

## **Serafin M. Coronel-Molina, Ph.D.**

Indiana University Bicentennial Professor (2019-2021)  
Professor of Literacy, Culture, and Language Education  
Department of Curriculum and Instruction  
School of Education, Indiana University  
W. W. Wright Building, Room #3228  
201 North Rose Avenue  
Bloomington, IN 47405-1006  
Phone: 812-822-1087  
E-mail: [scoronel@indiana.edu](mailto:scoronel@indiana.edu)

## **CURRENT POSITIONS & AFFILIATIONS**

### **Indiana University Bloomington**

- 2023–present *Advisory Board Member*, The American Indian Studies Research Institute (AISRI)
- 2022–present *Steering Committee Member*, Global Indigenous Studies Network
- 2022–present *Research Associate*, The American Indian Studies Research Institute (AISRI)
- 2015–present *Affiliated Faculty*, Social Foundations Program Area, Department of Educational Leadership and Policy Studies
- 2013–present *Affiliated Faculty*, Hamilton Lugar School of Global and International Studies (SGIS)
- 2011–present *Affiliated Faculty*, Center for the Study of Global Change
- 2009–present *Adjunct Faculty*, Latino Studies Program
- 2009–present *Member*, Committee on Native American and Indigenous Studies
- 2008–present *Affiliated Faculty*, Department of American Studies
- 2007–present *Adjunct Professor of Anthropology*, Department of Anthropology
- 2007–present *Faculty Core Member*, Minority Languages & Cultures of Latin American Project
- 2007–present *Affiliated Faculty*, Center for Latin American & Caribbean Studies (CLACS)

## **EDUCATION**

- 2007 Ph.D. University of Pennsylvania, Graduate School of Education, Educational Linguistics Division. Graduated with distinction.  
*Areas of specialization:* educational linguistics and sociolinguistics
- 1995 M.A. The Ohio State University, Columbus. Department of Spanish and Portuguese.  
*Area of specialization:* Hispanic Linguistics, with emphasis on theoretical linguistics and sociolinguistics.
- 1980 B.A. Universidad Ricardo Palma, Lima, Peru. School of Humanities and Modern Languages.  
*Area of specialization:* Translation from English, French and Quechua into Spanish.

## ADDITIONAL STUDIES

- 1993 Linguistic Society of America Summer Institute, The Ohio State University, Department of Linguistics, Columbus
- 1988 Pontificia Universidad Católica del Perú, Facultad de Letras y Ciencias Humanas, Departamento de Humanidades, Lima, Perú. Coursework on Andean linguistics and Quechua grammar taught by Dr. Rodolfo Cerrón-Palomino
- 1980 Escuela Superior de Administración de Empresas y Mercadotecnia (ESAE), Lima, Perú. Diploma in Public Relations

## RESEARCH AND SCHOLARSHIP FOCI

My research and scholarship are interdisciplinary and transdisciplinary and explore the multiple and complex intersections of languages, cultures, ideologies, power, politics, policies, and identities in the Andes of South America, in the Americas and in Asia more generally. This interdisciplinary and transdisciplinary focus broadens the horizon of my research and makes it relevant to the fields that contribute to my theoretical foundations, such as educational linguistics, sociolinguistics, linguistic anthropology, Indigenous Studies, Latin American studies, and Literacy Studies. My research agenda comprises four major strands of academic inquiry: sociolinguistics, language policy and planning; language revitalization; and translingual literacies.

*Research interests and publication projects:* Sociolinguistics of Indigenous languages in South America; Indigenous language revitalization worldwide; Quechua lexicography; politics of Indigenous and endangered languages; local and global indigeneity; bilingual and multilingual education in South America and beyond; language policy and planning in Latin America and China; linguistic landscape in Taiwan; transformative education; and classroom ethnography.

## ACADEMIC & PROFESSIONAL POSITIONS

- 2021–present *External Affiliated Scholar*, Quechua Initiative on Global Indigeneity at Harvard University
- 2022–present *Academic Mentor*, Consortium for Democratizing Academic Publishing and Knowledge under the leadership of Professor Suresh Canagarajah
- 2019–present *Editor* (with Stephen May, Teresa McCarty, and Constant Leung) Book Series *Language, Education and Diversity*, Multilingual Matters, UK
- 2018–present Founder and Editor-in-Chief of the *International Journal of Literacy, Culture, and Language Education (IJLCLE)*
- 2018–present Editor-in-Chief (with Michael Ndemanu) of the *Global Journal of Transformative Education (GJTE)*
- 2014–present *Co-Founder* (with Michael Ndemanu and Daniel Baron), Global Institute for Transformative Education
- 2013–2022 *Associate Professor of Literacy, Culture, and Language Education* in the Department of Curriculum and Instruction, School of Education at Indiana University Bloomington

- 2019–2021 *Indiana University Bicentennial Professor* (Named and endowed title). Bicentennial Professors were nominated through an open call for nominations from the eight IU campuses in spring 2018, reviewed and recommended by the Indiana University Executive Vice Presidents, Chancellors and Deans, and approved by President McRobbie and the Board of Trustees. The Indiana University's Bicentennial Professorships program is part of the university's continued commitment to public outreach and community engagement. 25 Bicentennial Professors from the eight IU campuses were named, and I was the only faculty member in the IUB School of Education named in that capacity.
- 2015 – 2018 *Faculty Associate*, Center for International Education, Development and Research, Indiana University
- 2009–2020 *Associate Faculty*, American Indian Studies Research Institute (AISRI)
- Summer of 2016 & 2017 *Visiting Professor*, Tamkang University, Tamsui District, Taiwan (R.O.C.), Department of English, School of Foreign Languages and Literatures
- 2009 – 2016 *Capstone Mentor*, Department of International Studies, Indiana University
- 2007 – 2013 Indiana University Bloomington, IN  
*Assistant Professor*, Department of Literacy, Culture, and Language Education (LCLE), School of Education
- 2003 – 2007 Princeton University, Princeton, NJ  
*Lecturer in Spanish*, Department of Spanish and Portuguese Languages and Cultures
- 2002 – 2003 Canisius College, Buffalo, NY  
*Adjunct Assistant Professor of Spanish*, Department of Modern Languages
- 1999 – 2001 University of Michigan, Ann Arbor, MI  
*Lecturer of Quechua and Spanish*. Joint appointment in Latin American and Caribbean Studies, and Department of Romance Languages and Literatures.  
*Lecturer of Spanish* (Summers 2000 and 2001). Summer Language Institute.
- 1997 – 1999 International Literacy Institute/UNESCO/University of Pennsylvania, Philadelphia  
*Project Specialist*, literacy issues in Latin America and the Caribbean (Feb. – Aug. 1999).  
*Research Assistant* (Jun. 1997 – Jan. 1999). Also served as International Literacy Institute representative in Ecuador and Peru, Jul. – Aug. 1997.
- 1995 – 1999 University of Pennsylvania, Philadelphia  
*Spanish Instructor*, Penn Language Center/The Wharton Business School (July – August 1999). Intensive summer semester class for MBA students.  
*Spanish Tutor*, Advanced Language and Cultural Perspective Program, Joseph H. Lauder Institute of Management and International Studies (1997 – 1998).  
*Graduate Teaching Assistant*, Graduate School of Education. For Dr. Nancy H. Hornberger (Sept. – Dec. 1998), Sociolinguistics in Education.

- Graduate Research Assistant*, Graduate School of Education. For Dr. Rebecca Freeman (Jan. – Dec. 1997).
- Graduate Research Assistant*, Graduate School of Education. For Dr. Nancy H. Hornberger (Sept. 1995 – Dec. 1996; Jan. 1998 – May 1999).
- 1997 *Private tutor*, Cigna Health Care of Pennsylvania, Philadelphia.
- Summer 1996 *Spanish Instructor*, Pitzer College of the Claremont Colleges, Claremont, CA. Summer Institute of Languages and Cultures (SILC).
- 1993 – 1995 The Ohio State University, Columbus.
- Resident Director*, Summer Quarter 1995. Office of International Education, Study Abroad Program, Cuernavaca, Mexico.
- Graduate Teaching Assistant*, Department of Spanish and Portuguese (Sept. 1993 – Jun. 1995).
- Graduate Research Assistant*, Department of Spanish and Portuguese. For Dr. Maureen Ahern (Sept. – Dec. 1994).
- Field Researcher*, Department of Linguistics (Jul. – Sept. 1994). Collected and recorded linguistic data on Huanca Quechua in the central Andean region of Peru.
- Graduate Research Assistant and Quechua Language Consultant*, Department of Linguistics. For Dr. Robert Levine and Jennifer J. Venditti (Jan. – Dec. 1994).
- 1991 – 1993 *Administrative Coordinator*, The Language Center; *Quechua and English Language Instructor*, Departamento de Ciencias Humanas, Universidad Nacional Agraria La Molina, Lima, Peru.
- 1990 – 1991 *Field Researcher for Dr. Utta von Gleich*, Professor of Linguistics and Language Contact, Department of Multilingualism and Language Contact, University of Hamburg, Germany. Collected data on Chanka-Quechua, interviewed Quechua speakers, translated and transcribed data.
- 1990 *Instructor of Spanish as a Second Language*, Instituto Pedagógico Bilingüe de Yarinacocha, Pucallpa (the Amazon region of Peru).
- 1989 – 1990 *Research Assistant, Quechua Consultant and Translator*. Ministerio de Educación, Lima, Peru. Dirección General de Educación Bilingüe.
- 1989 – 1990 *Copy Editor, Grammatical Consultant* for *Hacia una estandarización de vocablos quechuas en matemáticas* by Martha Villavicencio. Also contributed information for the Huanca Quechua portions of the book.
- 1987 – 1989 *Quechua Textbooks Developer*, Universidad Femenina del Sagrado Corazón (UNIFE). Instituto de Cultura Andina, Lima, Peru.
- 1987 – 1989 *Research Assistant, Quechua Language Consultant*, Instituto Nacional de Investigación y Desarrollo de la Educación (INIDE), Peru–BIRF (World Bank) Project. Assisted with a project on bilingual education in monolingual and bilingual Quechua rural communities of the Peruvian Andes.

1987 – 1989 *Field Research Assistant and Copy Editor* for Dr. Rodolfo Cerrón-Palomino, Pontificia Universidad Católica, Lima, Peru. Collected and recorded Quechua linguistic data from the Mantaro Valley in the Peruvian Andes. Transcribed, translated and contributed original data and copy-edited several book manuscripts in Spanish and Quechua as well.

## LANGUAGE PROFICIENCIES

- Huanca Quechua – Junín Region, Central Peru, South America (native)
- Spanish (native competency)
- Ayacucho-Chanca Quechua – Southern region of Peru (near native)
- Cuzco-Collao Quechua – Southern region of Peru (fluent)
- English (near native)
- Other varieties of Quechua spoken in Bolivia, Ecuador, Peru, Argentina, Colombia, and Chile (reading & translation knowledge)
- French (reading & translation knowledge)
- Italian (reading & translation knowledge)
- Portuguese (reading & translation knowledge)

## FUNDED GRANTS

- 2018 Principal Investigator: Bicentennial Conference Sponsorships (\$10,000): Indiana University Bicentennial to fund honoraria, travel and accommodation costs for three keynote speakers participating in the *First International Conference on Literacy, Culture, and Language Education (ICLCLE)*, Indiana University (Oct. 5-7, 2018).
- 2016 Co-Principal Investigator: Conference Grant (\$3,225): College Arts & Humanities Institute (CAHI) to fund honoraria, travel and accommodation costs for guest speakers attending the *More than Tradition: Latin American Indigenous Film Series* at Indiana University Bloomington Cinema.
- 2013 Principal Investigator: Travel Grant (\$800): Center for Latin American and Caribbean Studies, Indiana University Bloomington. XXXI International Congress of the Latin American Studies Association, Washington, D.C. (May 29– June 1).
- 2012 Co-Principal Investigator: OVPR Emergency Grant-in-Aid (\$500). Nomination of Dr. John Edwards (St. Francis Xavier University) for lecture visit to IUB. Nov. 26-29.
- 2012 Co-Principal Investigator: School of Education, Indiana University Bloomington (\$500). Nomination of Dr. John Edwards (St. Francis Xavier University) for lecture visit to IUB. Nov. 26-29, 2012. With Beth L. Samuelson.
- 2012 Principal Investigator: Mini Grant (\$700): Exploring Teaching and Learning with Second Life. Faculty Learning Community, Indiana University Bloomington (Dec. 9).

- 2012 Principal Investigator: Travel Grant (\$800): Center for Latin American and Caribbean Studies, Indiana University Bloomington. The High Academy of the Quechua Language (HAQL) in Cuzco, Peru: Its time, space, form and function. Panel: Indigenous Languages and the State in 20th-Century Latin America. Conference on Latin American History, American Historical Association (Jan. 5–8, 2012).
- 2011 Principal Investigator: 2011–2012 Short-Term Faculty Exchange with the Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS), Mexico: Office of the Vice President for International Affairs at Indiana University.
- 2011 Principal Investigator: Summer Course Development Grant (\$1,500): Center for Latin American and Caribbean Studies, and Minority Languages and Cultures of Latin America Program, Indiana University Bloomington.
- 2010 Principal Investigator: Travel Grant (\$400): Center for Latin American and Caribbean Studies, Indiana University-Bloomington. American Anthropological Association, 109<sup>th</sup> Annual Meeting, New Orleans (Nov. 17–21).
- 2010 Principal Investigator: Summer Research Grant (\$1,700): Center for Latin American and Caribbean Studies, Indiana University Bloomington. To conduct research and establish diverse professional and institutional contacts in South America.
- 2009 Principal Investigator: Travel Grant (\$800): Center for Latin American and Caribbean Studies, Indiana University Bloomington. Title VI 50<sup>th</sup> Anniversary Conference, Washington, DC.
- 2008 Principal Investigator: Travel Grant (\$1,000), Center for Latin American and Caribbean Studies, and Minority Languages and Cultures of Latin America Program, Indiana University Bloomington: Co-organizer, Workshop on Linguistic Rights in the Americas, *Foro Social Américas*, Guatemala City.
- 2008 Principal Investigator: Summer Course Development Grant (\$2,500), Center for Latin American and Caribbean Studies, and Minority Languages and Cultures of Latin America Program, Indiana University Bloomington.
- 1999 Principal Investigator: GSAC Travel Fellowship (\$800), University of Pennsylvania: 12th World Conference on Applied Linguistics, Tokyo, Japan.
- 1998 Principal Investigator: Student Fellowship (\$600), University of London, England: 12th United Kingdom Sociolinguistics Symposium.
- 1994 Principal Investigator: Tinker Grant (\$1,500), The Ohio State University, Columbus fieldwork in the Andes.
- 1999 Principal Investigator: Linguistic Society of America Fellowship (\$8,000): 1993 Summer Linguistic Institute.

## UNFUNDED GRANT PROPOSALS

- 2018 Principal Investigator: Institute of Advanced Study (IAS) Conference Grant (\$15,000) to fund honoraria, travel, and accommodation costs for three keynote speakers participating in the *First International Conference on Literacy, Culture, and Language Education (ICLCLE)*, Indiana University (Oct. 5-7, 2018).
- 2012 Co-Principal Investigator: Institute of Advanced Studies Visiting Fellow Award. Nomination of Dr. John Edwards (St. Francis Xavier University) for lecture visit to IUB. November 26-29, \$5,000.
- 2010 Principal Investigator, Crossing the Linguistic Digital Divide in an Andean Classroom (Machine Translation in Quechua). Submitted to Faculty Research Support Program, Indiana University, \$200,000.
- 2010 Co-Principal Investigator, Quechua Video Archive of Spontaneous / Natural Conversations. Submitted to 2010 Title VI International Research and Studies Program (IRS), United States Department of Education, \$500,000.
- 2009 Principal Investigator, Quechua Video Archive: Performances of Quechua Verbal Art. Submitted to 2009 Title VI International Research and Studies Program (IRS), United States Department of Education, \$500,000.

