)
 - ESL 6063* Advanced Literacy in L2 (online)
 - ESL 6943 Practicum in TESL (f2f, hybrid, online formats)
- PhD level
 - BBL 7043 Qualitative analysis and methodology for CLL students (f2f, hybrid formats)
 - BBL 7083 Technology for Qualitative Research (f2f, hybrid, online formats)
 - BBL 7213 Ethnological Theory (online and hyFlex formats)

Ohio State University

- PhD level
 - Technology for Qualitative Research Methodologies Lab (Spring 2013)
 - Ethnography of Communication I and II (Fall 2012, Spring 2013) (f2f format)
 - MOOC for Latin American Studies (Summer 2013) (online format)
- Undergraduate level
 - ESL Composition 108 level (Fall 2008, Spring 2009)
 - ESL Composition 109 level (Fall 2009, 2010; Spring 2010, 2011)
- Language Teaching, Sole Instructor
 - Coordinator ESL teaching in after-school program at two middle schools (2003-2005)

Miami University

- ENG W101 First Year Composition instructor for international students 2013-2014
- ENG W102 First Year Composition instructor for international students 2013-2014

Other Settings

- ESL, Writing, and Composition instructor at Ivy Tech Community College, Indiana
- ENG 110 and 112 Composition instructor at Purdue University, Fort Wayne
- ESL 110 and 112 ESL Composition instructor at Purdue University, Fort Wayne
- ESL Instructor for Community Center North Manchester, IN (2002-2003)
- English Language Teaching in Mexico's Various Settings (1998-2002)

STUDENT MENTORSHIP - *Denotes student has graduated

PhD Level

Summary

| | PhD level | MA level |
|------------------------|--|----------------------------|
| Thesis & Dissertations | 5 (3 in tenure track positions, 1 in R-1 university, 2 in full-time positions at school districts) | 4 (1 Fulbright at Bahrain) |
| Advisees | 6 current | 68 to date |

Dissertation Chair

- 5 Mitchell, Kimani* (2023). *Raciolinguistics and Fugitivity: A critical discourse analysis of Black women teaching experiences*. UTSA BBL Department. Co-chair with Dr. Juliet Langman
- 4 Jesús Santos* (fall 2022). *Translanguaging During Collaborative Writing Tasks: Examining a Case of Secondary Emergent Bilinguals*. UTSA BBL Department. Co-chair with Dr. Juliet Langman
- 3 Walton, Andrew* (summer 2022). *An Exploration of the Effectiveness of a Technology-Based Lesson Study as a Professional Development Tool on World Language Teachers' TPACK*. UTSA. BBL Department.
- 2 Dao, Nguyen*. (summer 2022). *Toward Biliteracy Socialization for Vietnamese American Children: A Case Study in Two Contexts*. UTSA. BBL Department.
- 1 Sarmiento, Brenda*. (summer 2022). *De Aquí, de allá y de acullá: Identity, Language and Thirdspaces. A multi-sited ethnographic case study of Syrian displaced students in México*. UTSA. BBL Department. Co-chair with Dr. Jorge Solís

MA Level

Directed Thesis

- 2022 Algarawi, Hassan.* *An Overview Of The Technology Use In Iraqi Efl Classrooms: Lessons Learned, Challenges To Overcome*. UTSA.
- 2022 Calanes, Paula.* *Self-Directed Digital Language Learning Resulting from Covid-19 School Shutdowns*. UTSA.
- 2017 Koelzer, Marie-Louise.*. *Is It Just 'Very Fun' or Does It Actually Help?: Digital Storytelling in L2 Academic Writing*. UTSA.
- 2016 Aguirre, Aurora.* *Linguistic Background and Tutoring Style: Multilingual Tutors helping Multilingual Writers in the Writing Center*. UTSA.

Mentored students for external awards

| | |
|-------------------|---|
| Paula Canales | Fulbright ETA Award to Bahrain 2023-2025 |
| Joshua Perez | Fulbright ETA Award to Turkey 2023 |
| Nguyen Dao | NABE Dissertation Award (2nd Place) 2022 |
| Hector Castrillon | Fulbright Scholar Award to St. Lucia 2022 |
| David Díaz | Fulbright ETA Award to Taiwan 2020 |
| Clarissa Moore | Fulbright ETA Award to Colombia 2017 |