## ACADEMIC AWARDS AND HONORS

- 2022 Nominee, Outstanding International Engagement Award, School of Education, Indiana University Bloomington.
- 2021 **Recipient of the Latino Distinguished Faculty Award** from the Latino Faculty and Staff Council at Indiana University Bloomington in recognition of my mentorship, advocacy, and service to the Latinx and Indigenous communities.
- 2021 **Recipient of the Career Trajectory Award** from the Quechua Program and the Association of Native Alumni at University of Pennsylvania in recognition of my distinctive contribution to the maintenance and revitalization of Indigenous languages and cultures through research, teaching and service.
- 2020-2021 Nominee, Excellence in Mentoring Award, School of Education, Indiana University Bloomington
- 2020 **Recipient of the Indiana University Bicentennial Medal** in recognition of distinguished and distinctive service in support of the mission of Indiana University Bloomington.
- 2019–present **Member**, Indiana University Alliance of Distinguished and Titled Professors.
- 2019 **Recipient of the Helen C. Bailey Alumni Award** from the Graduate School of Education at the **University of Pennsylvania** for bringing recognition and status to Penn GSE and the University of Pennsylvania, an award granted for distinctive contributions to the field of education, and to Penn GSE, through research, exceptional professional involvement, or publications.
- 2016 **Recipient of the Excellence in Mentoring Award**, School of Education, Indiana University Bloomington.

- 2014 Nominee, Excellence in Mentoring Award, School of Education, Indiana University Bloomington.
- 2012 **Appointed, “Honorary Translator”** by the Peruvian Academy of Translation, Lima, Peru.
- 2012 Nominee, Outstanding Junior Faculty Award, Office of the Vice Provost for Faculty and Academic Affairs, Indiana University Bloomington.
- 2012 **Recipient, Trustees’ Teaching Award**, School of Education, Indiana University Bloomington.
- 2012 Nominee, Faculty Mentor Award, Indiana University Bloomington.
- 2011 Nominee, Excellence in Mentoring Award, School of Education, Indiana University Bloomington.
- 2010 Nominee, Excellence in Mentoring Award, School of Education, Indiana University Bloomington.
- 2007 Nominee, Phi Delta Kappa Distinguished Dissertation Award, University of Pennsylvania, Philadelphia.
- 1995 – 1999 **Recipient, Americas Fellowship**, University of Pennsylvania, Philadelphia.
- 1980 – 1981 **Recipient, Translation Internship**, Universidad Ricardo Palma: Highly competitive, merit-based internship for professional practice in translation at the United Nations Information Center, Lima, Peru.
- 1975–1980 **Recipient, Academic Scholarship**, Universidad Ricardo Palma, Lima, Peru for outstanding scholastic achievements.

## PUBLICATIONS

### Refereed Books

- Coronel-Molina, S. M. (2019). *Quechua phrasebook and dictionary*, 5th Ed. Victoria, Australia: Lonely Planet (bestseller).
- Coronel-Molina, S. M., & McCarty, T. L. (Eds.). (2016). *Indigenous language revitalization in the Americas*. London, UK: Routledge.
- Coronel-Molina, S. M. (2015). *Language ideology, policy and planning in Peru*. Multilingual Matters.
- Coronel-Molina, S. M., & Grabner, L. L. (Eds.). (2005). *Lenguas e identidades en los Andes: perspectivas ideológicas y culturales* [Languages and identities in the Andes: Ideological and cultural perspectives]. Abya-Yala.
- Cerrón-Palomino, R., Pineda Bernuy, E., Rosales Alvarado, H., Coronel-Molina, S. M., & Reyes Padilla, V. (1998 [1905]). Colegio de Propaganda Fide del Perú. *Vocabulario poliglota incaico: Quechua, aimara, castellano* [‘Inca polyglot dictionary: **Quechua (four varieties), Aymara and Spanish**’], updated and expanded edition. UNESCO/Ministry of Education of Peru.



## Refereed Special Issue Volumes

- Comajoan-Colomé, L., & Coronel-Molina, S. M. (Guest Eds.). (2021). Special issue on New frameworks for language revitalization in the 21st century: Case studies from the Americas and Europe, *Journal of Multilingual and Multicultural Development*, 42 (10).
- Coronel-Molina, S. M. (Issue Ed.). (2017). Thematic issue on politics of language, *Chiricú Journal: Latina/o Literatures, Arts, and Cultures*, 1(2).
- Coronel-Molina, S. M. (Issue Ed.). (2017). Special issue on Indigenous language regimes in the Americas, *International Journal of the Sociology of Language (IJSL)*, 246.
- Coronel-Molina, S. M., & Samuelson, B. L. (Guest Eds.). (2017). Special issue on Translingual literacies, *Journal of Multilingual and Multicultural Development*, 38(5).
- Coronel-Molina, S. M. (2014). Monograph. Definitions and critical literature review of language attitude, choice and shift: Samples of language attitude surveys. *Journal of Second and Multiple Language Acquisition (JSMULA)*, 2 (2).
- Coronel-Molina, S. M., & Rodríguez-Mondoñedo, M. (Guest Eds.). (2012). Special issue on Language contact and universal grammar in the Andes, *Lingua*, 122 (5).

## Refereed Journal Volumes [Founder & Editor/Co-Editor-in-Chief]

- Coronel-Molina, S. M. (Ed.). (2022). *International Journal of Literacy, Culture, and Language Education (IJLCLE)*, Vol. 3.
- Coronel-Molina, S. M. (Ed.). (2022). *International Journal of Literacy, Culture, and Language Education (IJLCLE)*, Vol. 2. (Special Issue on Weaponization of Language in Society and Education. Guest Editors: Luis Javier Pentón Herrera and Kisha C. Bryan).
- Ndemanu, M., & Coronel-Molina, S. M. (Eds.). (2022). *Global Journal of Transformative Education (GJTE)*, Vol. 3.
- Coronel-Molina, S. M. (Ed.). (2020). *International Journal of Literacy, Culture, and Language Education (IJLCLE)*, Vol. 1.
- Ndemanu, M., & Coronel-Molina, S. M. (Eds.). (2020). *Global Journal of Transformative Education (GJTE)*, Vol. 2.
- Ndemanu, M., & Coronel-Molina, S. M. (Eds.). (2019). *Global Journal of Transformative Education (GJTE)*, Vol. 1.

## Refereed Working Papers Volumes [Founder & Editor-in-Chief]

- Coronel-Molina, S. M., (Ed.) (2017). *Working Papers in Literacy, Culture, and Language Education (WPLCLE)* [Indiana University], Vol. 5.
- Coronel-Molina, S. M., (Ed.) (2015). *Working Papers in Literacy, Culture, and Language Education (WPLCLE)* [Indiana University], Vol. 4.
- Coronel-Molina, S. M., (Ed.). (2014). *Working Papers in Literacy, Culture, and Language Education (WPLCLE)* [Indiana University], Vol. 3.
- Coronel-Molina, S. M., (Ed.). (2013). *Working Papers in Literacy, Culture, and Language Education (WPLCLE)* [Indiana University], Vol. 2.

Coronel-Molina, S. M., (Ed.). (2012). *Working Papers in Literacy, Culture, and Language Education (WPLCLE)* [Indiana University], Vol. 1.

### **Non-Refereed Book and Conference Proceedings**

Coronel-Molina, S. M., & McDowell, J. H. (Eds.). (2011). *Proceedings of the First Symposium on Teaching Indigenous Languages of Latin America (STILLA 2008)*. Bloomington, IN: Center for Latin American and Caribbean Studies (CLACS), Minority Languages of Cultures of Latin America Program (MLCP), Association for Teaching and Learning Indigenous Languages of Latin America (ATLILLA).

Lee, Y. H., & Coronel-Molina, S. M. (2010). *Language and literacy in lives of Southeast Asian immigrant women: Lessons learned from Taiwan, and voices from within and without*. Saarbrücken, Germany: LAP Lamber Academic Publishing.

### **Refereed Journal Articles**

Comajoan-Colomé, L., & Coronel-Molina, S. M. (2021). What does language revitalisation in the 21<sup>st</sup> century look like? New trends and frameworks (Special issue – New frameworks for language revitalization in the 21st century: Case studies from the Americas and Europe). *Journal of Multicultural and Multilingual Development (JMMD)*, 42 (10), 897–904.

Coronel-Molina, S. M. (2017). Introductory essay: Politics of language from multiple perspectives: *Latinidad* and *Indigenidad*. (Thematic issue - The politics of language). *Chiricú Journal: Latina/o Literatures, Arts, and Cultures*, 1 (2), 6–17.

Coronel-Molina, S. M. (2017). Introduction: Indigenous language regimes in the Americas (Special issue on Indigenous language regimes in the Americas). *International Journal of Sociology of Language (IJSL)*, 246, 1–6.

Coronel-Molina, S. M., & Cowan, P. M. (2017). Amerindian and translingual literacies across time and space. *Journal of Multilingual and Multicultural Development*, 38 (5), 407–421.

Coronel-Molina, S. M., & Samuelson, L. B. (2017). Language contact and translingual literacies. *Journal of Multilingual and Multicultural Development (JMMD)*, 38 (5), 379–389.

Bumbalough, M., & Coronel-Molina, S. M. (2016). Reimagining local languages as cosmopolitan languages. *Journal of Second and Multiple Language Acquisition (JSMULA)*, 4 (1), 1–23.

Cross, V., & Coronel-Molina, S. M. (2014). An initial assessment of Inga language and culture revitalization in Putumayo, Colombia. *Journal of Second and Multiple Language Acquisition (JSMULA)*, 3 (2), 1–29.

Coronel-Molina, S. M., & Rodríguez-Mondoñedo, M. (2012). Introduction: Language contact in the Andes and universal grammar, (Special issue on language contact and universal grammar in the Andes). *Lingua*, 122(5), 447-460.

Coronel-Molina, S. M. (2011). Revitalization of endangered languages: Quechua in the Andes. *Droit et Cultures: Revue Internationale Interdisciplinaire*, 62, 105–115. Special issue on L'homogène et le pluriel. L'exemple de la multiculturalité au Pérou.

Lee, Y. H., & Coronel-Molina, S. M. (2011). Exploring biliteracy practices among immigrant women in Taiwan. *International Journal of Language, Society and Culture*, 33, 73–83.

- Coronel-Molina, S. M. (2008). Language ideologies of the High Academy of the Quechua Language in Cuzco, Peru. *Latin American and Caribbean Ethnic Studies*, 3 (3), 319–340. Special issue: Indigenous encounters in Peru.
- Hornberger, N. H., & Coronel-Molina, S. M. (2004). Quechua language shift, maintenance and revitalization in the Andes: The case for language planning (Special issue on Quechua sociolinguistics). *International Journal of the Sociology of Language*, 67, 9–67.
- Coronel-Molina, S. M. (2004). Commentary on Las etimologías toponímicas del Inca Garcilaso by Rodolfo Cerrón-Palomino. *Revista Andina*, 38, 45–47. (Cuzco, Peru.)
- Coronel-Molina, S. M. (2003). La intelectualización de lenguas indígenas y su implicación en la educación [The intellectualization of Indigenous languages and educational implications]. In *La educación indígena en las Américas/Indigenous education in the Americas. SIT Occasional Papers Series: Addressing Intercultural Education, Training and Service, No. 4* (Winter), 103–116. World Learning, School for International Training.
- Coronel-Molina, S. M. (1999). Piruw malka kichwapiq hatun qillqa lulay [Language planning for Peruvian Quechua]. *Amerindia, Revue d'Ethnolinguistique Amériéenne*, 24, 1–30.
- Coronel-Molina, S. M. (1999). Functional domains of the Quechua language in Peru: Issues of status planning. *International Journal of Bilingual Education and Bilingualism*, 2 (3), 166–180. Special issue on indigenous Language maintenance in Latin America.

### Refereed Book Chapters

- Quintero, V., & Coronel-Molina, S. M. [in press]. Indigenous South America. In N. Müller & J. M. Ball (Eds.), *The Routledge handbook of sociolinguistics around the world*, 2nd Ed. Routledge.
- Coronel-Molina, S. M. (2019). Media and technology: Revitalizing Latin American Indigenous languages in cyberspace. In T. L. McCarty, S.E. Nicholas, & G. Wigglesworth (Eds.), *A world of Indigenous languages – politics, pedagogies and prospects for language revitalization and maintenance* (pp. 91–114). Multilingual Matters.
- McCarty, T. L., & Coronel-Molina, S. M. (2017). Language education planning and policies by and for Indigenous people. In T. L. McCarty, & S. May (Eds.), *Encyclopedia of language education. Vol. 1 language policy and political issues in language education*, 3<sup>rd</sup> Ed. (pp.155-170). Springer.
- Coronel-Molina, S. M. (2016). New domains for Indigenous language acquisition and use in Latin America and the Caribbean. In S. M. Coronel-Molina and T. L. McCarty (Eds.), *Indigenous language revitalization in the Americas* (pp. 292–311). Routledge.
- Coronel-Molina, S. M., & McCarty, T. L., (2016). Introductory research essay. In S. M. Coronel-Molina and T. L. McCarty (Eds.), *Indigenous language revitalization in the Americas* (pp. 1–11). Routledge.
- Coronel-Molina, S. M. (2012). New functional domains of Quechua and Aymara: Mass media and social media. In J. W. Tollefson (Ed.), *Language Policies in Education: Critical Issues*, 2<sup>nd</sup> ed. (pp. 278–300). Routledge.

- Coronel-Molina, S. M. (2011). Marcadores de evidencialidad en hablantes bilingües de quechua–castellano [Evidential markers in bilingual Quechua–Spanish Speakers]. In F. H. Adelaar, P. Valenzuela Bismarck, & R. Zariquary Biondi (Eds.), *Estudios en lenguas andinas y amazónicas: Homenaje a Rodolfo Cerrón-Palomino* (pp. 391–411). Fondo Editorial de la Pontificia Universidad Católica del Perú.
- Coronel-Molina, S. M. (2011). Sociohistorical perspective of language policy and planning in Peru. In J. A. Fishman & O. García (Eds.), *Language and ethnic identity, volume 2: The success–failure continuum* (pp. 126–136). Oxford University Press.
- Coronel-Molina, S. M., & McCarty, T. (2011). Language curriculum design and evaluation for endangered languages. In P. K. Austin & J. Sallabank (Eds.), *The Cambridge handbook of endangered languages* (pp. 354–370). Cambridge University Press.
- Coronel-Molina, S. M., & Solon, M. (2011). Bilingual education in Latin America. In M. Díaz-Campos (Ed.), *Handbook of Hispanic sociolinguistics* (pp. 686–703). Wiley-Blackwell.
- Coronel-Molina, S. M. (2011). Quechua language and education policy in the highlands of Peru. In K. K. King & F. Hult (Eds.), *Applying the local globally and the global locally in educational linguistics* (pp. 140–153). Multilingual Matters.
- Coronel-Molina, S. M., & Quintero, V. (2010). The sociolinguistics of Indigenous languages in South America. In N. Müller & J. M. Ball (Eds.), *The Routledge handbook of sociolinguistics around the world* (pp. 42–51). Routledge.
- Coronel-Molina, S. M. (2005). Lenguas originarias cruzando el puente de la brecha digital: nuevas formas de revitalización del quechua y el aimara [Indigenous languages crossing the digital divide: New ways of revitalization of Quechua and Aymara]. In S. M. Coronel-Molina & L. L. Grabner (Eds.), *Lenguas e identidades en los Andes: perspectivas ideológicas y culturales* (pp. 31–82). Abya Yala.
- Coronel-Molina, S. M. (1999). Crossing borders and constructing indigeneity: A self-ethnography of identity. In J. Brown & P. Sant (Eds.), *Indigeneity: Construction and re/presentation* (pp. 59–75). Nova Science Publishers.

### **Invited Book Chapters**

- Grabner, L. L., & Coronel-Molina, S. M. (2005). Introduction. In S. M. Coronel-Molina & L. L. Grabner (Eds.), *Lenguas e identidades en los Andes: perspectivas ideológicas y culturales* [Languages and identities in the Andes: Ideological and cultural perspectives] (pp. 7–27). Abya Yala.
- Coronel-Molina, S. M. (2005). Lenguas en contacto en el Perú: el español y el quechua. [Languages in contact in Peru: Quechua and Spanish]. In C. Ferrero-Pino & N. Lasso-von Lang (Eds.), *Varietades lingüísticas y lenguas en contacto en el mundo de habla hispana* (pp. 113–124). AuthorHouse.
- Coronel-Molina, S. M., & Hornberger, N. H. (2000). *World languages report: Quechua*. UNESCO, Paris: World Languages Report.

- Coronel-Molina, S. M. (1999). Planificación del corpus del quechua sureño peruano [Corpus planning for Southern Peruvian Quechua]. In A. Herzfeld & Y. Lastra (Eds.), *Las causas sociales de la desaparición y del mantenimiento de las lenguas en las naciones de América* (pp. 189–203). Universidad de Sonora.
- Coronel-Molina, S. M. (1998). Bibliografía selecta sobre alfabetización en América Latina [Selected bibliography on literacy in Latin America]. In D. Wagner, *Alfabetización: construir el futuro* (pp. 146–165). International Bureau of Education (IBE)–UNESCO; International Literacy Institute.

### Articles in Working Papers and Conference Proceedings

- Cross, V., & Coronel-Molina, S. M. (2012). Inga language and culture revitalization in Putumayo, Colombia. *Working Papers in Literacy, Culture, and Language Education (WPLCLE)* [Indiana University], 1, 7–26.
- Cowan, P., & Coronel-Molina, S. M. (2011). Tracing trajectories of Indigenous literacies in the Americas. In S. M. Coronel-Molina & J. H. McDowell (Eds.), *Proceedings of the First Symposium on Teaching Indigenous Languages of Latin America (STILLA 2008)* (pp. 152–171). Bloomington, IN: Center for Latin American and Caribbean Studies (CLACS); Minority Languages of Cultures of Latin America Program (MLCP) at Indiana University; Association for Teaching and Learning Indigenous Languages of Latin America (ATLILLA).
- Coronel-Molina, S. M., & McDowell, J. H. (2011). Introduction. Themes and issues in the study of Indigenous languages: Sharing our words and worlds in our own voices. In S. M. Coronel-Molina & J. H. McDowell (Eds.), *Proceedings of the First Symposium on Teaching Indigenous Languages of Latin America (STILLA 2008)* (pp. 1–8). Bloomington, IN: Center for Latin American and Caribbean Studies (CLACS); Minority Languages of Cultures of Latin America Program (MLCP) at Indiana University; Association for Teaching and Learning Indigenous Languages of Latin America (ATLILLA).
- Coronel-Molina, S. M. (2009). *First Symposium on Teaching Indigenous Languages of Latin America (STILLA 2008)*. Electronic Proceedings of the 50th Anniversary of Title VI Programs (Mar. 19–21), (pp. 1–3), Washington, DC.
- Coronel-Molina, S. M. (2001). La intelectualización de lenguas indígenas y su implicación en la educación [The intellectualization of Indigenous languages and educational implications]. In *Conference Proceedings of the First Hemispheric Conference on Indigenous Education*, Guatemala City, Guatemala, July 25–27, 2001, 50–71.
- Coronel-Molina, S. M. (1998). Openings and closings in telephone conversations between native Spanish speakers. *Working Papers in Educational Linguistics* [University of Pennsylvania], 14 (1), 49–68.
- Coronel-Molina, S. M. (1997). Language policy: Status planning for the Quechua language in Peru. *Working Papers in Educational Linguistics* [University of Pennsylvania], 13 (1), 31–47.
- Coronel-Molina, S. M. (1997). Corpus planning for Southern Peruvian Quechua: A case study. *Working Papers in Educational Linguistics* [University of Pennsylvania], 12 (2), 2–27.

## Invited Encyclopedia Entries

- Coronel-Molina, S. M., & Samuelson B. L. (2014). Semiotics. In D. C. Philips (Ed.), *Encyclopedia of educational theory and philosophy*. SAGE.
- Coronel-Molina, S. M. (2013). Peru. In J. Ainsworth (Ed.), *The sociology of education: An A-to-Z guide*. SAGE.
- Coronel-Molina, S. M. (2001). Quechua. In G. Jane & C. Rubino (Eds.), *Facts about the world's languages: An encyclopedia of the world's major languages, past and present* (pp. 584–590). Wilson.

## Brief Introductory Articles in Journal Volumes and Working Papers

- Coronel-Molina, S. M. (Ed.). (2022). *International Journal of Literacy, Culture, and Language Education (IJLCLE)*, 3.
- Ndemanu, M., & Coronel-Molina, S. M. (Eds.). (2022). *Global Journal of Transformative Education (GJTE)*, 3, 1-2.
- Coronel-Molina, S. M., & Ndemanu, M. (Eds.). (2020). *Global Journal of Transformative Education (GJTE)*, 2, 1-4.
- Coronel-Molina, S. M. (Ed.). (2020). *International Journal of Literacy, Culture, and Language Education (IJLCLE)*, 1, 1-3.
- Ndemanu, M., & Coronel-Molina, S. M. (Eds.). (2019). *Global Journal of Transformative Education (GJTE)*, 1, 1-3.
- Coronel-Molina, S. M. (2017). Introduction. *Working Papers in Literacy, Culture, and Language Education (WPLCLE)* [Indiana University], 5, 1–3.
- Coronel-Molina, S. M. (2015). Introduction. *Working Papers in Literacy, Culture, and Language Education (WPLCLE)* [Indiana University], 4, 1–3.
- Coronel-Molina, S. M. (2014). Introduction. *Working Papers in Literacy, Culture, and Language Education (WPLCLE)* [Indiana University], 3, 1–3.
- Coronel-Molina, S. M. (2013). Introduction. *Working Papers in Literacy, Culture, and Language Education (WPLCLE)* [Indiana University], 2, 1–5.
- Coronel-Molina, S. M., & Zakeri, B. H. (2012). Introduction. *Working Papers in Literacy, Culture, and Language Education (WPLCLE)* [Indiana University], 1, 1–5.

## Non-Refereed Articles in Different Venues

- Coronel-Molina, S. M. (2009). Critical review of ethnographic reports. Bloomington, IN: IU Scholar Works. (pp. 1-10).
- Coronel-Molina, S. M. (2004). The meaning of inspiration in Quechua. In E. Rutsch & J. Kuenz (Eds.), *Inspiration in many languages*. HumanityQuest.com.
- Coronel-Molina, S. M. (1998). Literacy and civic education program for Indigenous and peasant women in Peru. *Literacy Project: International Literacy Explorer*. International Literacy Institute & UNESCO.

Coronel-Molina, S. M. (1994). Sobreviviente de una cultura marginada [Survivor of a marginalized culture]. *Ayllu*, 3, 14–16 [Tokyo, Japan].

### Book Forewords

Arratia Giménez, M. (2022). *Lengua quechua, conocimiento etnoecológico y biodiversidad: una exploración desde la ecolinguística*. Centro Interdisciplinario PROEIB Andes.

Wang, E. (2019). *Developing cross-cultural exchange projects: A step-by-step guide*. Nova Science Publishers.

Lee, H. Y-S. (2019). *Language and minority in the making of Thailand: Towards development and social change*. Elephant White Cultural Enterprise Co, Ltd.

Zheng, M. (2017). *A conceptual metaphor account of word composition compositional potentiality of light in English and Chinese*. Cambridge Scholars Publishing.

Ortiz, S. (2015) *Ojo de pez II: Humanidad arañada*. Palibrio.

Ortiz, S. 2014. *Ojo de pez I*. Palibrio.

I. L. Albarracín de Alderetes, I. L. (2009). *La quichua: Gramática, ejercicios y diccionario castellano–quichua, volume I*. Buenos Aires, Argentina: Universidad Nacional de Tucumán; Asociación de Investigadores en Lengua Quechua; Editorial Dunken.

Guaman Poma de Ayala, F. *The first new chronicle and good government: On the history of the world and the Incas up to 1615*. Translated and edited by R. Hamilton (hardback 2009 – paperback 2021). University of Texas Press.

### Book Reviews

(2003). Manipulando los hilos del poder: movimientos indígenas en Colombia, Guatemala y Brasil (Manipulating the threads of power: Indigenous movements in Colombia, Guatemala and Brazil). Review of 'Indigenous movements, self representation, and the state in Latin America' by K. B. Warren and J. E. Jackson (Eds.). *Brújula: Revista Interdisciplinaria sobre Estudios Latinoamericanos*, 2(1), 153–155.

(2003). Review of 'Literacy and Development: Ethnographic Perspectives' by B. Street, (Ed.). In *Language Policy*, 2 (3), 279–281.

(2002). Review of 'Language revitalization process and prospects: Quichua in the Ecuadorian Andes' by K. King. *Language Policy*, 1 (2), 204–207.

## Published Translations

- Coronel-Molina, S. M. (2009 [1999]). *Llapa pachatraw nunakunakaqpa diriichunkuna hatun kamachikuy* [The Universal Declaration of Human Rights, Spanish to Quechua]. United Nations Information Center for Peru, Lima. Published online (1999), International Literacy Institute and UNESCO, Philadelphia. Also published online by Interculturalidad.org and Wiki-Source.
- Coronel-Molina, S. M. (2009 [1999]). *Urukunakaqpa diriichunkuna hatun kamachikuy* [The Declaration of the Rights of the Child, Spanish to Quechua]. United Nations Information Center for Peru, Lima. Published online (1999) by the International Literacy Institute and UNESCO, Philadelphia. Also published online by Interculturalidad.org and Wiki-Source.
- Coronel-Molina, S. M. (2007). Four Questions at Passover Table (Judaism), English to Huanca and Ayacucho-Chanca Quechua. In M. Spiegel and R. Stein (Eds.), *Three hundred ways to ask the Four Questions: From Zulu to Abkhaz* (pp. 116–117). China: Spiegel-Stein Publishing.
- Coronel-Molina, S. M. (1996). “El condor y la pastora,” two versions of an Andean oral folk tale [Quechua to Spanish]. Appendix, Función y forma poética en “El condor y la pastora.” By N. H. Hornberger. In J. C. Godenzzi (Ed.), *Tradición oral amerindia y amazónica: métodos de análisis e interpretación de textos* (pp. 96–141). Cuzco: CBC; PROEIB Andes.
- Coronel-Molina, S. M. (1989). *Cartilla de Educación sobre los Derechos del Niño* [Spanish to Quechua]. Lima: United Nations Children's Fund (UNICEF); Ministry of Education of Peru.

## Articles in Newsletters and Poetry in Newspaper

- Coronel-Molina, S. M. (2011). Association for Teaching and Learning Indigenous Languages (ATLILLA) in the news! *Enfoque*. Fall 2011 Newsletter, The Center for Latin American and Caribbean Studies at Indiana University.
- Coronel-Molina, S. M. (2011). Revitalization of endangered languages. *Native American and Indigenous Studies Newsletter*, 2 (2), 2-4. Indiana University Bloomington, American Studies Program.
- Coronel-Molina, S. M. (2009). Teaching, learning, and revitalizing Indigenous languages of Latin America. *Enfoque*. Fall 2008/Winter 2009 Newsletter, The Center for Latin American and Caribbean Studies at Indiana University.
- del Río Curoiwa, S., & Coronel-Molina, S. M. (2009). *Runasimimanta yachaykusun*: Ohio State will offer courses in Quechua. *¿Qué Pasa, OSU? An Independent-Based Magazine about Latinas at Ohio State*, 3 (Spring 2009), 21 & 29.
- Coronel-Molina, S. M. (2000). *Sembrando identidad/Sowing identity*. Original poem in Spanish and English. Supplement, University of Pennsylvania *Daily Pennsylvanian*.
- Coronel-Molina, S. M. (1999). A case study of Indigenous women's literacy efforts in the Andean region and Guatemala. *Innovations*, 3 (1) (Spring/Summer 1999). Newsletter of the International Literacy Institute (ILI).



## Published Interviews

- Coronel-Molina, S. M. (2016). Interview with Israel Herrera Hola Bloomington WFHB on the organization of the *More than Tradition: Latin American Indigenous Film Series* and the *Roundtable on (Re)Presentation of/in Indigenous Politics* at Indiana University (Sept. 30).
- Coronel-Molina, S. M. (2012). Interview with Gage Bentley from *Indiana Daily Student* (November 27).
- Coronel-Molina, S. M. (2010). Letras impresas en *runa simi*: es necesario convertir el quechua en un idioma global. Interview with Miguel Angel Vallejo S. from *Diario Oficial El Peruano* (November 24).
- Coronel-Molina, S. M. (2010). Indigenous scholar at IU involved in language and cultural revitalization. Interview with Joseph Stahlman, Editor, *Native American and Indigenous Studies Newsletter*, 1 (3, April 20), 1-4. Indiana University, American Studies Program.
- Coronel-Molina, S. M. (2009). Technology helps make the past the present: New tools help Quechua survive at IU, around the world (Apr. 22). Interview with a graduate student from the School of Journalism, Indiana University Bloomington.
- Coronel-Molina, S. M. (2008). First Symposium on Teaching Indigenous Languages of Latin America (August 14). Interview with Communications and Media Relations, School of Education, Indiana University.
- Coronel-Molina, S. M. (2007). Interview with *Christian Science Monitor*, Lima, Peru (Feb. 20).
- Coronel-Molina, S. M. (2007). Multilingualism and Indigenous organizations in Peru, Bolivia and Ecuador (Feb. 14). Interview with *Associated Press*, Lima, Peru.
- Coronel-Molina, S. M. (2006). Quechua language preservation and revitalization (Nov. 7). Interview with the online Parisian journal *AlmaSoror*.
- Coronel-Molina, S. M. (2006). Windows XP in Quechua and other technological advances for the Quechua language (Sep. 23-24). Interview with *Associated Press*, La Paz, Bolivia.
- Coronel-Molina, S. M. (2006). Lo andino traspasa fronteras. Interview with Enrique Cortez. *Identidades: Reflexión, Arte y Cultura Andina*, 107, 6-7.
- Coronel-Molina, S. M. (2005). Quechua speaking immigrants in the United States (Nov 8). Interview with *The Journal News*, White Plains, NY.
- Coronel-Molina, S. M. (2004). Interface between the Quechua language and the Internet (May 18). Interview with *Radio Naciones Unidas*. Princeton, NJ.