SERVICE

PROFESSIONAL

Editorial Board

International Journal of Multicultural Education (co-editor 2024-present)
TESOL - Second Language Interest Section, Newsletter Editor 2022-2024 *SLW News*
(editor in chief 2022-2023; co-editor 2023-present)
MEXTESOL Journal (editorial board, 2015-2018)
Perspectivas sobre la Investigación Cualitativa (editorial board 2015-2016) Universidad de Guanajuato Press
Teaching Literacy & Language Through Multimodal Texts (editorial board, 2016-2017) Universidad Internacional de la Rioja

Peer Reviewer

APPLES Journal
Applied Linguistics
CIEX Journal
Discourse, Language & Society

Educational Research Review
Ethnic and Racial Studies Journal
International Multilingual Research Journal
International Journal of Bilingual Education and Bilingualism
International Journal of the Sociology of Language
International Journal of Multilingualism
International Journal of Multicultural Education
Journal of Latinos and Education
Journal of Second Language Writing
Journal of Multilingual and Multicultural Development
Journal of Language and Identity in Education
Languages
Lingua
Linguistics and Education
MEXTESOL Journal
Spanish in Context
System
TESOL Journal
TESOL Quarterly
Written Communication

Leadership

TESOL - Second Language Writing Interest Section, Chair-Elect 2022-2023, Acting Chair 2023-2024, Past chair 2024-2025

AAAL - American Association of Applied Linguistics Conference 2022, Analysis of Discourse and Interaction (DIS), Strand Coordinator.

TESOL - Second Language Writing Interest Section, Member at large 2019-2022

Organized Book Series Webinar event in Zoom in July 2021

Organized Workshop Series Webinar event in Zoom in August 2021

COMMUNITY

2022 - present Continued to train MA TESL students and forged connections in the Westside community. Continue to supervise volunteers to teach digital literacy lessons through ADLLE at MAUC.

2021 - 2022 Initiated the Adult Digital Literacy through Language Education classes at the Westside community in San Antonio. Offered 12 weeks of ESL/Digital literacy classes to 18 participants. Trained MA-TESL and PhDCLL students to teach lessons.

- 2017 Summer Institute for English Teachers (IET). Led two workshops for 100 Mexican English teachers at UTSA, who were funded by Fulbright COMEXUS.
- 2017 Instituto Mexicano Internacional (IMP). Instituto Mexicano International Mobility Scholarship Program. INDABA Instituto for English Teachers supported by the Mexican government. Led two workshops for 100 elementary school teachers from Mexico at UTSA.

Other Community Engagement

- 2015 - 2020 Performer. Mexican Folkloric Dancing at the Guadalupe Arts Cultural Center in San Antonio, TX. Two performances a year at the Guadalupe Theater. Two performances a year in the Westside neighborhoods and other local venues in San Antonio.
- 2016 Performer. Domésticas Unidas de San Antonio and the National Domestic Workers Alliance at the Esperanza Center for Peace and Justice. San Antonio
- 2015 Performer. The Day of the Dead for the Westside community in San Antonio.
- 2012 Speaker and performer. "Sones Jarochos," Latino Arts for Humanity, Columbus MidWest Fair Trade
- 2009 Speaker and performer. "Folkloric Dances of Mexico," Talent Show in the Foreign and Second Language Education Department, OSU School of Education and Human Ecology
- 2006 Bilingual Tax Preparation Volunteer. IRS at United Hispanic-Americans, Inc. Indiana.
- 2005-2006 Performer. "Typical/Folkloric Dances of the region of Veracruz," IPFW Hispanic Heritage Month Celebrations
- 2005 Interpreter and Translator, "Hispanic Leadership Coalition North East Indiana" to members of the HLCN group. Fort Wayne, IN
- 2004-2005 Instructor. "ESL Basic Classes" members of Saint Patrick Catholic Church (Spanish and Vietnamese speaking community). Fort Wayne, IN

PROFESSIONAL ASSOCIATIONS

American Association of Applied Linguistics (AAAL)
 American Anthropological Association (AAA)
 American Educational Research Association (AERA)
 Teachers of English to Speakers of Other Languages (TESOL)

Mexican Association of Teachers of English to Speakers of Other Languages
(MEXTESOL)

Society of Linguistic Anthropology (SLA)

Symposium on Second Language Writing (SSLW)

CREDENTIALS

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|------|--|
| 2023 | Microcredentials in the University Ecosystem |
| 2022 | ACUE Full Certification for Best Online Teaching Practices |
| 2022 | ACUE Microcredential on Inclusive Practices |

LANGUAGES

Spanish: Advanced reading, writing, speaking

English: Advanced reading, writing, speaking

French: Beginner reading, writing, speaking

Japanese: Beginner writing, speaking