## Sounds Files and Learning Tools Created

- Coronel-Molina, S. M. (2005). Contributed original sound files of Huanca Quechua to the Sounds of the Andean Languages Website and CD-ROM, project in charge of Dr. Paul Heggarty, Cambridge University, UK (June 20).
- Coronel-Molina, S. M. (2005). 7 PowerPoint games to review vocabulary for intermediate and advanced Spanish. Princeton University, Princeton, NJ.
- Coronel-Molina, S. M. & Grabner, L. L. (2000). 6 PowerPoint Spanish version of *Who Wants to Be a Millionaire?* for use in college level Spanish classes.

Coronel-Molina, S. M., & Grabner, L. L. (2000). 1 trivia board game called *Estrujacerebros / Desparramasesos* (Brain Drain/Gray Matter Scatter) for use in college level Spanish classes.

Coronel-Molina, S. M. (1999). Eight PowerPoints Spanish and four Quechua versions of *Jeopardy* for use in college level classes (Beginning, Intermediate and Advance levels). These electronic games were adapted into several languages by the Language Resource Center at the University of Michigan, Ann Arbor.

## Manuscripts in Progress

### *Refereed Books and Journal Volumes*

McCarty, T. L., & Coronel-Molina, S. M. (Eds.). **[in preparation]**. *Ethnographies of Indigenous language revitalization worldwide*. To be submitted to *Multilingual Matters*.

McNabb, M., & Coronel-Molina, S. M. **[second draft completed]**. *Classroom ethnography: Theory and practice*. To be submitted to *Multilingual Matters*.

Coronel-Molina, S. M. **[first draft completed]**. *Diccionario quechua huanca/español* [Huanca Quechua/Spanish Dictionary]. Updated and expanded edition based on anonymous manuscript.

Coronel-Molina, S. M. (Ed.). (2023) **[in preparation]**. *International Journal of Literacy, Culture, and Language Education (IJLCLE)*, Vol. 4.

Ndemanu, M., & Coronel-Molina, S. M. (Eds.). (2023). **[in preparation]**. *Global Journal of Transformative Education (GJTE)*, Vol. 4.

Arruda Câmara Cabral, A. S., Martins Fargetti, C., Aparecida Isidoro, E., Reigota Naves, R., Castro Soares de Oliveira, S., Comellas, P., & Coronel-Molina, S. M. (Eds.) **[in preparation]**. *Atas/Actas/Proceedings of the II Congresso Internacional sobre Revitalização de Línguas Indígenas e Minorizadas / II Congreso Internacional sobre Revitalización de Lenguas Indígenas y Minorizadas / II International Conference on Revitalization of Indigenous and Minoritized Languages*. University of Brasília.

### *Refereed Journal Articles*

Escobar, A. M., & Coronel-Molina, S. M. **[in preparation]**. Transitividad y objeto gramatical en el contacto español-quechua [Transitivity and grammatical object in Spanish and Quechua contact] (to be submitted to *Lexis*).

Lei, J., & Coronel-Molina, S. M. **[first draft completed]**. Language policy and planning in China: The museum of ethnic languages and cultures at Minzu University of China. To be submitted to a journal.

Coronel-Molina, S. M. **[second draft completed]**. Determinantes, preposiciones y posesivos en el castellano andino (to be submitted to *Lexis*).

Lei, J., & Coronel-Molina, S. M. **[submitted and under review]**. Delving into translator's identity from translanguaging perspective in *the Palm of Darkness* (1995). *Journal of Translation and Translanguaging in Multilingual Contexts*.

Coronel-Molina, S. M. [**accepted with revisions**]. Language policy and planning: Corpus planning overview. *International Journal of Language and Linguistics*.

### ***Refereed Book Chapters***

Quintero, V., & Coronel-Molina, S. M. [**in preparation under contract**]. Indigenous Bilingual Education Models in South America: Andes, Southern Cone, Amazonia. *The Cambridge Handbook of Multilingual Education*. Cambridge University Press.

## **PARTICIPATION IN CONFERENCES (National and International)**

### **Keynote/Plenary Presentations**

Coronel-Molina, S. M. (2022). **Keynote Speaker**. Kichwatraw mushuq limaykunakta talkachina ('Coining of New Terms in Quechua'). Revitalización del Quechua a través de la Ciencias, organized by the K/Quechua Académico Organización, London, UK. (Oct. 30).

Coronel-Molina, S. M. (2022). **Keynote Speaker**. Indigenous languages in higher education in the United States: Curriculum development, instructional design, pedagogical material development. II Celebrating the Indigenous Americas, organized by the Center for Latin American and Latinx Studies at the University of Colorado, Boulder. This event is made possible in part by the U.S. Department of Education Title VI grant (International Foreign Languages Education) (Apr. 12).

Coronel-Molina, S. M. (2019). **Keynote Speaker**. Política idiomática y planificación lingüística para los pueblos originarios. II Congresso Internacional de Revitalização de Línguas Indígenas e Minoritárias / II International Conference on Revitalization of Indigenous and Minoritized Languages, organized by The Laboratory of Indigenous Languages and Literature of the University of Brasília (LALLI-UnB), the Grup d'Estudi de Llengües Amençades (GELA) of the Universitat de Barcelona, Indiana University-Bloomington, the Indigenous Intercultural Faculty of the State University of Mato Grosso (FAIND-UNEMAT), The Faculty of Sciences and Letters of the State University of São Paulo (UNESP-Araraquára), the Intercultural Education Department of the Federal University of Rondônia-Ji-Paraná (UNIR-JI-PARANÁ), The Federal University of Grande Dourados (UFGD), and the Federal University of Mato Grosso (UFMT) This international conference took place in Brasília, Brazil (Oct. 1–4).

Coronel-Molina, S. M. (2014). **Keynote Speaker**. Language policy and planning, and language revitalization. I Seminario Internacional de Planificación Lingüística del Quechua de Apurímac: Aporte Estratégico a la Generalización del Quechua en Apurímac. Organized by the Instituto Superior de Educación Pública La Salle, Abancay – Apurímac, PERU, and sponsored by several governmental and non-governmental organizations (Jul. 17–19).

Coronel-Molina, S. M. (2014). **Plenary Speaker**. Revitalization and intellectualization of Indigenous languages. I Seminario Internacional de Planificación Lingüística del Quechua de Apurímac: Aporte Estratégico a la Generalización del Quechua en Apurímac. Organized by the Instituto Superior de Educación Pública La Salle, Abancay – Apurímac, PERU, and sponsored by several governmental and non-governmental organizations (Jul. 17–19).

- Coronel-Molina, S. M. (2013). **Keynote Speaker.** Rethinking language policy and planning in the 21st century. The 5th International Conference on Language and Communication (ICLC). Organized by the Graduate School of Language and Communication (GSLC) and The National Institute of Development Administration (NIDA), Bangkok, Thailand (Dec. 12–13).
- Coronel-Molina, S. M. (2013). **Keynote Speaker.** Maintenance and revitalization of originary languages in the 21st century. Second International Congress and tenth National Congress of Intercultural Bilingual Education, Apurimac, Peru. Organized by the Regional Government of Apurimac, the Regional Office of Education of Apurimac and the Ministry of Education of Peru in collaboration with USAID, UNICEF, Save the Children, among others, Apurimac, Peru (Dec. 3–6).
- Coronel-Molina, S. M. (2010). **Keynote Speaker.** Macro and microsociolinguistics of Indigenous languages in Latin America. Minority Languages and Cultures of Latin America Program Spring Institute, Indiana University Bloomington (May 20–21).
- Coronel-Molina, S. M. (2008). **Plenary Speaker.** Indigenous languages bridging the digital divide: The case of Quechua and Aymara, 53rd Annual Conference of the International Linguistic Association. State University of New York, College at Old Westbury (Apr. 11–13).

### Refereed Conference Presentations

- Na, C. Y., & Coronel-Molina, S. M. (2021). New trends of language policy in Taiwan. Multidisciplinary Approaches in Language Policy and Planning Conference. McGill University's Faculty of Education, Montreal, Canada (Aug. 26-28).
- Coronel-Molina, S. M., & Mathew Bumbalough (2021). Reimagining local languages as cosmopolitan languages. Sociolinguistics Symposium 21, University of Hong Kong, (Jun. 7-10).
- Coronel-Molina, S. M. (2015). Aportes de las obras literarias y la traducción a la intelectualización y revitalización de las lenguas Indígenas del Perú. Primer Encuentro de Escritores Peruanos en los Estados Unidos, organized by the International Association of Peruvianists, the General Peruvian Consulate of Peru and the Embassy of Peru in Washington, D.C. (Apr. 10-11).
- Coronel-Molina, S. M. (2014). Quechua and Aymara going global. 17th World Congress of the International Association of Applied Linguistics (AILA), Brisbane, Australia (Aug. 10–15).
- Coronel-Molina, S. M. (2013). Netnography of Quechua and Aymara revitalization: Mass media and social media. Panel: Ethnographies of Cultural Production and Indigenous Languages Regimes. XIII Simposio Interamericano de Investigación Etnográfica de la Educación/13th Inter-American Symposium on Ethnography and Education, co-sponsored by UCLA Graduate School of Education & Information Studies, DIE Cinvestav, México), Conacyt, Mexico, & Universidad Pedagógica Nacional, Mexico (Sept. 18–20).
- Coronel-Molina, S. M. (2013). Quechua and Aymara in the new Andean social contract. Panel: Language Rights and the New Social Contract: Developing Indigenous Language Pedagogies. Ethnicity, Race, and Indigenous Peoples (ERIP). XXXI International Congress of the Latin American Studies Association, Washington, D.C. (May 29–June 1).

- Coronel-Molina, S. M., Samuelson, L.B., & Edwards, J. (2013). Rethinking literac(ies) in today's globalizing world: The relevance of Non-Western perspectives. Annual Meeting, American Association for Applied Linguistics (AAAL), Dallas, Texas (Mar. 16–19).
- Coronel-Molina, S. M., & Samuelson, L.B. (2013). Rethinking literac(ies) in today's globalizing world: The relevance of Non-Western perspectives. NCTEAR 2013 conference at The Ohio State University (Feb. 15–17).
- Samuelson, L. B., Coronel-Molina, S. M., Medina, C.; Kelley, T., and Warren, A., Koester, C. Sos Bagramyan, Sos, Jackson, W., and Fenerty, K. (2012). Bridging local and global literacies: New ways of reading, writing, and participating in the 21st century. Attention. Reflection. Connection (ARC-IU) – Building an Inclusive Campus. Roundtable Forum: Who's Responsible for the Future? Indiana University Bloomington (Oct. 15).
- Coronel-Molina, S. M. (2012). (1) Indigenous languages as cosmopolitan and global languages: The Latin American case. Indigenous Languages in the City: A Mini-Symposium. Sociolinguists Group on Facebook, (2) Round Table Discussions on Indigenous Languages in the City. Sociolinguistics Symposium 19, Freie Universität Berlin, Germany (Aug. 22–24).
- Coronel-Molina, S. M. (2012). The High Academy of the Quechua Language (HAQL) in Cuzco, Peru: Its time, space, form, and function. Panel: Indigenous Languages and the State in 20th-Century Latin America. Conference on Latin American History, American Historical Association, Chicago, Illinois (Jan. 5–8).
- Coronel-Molina, S. M. (2011). New functional domains of Quechua and Aymara: social media and the Internet. Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA). Organized by the Kellogg International Studies at University of Notre Dame and the Association for Teaching and Learning Indigenous Languages of Latin America (ATLILLA), Notre Dame, Indiana (Oct. 30–Nov. 2).
- Rodríguez-Mondoñedo, M., & Coronel-Molina, S. M. (2010). Clitic-climbing in Andean Spanish at the PF-interface. 40th Linguistic Symposium on Romance Linguistics, University of Washington, Seattle (Mar. 28).
- Coronel-Molina, S. M., & Suslak, D. (2009). Report on the First Symposium on Teaching Indigenous Languages of Latin America (STILLA). 50th Anniversary of Title VI Programs, Washington, DC (March 19–21).
- Cowan, P., Coronel-Molina, S. M., Lee, Y-Ch., & Lee, M. W. (2008). The transcontextualization of the New Literacy Studies in three continents. National Reading Conference (NRC) Annual Conference, Orlando, Florida (Dec. 3–6).
- Coronel-Molina, S. M., & Cowan, P. (2008). Tracing trajectories of Indigenous literacies in the Americas through metaculture. First Symposium on Teaching Indigenous Languages of Latin America (STILLA). Organized by the Minority Languages and Cultures of Latin American Program (MLCP) and the Center for Latin American and Caribbean Studies (CLACS), Indiana University Bloomington (Aug. 15).
- Cowan, P., & Coronel-Molina, S. M. (2008). Mapping Indigenous literacies in the Americas: A metacultural approach. National Council of Teachers of English Assembly for Research (NCTEAR), Conference on Literacy Research in Communities, Indiana University Bloomington (Feb. 16).

- Coronel-Molina, S. M. (2007). ¿Puede la Web ayudar a preservar y revitalizar el quechua y el aimara? Seminar on New Literacies in Indigenous Languages: The Role of Mass Media in Mexico, Central and South America. American Comparative Literature Association Annual Meeting, Puebla, Mexico (April 19–22).
- Coronel-Molina, S. M. (2006). Radio broadcasting in the Andes: Indexing identity through code switching. Panel: Andean Narratives and Andean Identities. XVII International Symposium on Latin American Indian Literatures: Latin American Indian Representations Today. Latin American Indian Literatures Association. The Ohio State University, Columbus (May 11–13).
- Coronel-Molina, S. M. (2006). Empowering Quechua in Peru: Status and corpus planning endeavors. Seminar on Indigenous Language Rights Movements and the Growth of Written Indigenous Language Literature in Central and South America. American Comparative Literature Association Annual Meeting, Princeton University, Princeton, NJ (Mar. 23–26).
- Coronel-Molina, S. M. (2003). Quechua y aimara en el ciberespacio: nuevas formas de revitalización y difusión [Quechua and Aymara in cyberspace: new ways of language revitalization and spread]. Symposium Languages, Cultures, Ideologies and Identities in the Andes. 51st International Congress of Americanists, Santiago, Chile (Jul. 14–18).
- Coronel-Molina, S. M., & Grabner, L. L. (2003). Games in the foreign language classroom: Merging tradition and technology. Poster session, First Hawaii International Conference on Education, Honolulu, Hawaii (Jan. 7–10).
- Coronel-Molina, S. M. (2002). Electronic games in the LCTL classroom. Poster session of electronic games in Quechua. Fifth National Conference, National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), Washington DC (Apr. 12–14).
- Coronel-Molina, S. M. (1999). Showcased a Quechua website in the Quechua Pedagogy Workshop organized by the Latin American Studies Program at Cornell University, Ithaca, NY (Sept. 18).
- Coronel-Molina, S. M. (1999). Openings and closings in telephone conversations between native Spanish speakers. 12th World Congress of Applied Linguistics (AILA), Tokyo, Japan (Aug. 1–6).
- Coronel-Molina, S. M. (1999). Workshop on Basic Learning Competencies among the Youth Population. Expert Meeting, UNESCO-Paris, UNICEF, International Literacy Institute (ILI), Philadelphia, PA (Apr. 12–14).
- Coronel-Molina, S. M. (1999). Quechua corpus planning: A case study. 1999 Annual Meeting, American Association for Applied Linguistics (AAAL), Stamford, Connecticut (Mar. 6–9).
- Coronel-Molina, S. M. (1998). Literacy assessment for out-of-school youth and adults. Expert Meeting, UNESCO-Paris, International Literacy Institute, Paris, France (Jun. 22–24).
- Coronel-Molina, S. M. (1998). Functional domains of the Quechua language in Peru: Issues of status planning. Special colloquium: Maintaining Indigenous Languages, with Special Reference to Latin America – State Planning vs. Grassroots Initiatives, 12th United Kingdom Sociolinguistics Symposium, University of London, UK (Mar. 26–28).

- Coronel-Molina, S. M. (1997). Language policy: Status planning for the Quechua language in Peru. 36th Conference on American Indian Languages (CAIL), 1997 Annual Meeting of the American Anthropological Association (AAA), Washington, DC (Oct. 19–23).
- Coronel-Molina, S. M. (1997). Planificación del corpus del quechua sureño peruano [Corpus planning for Southern Peruvian Quechua]. 49th International Congress of Americanists, Quito, Ecuador (Jul. 7–11).
- Coronel-Molina, S. M. (1997) *Myself, my community: Exploring issues of social literacy and identity through a camera lens*. Joint presentation with the Penn Collaborative Ethnographic Research Group. 18th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia (Mar. 7).

### **Invited Public Lectures**

- Coronel-Molina, S. M. (2022). Indigenous languages of Latin America crossing the digital divide. Co-sponsored by the Center for American Indian and Indigenous Studies, the Simpson Center for the Humanities, the Latin American and Caribbean Studies Program, American Indian Studies, the Jackson School of International Studies, Comparative History of Ideas, History, and Spanish and Portuguese Studies at the University of Washington, Seattle (Nov. 17).
- Coronel-Molina, S. M. (2022). The Quechua language in the United States. Organized by “Meet the United States”, a project of the Peruvian Embassy in Peru (Jun. 28).
- Coronel-Molina, S. M., & McCarty, T. L. (2022). Indigenous language revitalization in the Americas. CERLL Teatime Research Circle Talk Series organized by the Grupo de Estudios Latinoamericanos (GELO), Centre for Research on Languages and Literacies (CRL), the Comparative International and Educational Centre (CIDE) at the Ontario Institute for Studies in Education (OISE) at University of Toronto, and the Centre for Research on Latin America and the Caribbean (CERLAC) at York University, Canada (Mar. 25).
- Coronel-Molina, S. M. (2021). Constructing indigeneity across time and space: An autoethnography of identity. Organized by the Grupo de Estudios Latinoamericanos (GELO), the Comparative International and Educational Centre (CIDE) at the Ontario Institute for Studies in Education (OISE) at University of Toronto, and the Centre for Research on Latin America and the Caribbean (CERLAC) at York University, Canada (Nov. 25).
- Coronel-Molina, S. M. (2021). Indigenous language revitalization from local and global perspectives. Chapternoons in celebration of the Indigenous Peoples’ Day, organized by the First Nations Educational and Cultural Center at Indiana University (Oct. 11).
- Coronel-Molina, S. M. (2021). Media and technology: Revitalizing Latin American Indigenous languages in cyberspace. Celebrating the Indigenous Americas, organized by the Center for Latin American and Latinx Studies at the University of Colorado, Boulder on March 5, 2021. This event is made possible in part by the U.S. Department of Education Title VI grant (International Foreign Languages Education), (Mar. 5).

- Coronel-Molina, S. M. (2020). What is missing in communicative approach to language and culture teaching and learning? School of Foreign Languages and Literatures, Department of English at Tamkang University, Tamsui District, Taiwan. (Dec. 21-27).
- Coronel-Molina, S. M. (2019). Five lectures: **(1)** Key topic in sociolinguistics, **(2)** Theories of language policy and planning, **(3)** The New Literacy Studies and the new literacies, **(4)** Rethinking research paradigms and methodologies: A holistic perspective, **(5)** World Englishes: Integrated approach to language and culture teaching and learning. School of Foreign Studies, Minzu University of China (Dec. 21-27).
- Coronel-Molina, S. M. (2016). World Englishes: New perspectives in teaching and learning. English Teachers Professional Development Seminar, Futai Elementary School, Zhongli District, Taoyuan City, Taiwan (Dec. 28).
- Coronel-Molina, S. M. (2016). World Englishes: New perspectives in teaching and learning. National English Teachers Professional Development Seminar, organized by the City Government of Taiwan. Held at Futai Elementary School, Zhongli District, Taoyuan City, Taiwan (Dec. 28).
- Coronel-Molina, S. M. (2016). Research paradigms in new times. School of Foreign Languages and Literatures, Department of English at Tamkang University, Tamsui District, Taiwan. (Dec. 26).
- Coronel-Molina, S. M. (2016). Borders-crossing and constructing indigeneity: An autoethnography of identity. Isabelle Kaplan Center for Languages and Cultures at Bennington College, Bennington, Vermont (May 18-20).
- Coronel-Molina, S. M. (2016). Latin American and Latino Studies public lecture. Quechua language intellectualization. College of Liberal Arts, School of Interdisciplinary Studies, Latin American and Latino Studies at Purdue University, West Lafayette, Indiana (Apr. 7).

### **Invited Conference, Round Table and Workshop Presentations**

- Coronel-Molina, S. M. (2022). Language preservation and Indigenous identities. Global Indigenous Studies inaugural workshop. Sponsored by the Center of East Asian Studies, Center for Study of the Middle East, Center for the Study of Global Change, Center for Latin American and Caribbean Studies within the Hamilton Lugar School of Global and International Studies at Indiana University (Nov. 4).
- Coronel-Molina, S. M. (2021). The tricks of the trade: How to be a successful student, and navigate academic spaces in the United States, organized by the Forum for International Graduate Students (FIGS), Indiana University Bloomington.
- Coronel-Molina, S. M. (2020). Panelist in the virtual conversation: Qichwakunap tinkuynin– Encuentro de quechuas, organized by the Program in Native American and Indigenous Studies (NAIS) and the Quechua Tinkuy Graduate Students Group at the University of Texas at Austin (May 27).
- Coronel-Molina, S. M. (2019). Invited talk on Borders-crossing and constructing indigeneity: An autoethnography of identity and indigenous language revitalization at the Second Language Graduate Student Association, University of Minnesota, Twin Cities (Apr. 11).



- Coronel-Molina, S. M. (2019). Workshop on The politics of global language endangerment, organized by Gerald Roche at La Trobe University, Melbourne, Australia (May 6–7).
- Coronel-Molina, S. M. (2018). Round table on Quechua revitalization and Indigenous language rights at the 4th Quechua Alliance Annual Meeting, University of Pennsylvania, Philadelphia (Nov. 17).
- Coronel-Molina, S. M. (2018). Media and technology: Revitalizing Latin American Indigenous languages in cyberspace. Invited Panel on Sustaining, Revitalizing, and Maintaining Language, organized by John H. McDowell at the Symposium on Indigenous Languages and Cultures of Latin America (ILCLA) in conjunction to the fourth Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA), organized by the Center for Latin American Studies at The Ohio State University and the Association for Teaching and Learning Indigenous Languages of Latin America (ATLILLA), (Oct. 25–28).
- Coronel-Molina, S. M. (2018). Participated in a special session called “Table Conversations with SoE Faculty.” Organized by the INSPIRE Living-Learning Center, School of Education, Indiana University Bloomington (Feb. 16).
- Coronel-Molina, S. M. (2016). Feria de lenguas: Electronic games in Quechua. Symposium on Indigenous Languages and Cultures of Latin America (ILCLA) in conjunction to the Third Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA), organized by the Center for Latin American Studies at The Ohio State University and the Association for Teaching and Learning Indigenous Languages of Latin America (ATLILLA), (Oct. 13–15).
- Coronel-Molina, S. M. (2015 & 2016). Language policy and planning, and language revitalization in contemporary times. Fulbright Distinguished Teachers at Indiana University-Bloomington as part of the Fulbright Distinguished Awards in Teaching Program’s (DA program) specialized Friday seminar, sponsored by the U.S. Department of State’s Bureau of Educational and Cultural Affairs and administered by the Institute of International Education (IIE), (Sept. 9–11).
- Coronel-Molina, S. M. (2015). Revitalización y transmisión de lenguas Indígenas. Jornada de Transmissió i Diversitat Lingüística, organized by the Grup d’Estudi de Llengües Amenaçades (GELA), Facultat de Filologia, Department de Lingüística General, University of Barcelona, Spain (Oct. 2).
- Coronel-Molina, S. M. (2015). Rethinking language policy, planning and revitalization. Lecture delivered to South Sudanese women scholars at Indiana University-Bloomington. Exchange program sponsored by the U.S. Agency for International Development through Higher Education for Development (Apr. 30).
- Coronel-Molina, S. M. (2015). Quechua and Aymara in virtual spaces. Thinking Andean Studies: Interdisciplinary Colloquium at the University of Pennsylvania, Philadelphia (Apr. 17-18).
- Coronel-Molina, S. M. (2014). Can Indigenous languages be intellectualized? Invited Colloquium on Language and Local and Global Indigenities organized by Veli-Pekka Lehtola & Teresa L. McCarty. Sociolinguistics Symposium 20, Language, Time and Space, University of Jyväskylä, Finland (Jun. 15-18).

- Coronel-Molina, S. M. (2014). Intellectualizing indigenous languages. Invited Symposium - A World of Indigenous Languages: Rights, Access and Education convened by Teresa McCarty (*UCLA*) & Gillian Wigglesworth (*University of Melbourne*), 17th World Congress of the International Association of Applied Linguistics (AILA), Brisbane, Australia (Aug. 10–15).
- Coronel-Molina, S. M. (2014). Participated in the Afghanistan Teaching English to Speakers of Other Languages Curriculum Finalization Workshop held in Kabul, Afghanistan; organized by the M.Ed. TESOL Program at Kabul Education University in collaboration with the U.S. Embassy and Indiana University Bloomington (Feb. 8 – Feb. 13).
- Coronel-Molina, S. M. (2013). A Panoramic view of world Spanish(es). Global Village Living Learning Center, Indiana University Bloomington (Nov 15).
- Coronel-Molina, S. M. (2013) Guest Speaker, Best Methods and Practices for English Language Learners. Organized by the Urban Needs in Teacher Education (UNITE) (Oct. 17).
- Coronel-Molina, S. M. (2012). De lo local a lo global: Lenguas indígenas cruzando la brecha digital en el siglo XXI. Ciclo Internacional sobre Procesos y Experiencias en Lenguas y Culturas Amerindias – Jornada Internacional de Diálogos sobre Revitalización de Lenguas Indígenas, Universidad de Querétaro, México. (Nov. 21).
- Coronel-Molina, S. M. (2012). Presentation of the textbook *Inga Rimangapa ¡Samuichi! Speaking the Quechua of Colombia*, by John Holmes McDowell, Francisco Tandioy Jansasoy, & Juan Eduardo Wolf. Bloomington, IN: Center for Latin American and Caribbean Studies. Co-sponsored by the Department of Folklore and Ethnomusicology and Indiana University Press (Mar. 30).
- Coronel-Molina, S. M. (2011). Traducción e intelectualización del quechua a nivel local y global. Foro Internacional: El Quechua, Lengua de Traducción e Interpretación. Organized by the Academia Peruana de Traducción, Lima, Peru. (Nov. 21).
- Coronel-Molina, S. M. (2011). Tracing the trajectories of Indigenous literacies in the Americas. SLED Symposium. Department of Literacy, Culture, and Language Education, Indiana University (Nov. 11).
- Coronel-Molina, S. M. (2011). Closing remarks. Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA). Organized by the Kellogg Institute for International Studies at University of Notre Dame and the Association for Teaching and Learning Indigenous Languages of Latin America (ATLILLA) (Oct. 30–Nov. 2).
- Coronel-Molina, S. M. (2011). Showcased two electronic games to teach Indigenous languages. Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA). Organized by the Kellogg International Studies at University of Notre Dame and the Association for Teaching and Learning Indigenous Languages of Latin America (ATLILLA) (Oct. 30–Nov. 2).
- Coronel-Molina, S. M. (2011). New functional domains of Quechua and Aymara: Social media and the Internet. Symposium of Expressive Culture as Heritage in the Andes. Organized by the Minority Languages and Cultures of Latin America Program, the Center for Latin American and Caribbean Studies, and the Institute for Advanced Study at Indiana University Bloomington (Mar. 4).

- Coronel-Molina, S. M. (2010). Quechua language and education policy in the highlands of Peru. Latin American Research Forum (LTAM-L501 Graduate Seminar). Organized by the Center for Latin American and Caribbean Studies (CLACS), Indiana University Bloomington (Nov. 29).
- Coronel-Molina, S. M., et al. (2010). Invited Roundtable: "Saving the Lore" version 2.0? Sustainability, heritage studies, cultural preservation, and development. American Anthropological Association 109<sup>th</sup> Annual Meeting, New Orleans (Nov. 17–21).
- Coronel-Molina, S. M. (2009). Inventing *Tawantinsuyu* and *qhapaq simi*: Language ideologies of the High Academy of Quechua Language in Cuzco, Peru. Panel: Tongue-Tied Territories and the End(s) of Nationhood: Language Purism and Language Politics in Stateless Nations. American Anthropological Association 108th Annual Meeting, Philadelphia, PA (Dec. 2–6).
- Coronel-Molina, S. M. (2009). Mantenimiento y revitalización de la lengua y cultura quechua en América del Sur: múltiples esfuerzos y perspectivas. [Maintenance and revitalization of Quechua language and culture in South America: Multiple efforts and perspectives]. International videoconference with Indigenous leaders from the Andes, organized by the Casa Campesina del Centro de Estudios Regionales Andinos, Bartolomé de Las Casas, Cuzco, Peru (Oct. 20).
- Coronel-Molina, S. M. (2009). Política idiomática y planificación lingüística del quechua en el Perú [Language planning and language policy of the Quechua language in Peru]. Workshop on Indigenous Languages and Cultures: Past, Present and Future in Mesoamerica and in the Andes. Center for Iberian and Latin American Studies (CILAS), University of California at San Diego (May 21).
- Coronel-Molina, S. M. (2009). Faculty Roundtables on Expanding the Horizon of the Center for Latin American and Caribbean Studies, Indiana University Bloomington (Mar. 11).
- Rodríguez-Mondoñedo, M., & Coronel-Molina, S. M. (2009). Linearization and clitic-climbing in Andean Spanish and the copy theory of movement. Brown Bag Series in Hispanic Linguistics, Department of Spanish and Portuguese, Indiana University Bloomington (Mar. 4).
- Coronel-Molina, S. M. (2009). Indigenous languages as modern languages: The case of Quechua and Aymara. Department of Anthropology Spring Speaker Series, Indiana University Bloomington (Feb. 19).
- Coronel-Molina, S. M. (2009). Quechua language lesson. Andean Exploration Workshop / *Runasimimanta Yachaykusun*. Sponsored by the 65th Anniversary of International Studies and the Center for Latin American Studies. Cosponsored by Alpha Psi Lambda, Global Gallery, and the Department of Spanish and Portuguese, The Ohio State University, Columbus (Feb. 13).
- Coronel-Molina, S. M. (2008). Empowering Quechua in Peru: Status and corpus planning endeavors. Participated via teleconference in the panel Indigenous Languages as Modern Languages. Modern Language Association, 124th Annual Convention, San Francisco, CA (Dec. 27).

- Coronel-Molina, S. M. (2008). Indigenous languages and human rights. International Week 2008. Organized by the Office of International Programs at University of Texas – Pan American, Edinburg (Nov. 21).
- Coronel-Molina, S. M. (2008). The sociolinguistics of Indigenous languages in South America in contemporary times. “Pláticas” brown bags series, organized by the Center for Latin America & Caribbean Studies, Latino Studies Program, and La Casa Cultural Center, Indiana University Bloomington (Nov. 6).
- Coronel-Molina, S. M. (2008). Discussant, Panel on New Research and Praxis in Indigenous Language Shift and Revitalization: A Focus on Family and Youth. 53rd Annual Conference of the International Linguistic Association. State University of New York, College at Old Westbury (Apr. 11–13).
- Coronel-Molina, S. M. (2008). Roots of the New Literacy Studies: ¿What does language have to do with it anyway? 14th SLED Symposium. Department of Literacy, Culture, and Language Education, Indiana University Bloomington (Mar. 21).
- Coronel-Molina, S. M. (2007). Research opportunities in Latin America. Global Careers, Latin American and Caribbean Night. Organized by the Career Development Center and Arts and Sciences Career Services, Indiana University Bloomington (Oct. 23).
- Coronel-Molina, S. M. (2007). Quechua and Aymara online. Minority Languages and Cultures of Latin America Program (MLCP), Indiana University Bloomington (Sept. 21).
- Coronel-Molina, S. M. (2007). De khipus a Windows XP: el quechua conquistando nuevos espacios de funcionalidad [From khipus to Windows XP: Quechua conquering new functional domains]. Department of Classical and Modern Languages and Literatures and Latin American Studies Program, Villanova University, Villanova, PA (Mar. 22).
- Coronel-Molina, S. M. (2007). Incorporation of the Latin American Ephemera Collection into teaching, documenting social movements and civil society. Princeton University Library’s Latin American Ephemera Collection Celebrating 40 Years of Latin American Studies at Princeton University. Princeton, NJ (Mar. 2).
- Coronel-Molina, S. M. (2006). What will become of the Quechua language? Humanities and Languages Department and Hispanic/Latino Cultural Center, State University of New York, College at Old Westbury (Nov. 29).
- Coronel-Molina, S. M. (2006). Guest speaker on cultural, culinary, and linguistic nuances in Latin America. Latino Heritage Month celebration. Princeton University, Princeton, NJ (Nov. 13).
- Coronel-Molina, S. M., & Campano, G. (2006). Interpretation of visual images of the Andes (brief presentation). The Critical Web Reader (CWR) Summer Institute II, School of Education, Indiana University Bloomington (Jun. 30 – Jul. 1).
- Coronel-Molina, S. M. (2006). Round Table on Teaching of Amerindian Languages at the University. XVII International Symposium on Latin American Indian Literatures: Latin American Indian Representations Today. Latin American Indian Literatures Association. The Ohio State University, Columbus (May 11–13).

- Coronel-Molina, S. M. (2006). Three Round Tables: **(1)** Bridging the classroom and the field: Personal experiences of cultural-linguistic journeys, **(2)** Quechua dialectology: What are the standards? and **(3)** Quechua linguistics and language instruction: Do we speak the same language? Expanding the Ayllu: a Workshop on Quechua Pedagogy and Dialectology. Center for Latin American and Caribbean Studies, University of Illinois at Urbana-Champaign (Mar. 30–31).
- Coronel-Molina, S. M. (2006). Quechua as a foreign language: Power Point games and other innovative teaching strategies. Expanding the Ayllu: a Workshop on Quechua Pedagogy and Dialectology. Center for Latin American and Caribbean Studies, University of Illinois at Urbana Champaign (Mar. 30–31).
- Coronel-Molina, S. M. (2006). Quechua and Aymara crossing the digital divide: Interfacing technology with language policy and planning. Georgetown University Round Table of Linguistics (GURT), Washington, DC. (Mar. 4).
- Coronel-Molina, S. M. (2006). Crossing borders and constructing indigeneity: A self-ethnography of identity, revisited. SLED Symposium. Department of Literacy, Culture, and Language Education, Indiana University Bloomington (Feb. 10).
- Coronel-Molina, S. M. (2005). Language, culture and identity in Peru. Humanities and Languages Department and Hispanic/Latino Cultural Center, State University of New York, College at Old Westbury (Oct. 14).
- Coronel-Molina, S. M. (2005). Tecnología y revitalización de lenguas indígenas: el caso del quechua y el aimara [Technology and revitalization of Indigenous languages: The case of Quechua and Aymara]. National Peruvian-American Association (ANPA, INC.), Philadelphia, PA (Jul. 23).
- Coronel-Molina, S. M. (2005). Can Quechua be saved? Language revitalization efforts in the Andes. Humanities and Languages Department, State University of New York, College at Old Westbury, (Mar. 16).
- Coronel-Molina, S. M. (2004). ¿Cómo fortalecer el quechua en el Perú? Reflexiones sobre política idiomática y planificación lingüística [How can Quechua be strengthened in Peru? Reflections on language policy and planning]. Weekly Cultural Series. Department of Spanish Language and Literature, Bryn Mawr College, Bryn Mawr, PA (Nov. 15).
- Coronel-Molina, S. M. (2004). Desplazamiento, mantenimiento y revitalización del quechua en los Andes [Quechua language shift, maintenance and revitalization in the Andes]. Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ (Oct. 29).
- Coronel-Molina, S. M., & Grabner, L. L. (2003). Electronic games for the classroom. Digital Dayz I [Day-long series of digital demonstrations and workshops on applications of technology to teaching]. Center for Teaching Excellence, Canisius College, Buffalo, NY (Sept. 20).
- Coronel-Molina, S. M. (2002). Roundtable on Quechua Sociolinguistics and Pedagogy in the Andes. Colegio Andino de Postgrado, Centro de Estudios Regionales Andinos Bartolomé de Las Casas, Cuzco, Peru (Aug. 7).

- Coronel-Molina, S. M. (2002). Aportes de la traducción a la planificación lingüística. [Contributions of translation to language planning]. Presenter for debut of Quechua translation of César Vallejo's short story "Paco Yunque" at a special ceremony to mark its publication. Translators: the children of Mara, Apurimac, coordinated by Y. Saldívar and A. Astete, Asociación para el Desarrollo y la Cultura–Bolsillos Creativos, Universidad Nacional San Antonio Abad, Cuzco, Peru (Jul. 26).
- Coronel-Molina, S. M. (2002). Becas y oportunidades de estudio en el extranjero [Funding and Study Abroad opportunities]. Centro de Enseñanza, Academia Mayor de la Lengua Quechua, Cuzco, Peru (Jul. 20).
- Coronel-Molina, S. M. (2002). Fundamentos de política idiomática y planificación lingüística en los Andes [Foundations of language policy and planning in the Andes]. Colegio Andino de Postgrado, Centro de Estudios Regionales Andinos "Bartolomé de Las Casas," Cuzco, Peru (Jun. 26 & Jul. 11).
- Coronel-Molina, S. M. (2002). Lengua y sociedad en el ciberespacio [Language and society in cyberspace]. Centro de Enseñanza, Academia Mayor de la Lengua Quechua, Cuzco, Peru (Jul. 12).
- Coronel-Molina, S. M. (2002). Metodologías de enseñanza de segunda lengua [Second language teaching methodologies]. Centro de Enseñanza, Academia Mayor de la Lengua Quechua, Cuzco, Peru (Jul. 6).
- Coronel-Molina, S. M. (2001). La intelectualización de lenguas indígenas y su implicación en la educación [Intellectualization of Indigenous languages and educational implications]. First Hemispheric Conference on Indigenous Education, Guatemala City, Guatemala (Jul. 24 – 27).
- Coronel-Molina, S. M. (2001). Lengua y sociedad en el Peru [Language and society in Peru]. Summer Language Institute, The University of Michigan, Ann Arbor (Jun.13).
- Coronel-Molina, S. M. (2001). Learning objects: Electronic games. Faculty Showcase, a session of Enriching Scholarship: Integrating Teaching, Information and Technology, The University of Michigan, Ann Arbor (May 7).
- Coronel-Molina, S. M. (2000). *Jeopardy* in the classroom. Workshop on incorporating PowerPoint games in the classroom. Language Resource Center, The University of Michigan, Ann Arbor (Oct. 26 and Mar. 23).
- Coronel-Molina, S. M. (2000). Innovative technology teaching aids and activities for use in Spanish language classes. Language Resource Center Open House and Faculty Showcase, The University of Michigan, Ann Arbor. Included electronic games, board games and poster sessions (Oct. 10).
- Coronel-Molina, S. M. (2000). Aspectos sociolingüísticos y socioculturales del Perú: una mirada en conjunto [Sociolinguistic and sociocultural aspects of Peru: An overview]. Summer Language Institute, The University of Michigan, Ann Arbor (Aug. 9).
- Coronel-Molina, S. M. (2000). Multilingüismo y pluriculturalismo en los Andes [Multilingualism and pluriculturalism in the Andes]. Summer Language Institute, University of Michigan, Ann Arbor (Jun. 14).

- Coronel-Molina, S. M. (2000). Contemporary issues of Quechua corpus planning in Peru. Seminar: Language Policy and Politics: Andean and Mesoamerican Cases. Department of Spanish and Portuguese, University of Iowa, Iowa City (Mar. 30).
- Coronel-Molina, S. M. (2000). Education in Peru: A general overview. Global Education Workshop for Teachers: Growing Up in Latin America. Latin American and Caribbean Studies Program, The University of Michigan, Ann Arbor (Mar. 11).
- Coronel-Molina, S. M. (1999). Language and literacy planning and resources on the web. International Literacy Institute/UNESCO, Summer Literacy Training Program, Philadelphia, PA (Jul. 14).
- Coronel-Molina, S. M. (1996). Introduction to corpus planning for Quechua language in Peru. Pitzer College, Claremont, CA (Jul. 12).
- Coronel-Molina, S. M. (1993). The current situation of the Indigenous peoples of Peru: A personal perspective. Presented in English and Quechua. United Nations conference commemorating The Year of the Indigenous Peoples of the World, Columbus, OH (Nov. 5).

### Invited Talks in Classrooms

- Coronel-Molina, S. M. (2020). Theories of language policy and planning. Dr. Raymond Smith, *EDUC-L600: Issues in Literacy, Culture, and Language Education*, Literacy, Culture, Department of Curriculum and Instruction at Indiana University Bloomington. (Nov. 12).
- Coronel-Molina, S. M. (2018). Cultural and linguistic diversity in the Andes. Dr. Javier León, *Cultural Diversity and Intangible Heritage in Peru*, OVPDEMA (Office of the VP for Diversity, Equity, and Multicultural Affairs Office) Study Abroad Program to Peru, Indiana University Bloomington (Apr. 30).
- Coronel-Molina, S. M. (2016). Language ideologies, Indigenous language policy and language revitalization in Peru. Dr. Ian Martin, *Indigenous Language Policy in the Americas: A Comparative View*, English Department – Linguistics and Language Studies Program at York University, Toronto, Canada (Oct. 31).
- Coronel-Molina, S. M. (2016). Ecology of endangered languages. Dr. Bryce Smedley, *Politics of Language*, Isabelle Kaplan Center for Languages and Cultures at Bennington College, Bennington, Vermont (May 19).
- Coronel-Molina, S. M. (2015). Trajectories of Amerindian literacies. Dr. Beth L. Samuelson, *EDUC: L750 / L630, Translingual and Transcultural Literacy Research*, Department of Literacy, Culture, and Language Education at Indiana University Bloomington (Sept. 17).
- Coronel-Molina, S. M. (2015). Languages, cultures and identities in the Andes and beyond. Ying-Sin Chen, *EDUC X470/L502 Psycho-Sociolinguistics Applied to Reading Instruction*, Department of Literacy, Culture, and Language Education, Indiana University Bloomington (Mar. 9).
- Coronel-Molina, S. M. (2014). Crossing borders: Re/constructing local and global indigeneities. Hsiao-Chin Kuo, *EDUC X470/L502 Psycho-Sociolinguistics Applied to Reading Instruction*, Department of Literacy, Culture, and Language Education, Indiana University Bloomington (Mar. 4).

- Coronel-Molina, S. M. (2013). Indigenous literacies in the Americas. Dr. Beth L. Smuelson, *EDUC L601: Theoretical Issues in the Study of Language and Culture*. Department of Literacy, Culture, and Language Education, Indiana University Bloomington (Mar. 7).
- Coronel-Molina, S. M. (2013). Endangered languages and cultures. Amber Warren, *EDUC L441/524: Language Issues in Bilingual and Bicultural Education*. Department of Literacy, Culture, and Language Education, Indiana University Bloomington (Feb. 8).
- Coronel-Molina, S. M. (2012). Re-imagining multilingualism, and local and global literacies in the classroom. Dr. Ted Hall, *EDUC-L545: Advanced Study: Teaching Reading in Elementary School* (graduate class). Department of Literacy, Culture, and Language Education, Indiana University Bloomington (Oct. 29).
- Coronel-Molina, S. M. (2011). Indigenous language revitalization in Latin America. Dr. Tamara Warhol, *Indigenous Languages, Literacies and Pedagogies* (graduate class). Department of Modern Languages, University of Mississippi (Nov. 9).
- Coronel-Molina, S.M. (2011). Dissertation proposal and doctoral thesis tips. Dr. Donna Adomat, *EDUC-L795: Dissertation Proposal Preparation, and EDUC-L799: Doctoral Thesis in Literacy, Culture, and Language Education*. Indiana University Bloomington (Oct. 22).
- Coronel-Molina, S. M. (2011). Endangered languages and cultures. Tara Kelley, *EDUC L530: Language Issues in Bilingual and Bicultural Education*. Department of Literacy, Culture, and Language Education, Indiana University Bloomington (Jun. 28).
- Coronel-Molina, S. M. (2011). Language, culture, and education in Peru. Clear Creek Elementary School, Bloomington, IN (Jun. 18).
- Coronel-Molina, S. M. (2011). Endangered languages documentation and revitalization. Dr. Philip LeSourd, *SLST S304/S600 and ANTH L400/L600: Language Revitalization*. Departments of Second Language Studies and Anthropology, Indiana University Bloomington (Apr. 4).
- Coronel-Molina, S. M. (2011). Revitalization of Quechua and Aymara in the Andes. Dr. Teresa L. McCarty, *APL/EPA/BLE 691: International Perspectives on Indigenous Language Planning and Policy*. School of Social Transformation, Arizona State University, Tempe (Mar. 10).
- Coronel-Molina, S. M. (2010). Indigenous language and cultural revitalization in the Americas. Sarah Dees, *C-280: Indigenous Worldviews*. Department of Religious Studies, Indiana University Bloomington (Dec. 6).
- Coronel-Molina, S. M. (2010). Media and technology: Indigenous languages documentation, promotion, and revitalization in the 21st century. Dr. Larry Mikulecky, *EDUC-L750: Language and Literacy Learning in Electronic Media*. School of Education, Indiana University Bloomington (Oct. 27).
- Coronel-Molina, S. M. (2008). Teleconference on Language policy and planning in Peru. Dr. Teresa L. McCarty, *APL/EPA/BLE 691: International Perspectives on Indigenous Language Planning and Policy*. College of Education, Arizona State University, Tempe (Mar. 20).
- Coronel-Molina, S. M. (2008). Merging tradition and technology in endangered language revitalization. Dr. Larry Mikulecky *EDUC-L750: Language and Literacy Learning in Electronic Media*. School of Education, Indiana University, Bloomington (Oct. 30).



- Coronel-Molina, S. M. (2007). Integrative approach to language acquisition, learning and instruction. Dr. Gerald Campano, EDUC-L600: Issues in Language Education. School of Education, Indiana University, Bloomington (Sept. 28).
- Coronel-Molina, S.M. (2006). Informal guest speaker about Quechua sociolinguistics. Dr. Ricardo Piglia, SPA547: *Narrative Prose in Latin America: Poéticas de la novela en América Latina*. Department of Spanish and Portuguese Languages and Cultures, Princeton University, Princeton, NJ (Nov. 22).
- Coronel-Molina, S. M. (2005). Teleconference on Language policy and planning issues in Peru. Dr. Teresa L. McCarty, APL/EPA/BLE 691: *International Perspectives on Indigenous Language Planning and Policy*. College of Education, Arizona State University, Tempe (Oct. 12).
- Coronel-Molina, S. M. (2004). Identidades transnacionales: ¿culturas viajeras? [Transnational identities: Travelling cultures?]. Dr. L. Grabner, SPAN-338: *Identity Construction in Latin America*. Department of Modern Languages, Canisius College, Buffalo, NY (Apr. 12).
- Coronel-Molina, S. M. (2004). El mosaico lingüístico en el Perú y la situación diglósica del quechua frente al castellano [The linguistic mosaic in Peru and the diglossic situation of Quechua and Spanish]. Dr. Paul Firbas, *Topics in Spanish American Modernity: Fictions and Communities in the Andes*. Department of Spanish and Portuguese Languages and Cultures, Princeton University, Princeton, NJ (Feb. 19).
- Coronel-Molina, S.M. (2002). Dialectología quechua [Quechua dialectology]. Dr. José Antonio Mazzotti, *Latin American Literature in Context*. Harvard University Summer Program in Cuzco, Colegio Andino de Postgrado, Centro de Estudios Regionales Andinos Bartolomé de Las Casas," Cuzco, Peru (Jul. 10).
- Coronel-Molina, S. M. (2002). Lengua, cultura e identidad en América Latina [Language, culture and identity in Latin America]. Dr. L. Grabner, SPAN-338: *Identity Construction in Latin America*. Department of Modern Languages, Canisius College, Buffalo, NY (Mar. 13).
- Coronel-Molina, S. M. (1996). Peruvian culture: A brief overview. Summer Institute of Languages and Cultures (SILC), Pitzer College, Claremont, CA. Presented to various classes during the summer (Jun. – Aug.).
- Coronel-Molina, S. M. (1996). Cultural bytes and stereotypes. Dr. L. Grabner, SPA140-*Intermediate Spanish II and SPA202-Advanced Conversational Spanish*, Department of Romance Languages, University of Pennsylvania, Philadelphia. (Mar. 13 and Apr. 3).
- Coronel-Molina, S. M. (1994). Peruvian languages and cultures. The Ohio State University, Columbus. Presented numerous lectures to various undergraduate and graduate groups and classes across campus.

## TRANSLATION EXPERIENCE

*Fields of expertise:* Social sciences, literacy, pedagogy, international affairs.

*Languages:* Spanish <> Quechua, Spanish <> English, French > Spanish, Portuguese > Spanish, Italian > Spanish.

### Affiliation

2000 – present Globalink Translations Ltd. <http://www.globalinktranslations.com>

### Translation Work

Coronel-Molina, S. M. (2005). Welcome page of Sounds of the Andean Languages Website (English to Huanca Quechua), project in charge of Dr. Paul Heggarty, Cambridge University, UK (June 20).

Coronel-Molina, S. M., & Grabner, L. L. Numerous patient/parent education documents (English to Spanish). New Jersey Center for Outreach and Services for the Autism Community (COSAC) (2002 – 2004).

Coronel-Molina, S. M., & Grabner, L. L. Two questionnaires (English to Spanish). School of Social Work, Columbia University (1997 & 2002).

Coronel-Molina, S. M., & Grabner, L. L. Questionnaire on prostate cancer (back-translation, Spanish to English). Globalink Translations, Ltd., Ontario, Canada (2000).

Coronel-Molina, S. M. Conversational phrases (English to Quechua) for the novel *Gold in the Shadow* by M. Marcotte (2000).

Coronel-Molina, S. M., & Grabner, L. L. Parent-education informational booklet (English to Spanish). Autism Society of America (1998).

Coronel-Molina, S. M. *World Bank Report #447* (English to Spanish). Instituto Nacional de Investigación y Desarrollo de la Educación (INIDE), Ministerio de Educación del Perú, Lima (published internally in 1988).

### CONSULTANCY

Available for consultation on multidisciplinary issues related to Latin American Studies, Indigenous Studies, Andean Studies, and Indigenous Literacies from social, political, economic, anthropological educational, cultural, and linguistic perspectives. Have collaborated with and consulted for various local, national, and international governmental and non-governmental organizations: Ministries of Education, Research Institutes, the World Bank (Peru), UNICEF (Peru) and the International Literacy Institute/UNESCO (Philadelphia). Have also consulted for schools in rural Andean communities, several academic institutions in Latin America and the US; and for local, national, and international educators, practitioners, sociolinguists, linguists, historians, philologists, anthropologies, folklorists, sociologists, lexicographers, translators, journalists, computational linguists, writers, literary critics, blogs and website owners and designers, undergraduate students working on capstone projects, master students working on their theses and doctoral students working on their dissertations. Thus, the outcome of my consultancy services appears in diverse books, theses and dissertations, journals, newspapers, newsletters, dictionaries, novels, stories, poetry books, websites, blogs, Facebook pages, etc.

## PROFESSIONAL DEVELOPMENT

### At Several Locations

- Attended the 7th International Conference on Language, Innovation, Culture and Education (7ICLICE), which took place at the Royal Plaza on Scotts Hotel, Singapore (Jul. 8-9, 2017).
- Participated in the colloquium “Learning World Languages with your Head in the Cloud: Best Practices for Teaching Online or Blended Courses” organized by the Statewide Transfer and Articulation Committee and the Indiana Commission on Higher Education (ICHE, Mar. 1, 2013).
- Participated in the Conference Framing the Global, Center for the Study of Global Change, Indiana University Bloomington (Sept. 26-28, 2013).
- Pragmatics Festival, Department of Spanish and Portuguese, Indiana University Bloomington (Nov. 2012).
- 41<sup>st</sup> Annual Conference New Ways of Analyzing Variation, Indiana University Bloomington (Oct. 25-28, 2012).
- Annual Meeting, Chicago, Illinois, American Association for Applied Linguistics (AAAL) (Mar. 26-29, 2011).
- *Quest Atlantis* Teacher Training at Summit Elementary, Bloomington, IN (Apr. 15, 2010).
- Member, working group on Human Rights, Legal Systems and Customary Culture across the Global South. A multidisciplinary faculty group from CLACS, African Studies and the Law School, recently awarded a New Perspectives Grant, and involved in two events (Apr. 9–10, 2010) symposium bearing the same title, and another related event in the fall of 2011) which allowed further discussion on these issues, Indiana University Bloomington.
- New Ecologies: Actualizing Global Contributions and Development in Haiti. 21<sup>st</sup> Annual Haitian Studies Association Conference, Indiana University Bloomington (Nov. 12–14, 2009).
- IU International Workshops (day-long event), sponsored by the Center for Study of Global Change, IUPUI Office of International Affairs, IU Vice President for International Affairs, and IU Campus Instructional Consulting, Indiana University Bloomington (Nov. 6, 2009).
- Sociolinguistics Fest, organized by the Department of Linguistics, Indiana University Bloomington (Jun. 9-12, 2008).

### Department of Spanish and Portuguese Languages and Cultures, Princeton University

- Creating Assessments in Blackboard I and II. Training workshops (Jun. 15 & 16; & Aug. 30, 2005).
- Vocabulary Builder. Training workshop (May 25, 2004).
- Wimba Voice in Blackboard. Training workshop (Sept. 20, 2004).

### **Center for Teaching Excellence, Canisius College, Buffalo, New York**

- Digital Dayz III (Feb. 28, 2004). Day-long series of digital demonstrations and workshops on applications of technology to teaching.
- How to Create a WebQuest (Nov. 7, 2003).
- Service Learning (Oct. 24, 2003).
- Test Drive a MERLOT Learning Object: An Interactive Workshop (Sept. 19, 2003).
- Introspective Reflection on Teaching (Sept. 12, 2003).
- Using Blackboard for Course Management (Jan. 17, 2002).

### **University of Michigan, Ann Arbor, Michigan**

- Enriching Scholarship: Integrating Teaching, Information and Technology. Annual week-long series of workshops on incorporating various types of information technology into pedagogy and research. Media Union/Teaching and Technology Collaborative (May, 2002).
- Workshop on advanced applications of the web to design electronic educational materials. Media Union (Mar. 15, 2000).
- Enriching Scholarship: Integrating Teaching, Information and Technology. Annual week-long series of workshops on incorporating various types of information technology into pedagogy and research. Media Union/Teaching and Technology Collaborative (May, 2000).
- Workshop on Hot Potatoes, an instructional tool to create web-based educational exercises of various types (Mar. 10, 2000). Language Resource Center.
- Workshop on CourseTools, a web-based comprehensive electronic class management tool (Dec. 5, 1999). Language Resource Center.
- Intensive training session in communicative competence teaching techniques (Aug. 30 – Sept. 7, 1999). Department of Romance Languages and Literatures.

### **University of Pennsylvania, Philadelphia**

- Half-day seminar on Second Language Acquisition research and implications for syllabus design (Oct. 14, 1997). Graduate School of Education.

### **Summer Institute for Languages and Cultures (SILC), Pitzer College, Claremont, CA**

- Non-credit seminar on current research in education, designing education research studies (Summer 1996).

### **The Ohio State University, Columbus**

- Two-week intensive training on communicative competence teaching techniques. Department of Spanish and Portuguese (Aug. 1993).

### **Lima, Peru, various locations and sponsors**

- Numerous 2–4 day and 2–3 weeks conferences and workshops on pedagogical strategies and techniques in teaching English as a Second Language, sponsored by various academic institutions and foreign language textbook publishers (1978–1993).

## COMPREHENSIVE TEACHING ACTIVITIES

### Courses Designed, Supervised and Taught

#### *Tamkang University, Tamsui District, Taiwan*

- 2017 A2917 *Pragmatics and Semiotics in Language Teaching and Learning*. Graduate Seminar at the M.A. and Ph.D. levels, School of Foreign Languages and Literatures, Department of English. **(Designed & taught).**
- 2016 A2916 *World Englishes and Globalization*. Graduate Seminar at the M.A. and Ph.D. levels, School of Foreign Languages and Literatures, Department of English. **(Designed and taught).**

#### *Kabul Education University, Afghanistan, U.S. Embassy & Indiana University Bloomington*

- 2013 T600 *Sociolinguistics: Language Policy and Planning*. M.Ed. TESOL Program. **(Designed & supervised).**

#### *Indiana University, Bloomington, IN*

- EDUC–L750 Research Seminar in Literacy, Culture, and Language Education: *Language Policy and Planning, and Language Revitalization from Local and Global Perspectives*. **(Made changes to course content & taught).**
- EDUC–L601 *Theoretical Issues in the Study of Language & Literacies*. **(designed course content & taught)**
- EDUC–L750 *Translingual Literacies and Translanguaging in the Classroom*. **(Designed course & taught).**
- EDUC–L700 *Seminar in Literacy, Culture, and Language Education Research*. **(Designed course content & taught).**
- LTAM 426/  
FOLK–F404/  
LTAM–L526 *Languages, Cultures, and Identities in Latin America and the Caribbean*. **(Designed course).**  
Course approved by the College of Arts and Sciences.
- EDUC–L750/L630 *Topical Seminar in Reading/Topics in Language Education: Research Seminar in Language Policy, Planning and Revitalization from Multiple Perspectives*. **(Designed & taught).**
- EDUC–L599/L630 *Master's Thesis in LCLE/Topics in Language Education: Ethnographic Perspectives in Literacy, Culture, and Language Education*. **(Designed & taught).**
- EDUC–L547 *Introduction to Language and Literacy Policy and Planning*, offered through the new EFL/ESL Program via Distance Education (EPDE). **(Designed course & supervised).**
- EDUC–L750/L630 *Topical Seminar in Reading/Topics in Language Education: Seminar in Sociolinguistics and Linguistic Anthropology in Education*. Cross-listed with the Center for Latin American and Caribbean Studies (CLACS). **(Designed course & taught).**
- EDUC–L502–DE *Socio-/Psycholinguistic Applications to Reading Instruction*. Updated course content & developed online resources and class Oncourse site.

- EDUC–L630/AMST–G751 *Topics in Language Education: Research Seminar in Language Policy and Planning in Education from Local, National and International Perspectives/Seminar in American Studies*. Cross-listed with Anthropology, American Studies, Latin American Studies, Linguistics, Second Language Studies and Spanish and Portuguese. **(Designed course & taught)**.
- EDUC–L500 *Instructional Issues in Language Learning*. **(Made significant changes to course content, supervised & taught)**
- EDUC–L502/X470 *Socio-/Psycholinguistic Applications to Reading Instruction*. **(Made significant changes to course content)**
- EDUC–L507/L407 *Instructional Issues in Language Learning for English Teachers*. made substantial changes to existing syllabus, put together a list of required and supplementary readings, and developed online resources and class Oncourse site in collaboration with Dr. Cowan and two graduate students. In 2012, updated again the content, and changed all the assignments of this course in collaboration with Dr. Beth L. Samuelson.
- EDUC–L590 ***Independent Studies Supervised at Indiana University Bloomington:***
- (1)** Ethnography of Communication, **(2)** Exploring Biliteracy Development among Asian Women in Diaspora, **(3)** Heritage Language Maintenance by Chinese-American College Students, **(4)** Language Policy and Conflict in Thailand, **(5)** Language Attitudes and Practices in an Indigenous Community in Costa Rica, **(6)** Minority Children and Heritage Language Maintenance, **(7)** New Literacies: Awareness of Using Technology in English as a Foreign Language Teacher Training Education in Macedonia, **(8)** Life Histories, Religious Identities and Literacy Practices of an Indonesian Family Living in the US, **(9)** Sociolinguistics and Mexican Transmigration, **(10)** Theories of Language Policy and Planning, **(11)** World Englishes and International English Professionals **(12)** Vocabulary Acquisition by Quechua Speakers Learning Spanish **(13)** Language as an Educational Tool for Identity in the US in the 1920s and the 1930s, **(14)** From Convergent Pedagogy to Integrated Didactics in Haiti, **(15)** Underachieving, Underperforming Freshmen and Sophomores in College, **(16)** Symbolic Communication and Student Motivation, **(30)** Attempting to Implement Critical Literacy, **(17)** Arabic Sociolinguistics; **(18)** Translanguaging in Middle School; **(19)** Ethnographic Perspectives in Literacy, Culture, and Language Education; **(20)** ESL/EFL Teaching and Learning **(21)** Anthropology in Education, **(22)** Causes of Underachievement in Beginning College Students, **(23)** Colonial Education, Linguicide, Language Loss, and Identity, **(24)** Cross-Sectional Study: Instructional Effectiveness of Chinese Students in China, **(25)** Implications of Standardized Exams as Language Policy, **(26)** Indiana State Policy for English Learners, **(27)** International Chinese Student Academic Support, **(28)** Language Policy and Planning in America, **(29)** Language as Identity and Resistance, **(30)** Local and Global Literacies, **(31)** Mix Methods Research, **(32)** Theories of Literacy Acquisition and Learning, **(33)** Ethnographic Perspectives in Literacy, Culture, and Language Education.

***Princeton University, Princeton, NJ***

SPAN 223/ LAS 224 Mapping Culture and Identity in the Andean Social Landscape. Cross-listed with Latin American Studies. **(Designed course & developed class Blackboard site).**

SPAN 107 Advanced and Intermediate Spanish  
 SPAN 103 Intensive First and Second Semester Spanish  
 SPAN 102 Second Semester Spanish  
 SPAN 101 First Semester Spanish

***Canisius College, Buffalo, NY***

SPAN 104 Second Semester Spanish **(developed original syllabus & class Blackboard site)**

***The University of Michigan, Ann Arbor, MI***

SPAN 485/ Andean Sociolinguistics/Special Topics in Latin American and Caribbean Studies.  
 LACS 455 **(Designed course & taught)**

LACS 475/476 Advanced Quechua (undergraduate and graduate levels). **(Designed course & taught)**

LACS 473/474 Intermediate Quechua (undergraduate and graduate levels). **(Designed course & taught)**

LACS 471/472 Introductory Quechua (undergraduate and graduate levels). **Designed course & taught).**

SPAN 270 Advanced Spanish Conversation. **(Developed original syllabus & class Coursetools site)**

SPAN 232 Fourth Semester Spanish

SPAN 230 Intensive Second Year Spanish

***Independent Studies Supervised at University of Michigan*** (Linguistic Anthropology doctoral students):

- (1) Literary translation from Ecuadorian Quechua to Spanish
- (2) Quechua dialectology

***University of Pennsylvania, Philadelphia, PA***

Intermediate Spanish (Penn Language Center/Wharton Business School). **(Designed course & taught).**

***Summer Institute of Language and Culture (SILC), Pitzer College, Claremont, CA***

Introduction to Hispanic Literature and Culture (Summer-long intensive immersion course). **(Designed course & taught).**

***The Ohio State University, Columbus***

SPAN 104 Intermediate Spanish II  
 SPAN 103 Intermediate Spanish I  
 SPAN 102 Introductory Spanish II  
 SPAN 101 Introductory Spanish I

**Universidad Nacional Agraria La Molina, Lima, Peru**

Advanced Quechua V & VI (**designed course & taught**)  
 Intermediate Quechua III & IV (**designed course & taught**)  
 Introductory Quechua I & II (**designed course & taught**)  
 Introductory English as a Foreign Language (**designed course & taught**)

**Instituto Pedagógico Bilingüe de Yarinacocha, Pucallpa, Perú**

Advanced Spanish as a Second Language for bilingual teachers in the multilingual, pluricultural and multiethnic Amazon Region (**designed course & taught**)

**Mentor to International Scholars**

- Spring 2016 Faculty Mentor in the 2016 Afghanistan Junior Faculty Development Program (AJFDP) funded by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) and administered by the IIE's Council for the International Exchange of Scholars (CIES). Hosted by Indiana University's Center for International Education, Development, and Research (CIEDR).
- 2014–2017 Faculty Mentor, Fulbright Distinguished Awards in Teaching Program at Indiana University, sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs and administered by the Institute of International Education (IIE). Hosted by the Indiana University's Center for International Education, Development, and Research (CIEDR).
- 2013 Fall International Mentor and Member, M.Ed. TESOL Program - Curriculum Oversight Committee at Kabul Education University in Afghanistan (an international program in collaboration with the U.S. Embassy and Indiana University Bloomington).
- 2013–present Faculty Host and Mentor, **104 International Visiting Scholars** from the People's Republic of China:
- 2019–2020:** Yin Peixian; Fang Ren
- 2018–2019:** Lili Qin; Li Yan; Yiyun Ma; Dan Wei; Li Ma; Haiping Song; Ruijuan Ma; Zhimei Wang; Jing Zheng; Ling Zhu; Ling Liu; Xueling Zhang; Tianxing Miao; Zhimin Xu; Xiang Hua; Jingjing Zou; Wei Chunyan; Limei Cao; Ying Yang; Yinxiu Ji; Jidai Mao; Yan Li; Wanzhe Zhao; Yinling Yang; Haiyan Yan; Jing Xin; Yamin Wang; Jiing Li; Shuhua Lei
- 2017–2018:** Yanxia Hou; Yang Yinling; Xuhong Chen; Yin Jinghong; Xiaowei Zou; Ma Rui-juan; Yan Lixia; Fusheng Zhang; Feifei Huangfu; Halyan Yan; Ying Wang; Yan Hu; Lixia Yan; Chunyan Wei; Xiaoxiu Wang; Lixia Yan; Rongfang Zhang; Lin Lin; Min Hu; Leyi Qian; Wei Chunyan; Jie Hui; Yu Li; Ying Wang; Zheng Jing; Xintong Wu; Jinghong Yin; Quian Leyi; Lei Shuhua; Wenjie Li; Hu Min; Jing Lei; Rui Wang; Wei Xu
- 2016–2017:** Yang Juan; Sang Li; Jia Liang; Jin Jinghong; Li Jing; Wanzhe Zhao; Yan Zhang; Xiaowei Zou; Yan Huo; Yu Yang; Hu Min; Meihua Zheng; Lianqin Jia; Hongying Li; Huo Yanjuan; Di Fang; Hongli Zhou; Li Zhen; Lan Guo; Yan Halyan



**2015–2016:** Zhaowen Chen; Chen Wei; Ye Zhang; Guo Jian Fang; Xiaoxu Chen; Mailing Tang; Chen Xiaoxu

**2014–2015:** Xiannan Wu; Yanshi Li; Xinan Wu; Qui Bei; Xiaocai Zhang

**2013–2014:** Tao Fengyun; Meiyun Lu; Chenyan Liu; Fengyun Tao; Chenyan Liu; Wei Yan; Yu Ying

2016–present Faculty Host and Mentor, **3 International Visiting Scholars** from Catalonia, Taiwan, and Thailand:

2022–2023: Leticia De Souza Aquino (Brazil)

2018–2019: Ching-Yu Na (Taiwan)

Summer 2017: Llorenç Comajoan (Catalonia, Barcelona)

Summer 2016: Hugo Yu-Hsiu Lee (Thailand)

### **Doctoral Dissertation Chair**

- In progress Sarah Campbell. Dissertation title: *Desahogarse: Autobiographical narratives with emerging bilinguals*
- In progress Ebrahim Bamanger. Dissertation title: *High-leverage teaching practices for oral language proficiency as viewed by (AFL) Arabic foreign language learners*
- In progress Amani Gashan. Dissertation title: *Arab mothers' perspectives on their children's heritage Arabic language in the US: Maintenance and loss factors under the lens of literacy*
- In progress Simon Pierre Munyaneza. Dissertation title: *Social media as locus of "Indigenous" and "exogenous" knowledge encounter for Kinyarwanda speakers' community literacy*
- In progress Brandon Locke. Dissertation title: *Yup'ik Immersion in an urban context: A case study exploring the perceptions of Indigenous language revitalization in public school setting*
- 2022 James Fetterman. Dissertation title: *Digital and creative funds of knowledge in the world language classroom: Students as multimodal designers*
- 2020 Hajar Al Sultan. Dissertation Title: *Educated Arab women's text-based discussions and meaning-making practices: An ethnographic case study of an intellectual and cultural salon (ديوانية الفكر والثقافة) in the US*
- 2019 Ryan Batsie. Dissertation title: *Providing authentic education in school literacy activities: Ethnographic practitioner*
- 2019 Suriati Abas. Dissertation title: *Commemoration, contestations, and collective memory: A linguistic landscape study of Buenos Aires, Argentina*
- 2019 Valerie Cross. Dissertation title: *The effects of personality, ethnic identity, and language anxiety on the L2 English pronunciation of late learners in a California Community College: A quantitative and qualitative inquiry*

- 2019 JesAlana Stewart. Dissertation title: *Translingualism in foreign language education: Perspectives and possibilities on learning globally*
- 2017 Yahya Hans Erbas. Dissertation title: *A qualitative case study of multicultural education in Turkey*
- 2016 Melissa McNabb. Dissertation title: *Beginning college students on academic probation: A classroom ethnography*
- 2016 Mathew Bumbalough. Dissertation title: *Netnography: Korean graduate students' virtual communities of practice*
- 2015 Pei-Shan Yu. Dissertation Title: *Learning and maintenance of Chinese as a heritage language in American colleges: A classroom ethnographic study*
- 2015 Sang Jai Choi. Dissertation title: *Native English-speaking teachers' Christian identity and English language teaching*
- 2014 Yang Chi-Chuan. Dissertation title: *Critical literacy: Taiwanese English as a world language learners' Identity Transformation*
- 2014 Bryce Smedley. Dissertation title: *Language policy, and linguistic and cultural identity in the ongoing conflict in Southern Thailand*
- 2012 James Chamwada Kigamwa. Dissertation title: *Language maintenance and shift among immigrants in the US: A case of two African families*
- 2010 Hugo Yu-Hsiu Lee. Dissertation title: *Exploring biliteracy developments among Asian women in diaspora: The case of Taiwan*

### **Doctoral Dissertation Co-Chair**

- 2021 Yoon-Kyoung Chae. Dissertation title: *Case studies of teacher responses to multilingual students' writing.*
- 2021 Xin Chen. Dissertation title: *A Study on adaptive transfer in multilingual students' academic writing in the college years*
- 2018 Jing Lei. Dissertation title: *Translinguality as code-switching or code-meshing? Inter-objective analysis of figuration and identity in Amitav Ghosh's *The Hungry Tide* (2004) and Zakes Mda's *The Heart of Redness* (2000).* School of Foreign Languages and Literatures, Department of English at Tamkang University, Taiwan.
- 2018 Justin Christian Wild. Dissertation title: *'Daring to dare': An exploratory study of Indigenous knowledge and context specific instruction in learning and teaching in Tanzania, Africa.* Department of Education Leadership and Policy Studies at Indiana University.

### **Doctoral Dissertation Co-Director**

- 2016 Bita Zakeri. Dissertation title: *Crossing multiple borders: Transnational, transcultural, and multilingual identities of Iranians*

## Degree of Specialist in Education Chair

2019 Kristie Coker. *Capstone project title: Examination of restrictive language practices in California*

## Doctoral Dissertation Committee Member

- In progress Ryan Barnes. Dissertation title: TBA
- In progress Lisa Lee. Dissertation title: *Pre-service 'Non-native English-speaking Teachers' Teacher Identity Development*
- In progress Dee Degner. Dissertation title: *English language learners discussions on learning and college preparedness in rural Midwestern schools*
- In progress Afrah Albabtain. Dissertation title: *Arabic language and literacy maintenance in young children of Saudi Arabian sojourning families in the United States*
- In progress Janet Noreen Blackwood. Dissertation title: *Initial English teacher preparation programs in two Costa Rican universities*
- In progress Hsia-Chun Huang Hsia. Dissertation title: *Pronunciation learning strategies: Differences between adult English learners with or without native-like pronunciation*
- 2022 Yingling Bao. Dissertation title: *Socialization into shumianyu in advanced Chinese as foreign language classrooms*
- 2022 Geoffrey S. Hoffmann. Dissertation title: *Examining engagement with the third place and the development of intercultural communicative competence (ICC): A study of Mandarin Chinese language college students*
- 2021 Heath Aaron Harrison. Dissertation title: *Defining academic success from the perspective of second-generation Punjabi Sikh students at a public Midwestern High School: A case study*
- 2020 Bo Hyun Hwang. Dissertation title: *Multilingual student writers' recontextualization of situated writing process*
- 2019 Sary Silvhiany. Dissertation title: *The experience of Indonesian international students' families in language and culture navigation in the United States*
- 2019 Youngjoo Seo. Dissertation title: *Parental language ideology and family language policy: Study of one Korean bilingual family*
- 2019 Su Jin Park. Dissertation title: *A safe house for Korean (im)migrant women in the United States: Feminist cyber-ethnography of Korean immigrant women's investment in learning English online*
- 2019 Hyna Park. Dissertation title: *Exploring South Korean elementary EFL learners' construction of investment: The role of student-center learning strategies*
- 2018 Christina L. Romero-Ivanova. Dissertation title: *A narrative inquiry for understanding women's experiences with being silenced and their resistance/talking back and resilience*

- 2018 G Yeon Park. Dissertation title: *Social and psychological valence components of translingual graduate writer's inventory of strengths*
- 2018 Stacy Penalva. Dissertation title: *Voices in the gallery: Noticing the transcultural, translingual and transnational navigations of Latino immigrant children and their families through multi-moded artifactual mediations and the stories they evoke*
- 2018 Margaret Remstad. Dissertation title: *(Trans)formación docente: Teacher experiences negotiating global discourse, national policy, and local needs for human rights in Quechua-speaking communities in Peru*. Department of Leadership and Policy Studies, Indiana University.
- 2016 Amber Warren. Dissertation title: *The discursive construction of knowledge and beliefs about L2 writing in an asynchronous online class*
- 2016 Vesna Dimitrieska. Dissertation title: *The learning of our language teaching: The interplay between teacher cognition and teaching learning*
- 2016 Mateus Yumarnamto. Dissertation title: *Life histories, EFL teachers' professional identity, and professional growth: A narrative inquiry of Indonesian English teachers studying in the US*
- 2014 Patrick K. Pettyjohn. Dissertation title: *Exploring teacher's educational MUVE video game integration process: Four exploratory case studies*. Department of Instructional Systems Technology, Indiana University Bloomington.
- 2014 Ji-Yeon Kim. Dissertation Title: *Korean university teacher cognition in EFL writing instruction*
- 2013 Keith Corbitt. Dissertation title: *Learning styles, strategy use and metacognitive awareness in foreign language reading by Modified Foreign Language Program post-secondary students of Spanish*
- 2012 Michael T. Ndemanu. Dissertation title: *Exploring pre-service teachers' perspectives about human diversity: Experiences in multicultural education courses*. Department of Curriculum and Instruction, Indiana University.
- 2012 Veronica Fife. Dissertation title: *Becoming border crossers: The socialization for student teachers in an urban setting*. Department of Curriculum and Instruction, Indiana University.
- 2011 Michael Dixon. Dissertation title: *The Kanji Japanese writing system*.
- 2011 Shu-Hsiu Huang. Dissertation title: *On the applicability of communicative language teaching (CLT) pedagogy in Taiwan*
- 2011 Ophelia Hsiang-ling Huang. Dissertation title: *Teachers' socialization in school workplaces toward teaching culturally diverse students*
- 2010 C. Brian Barnett. Dissertation title: *French immersion teacher's attitudes towards Louisiana varieties of French and the integration of such varieties in their classroom: A quantitative and qualitative analysis*

- 2010 Yoo-Jean Lee. Dissertation title: *Copying and summarizing: Possible tools to develop English reading and writing for different proficiency levels of university students in Korea*

### **Doctoral Dissertation Committee External Member**

- 2016 Gabina Funegra. Dissertation title: *Quechua language: Contemporary revival and maintenance strategies*. School of Humanities and Languages, Faculty of Arts and Social Sciences, University of Southwestern Australia.
- 2016 Rosalva Lagunas. Dissertation title: *Language ideologies, practices, and management: Mexicano in Coatepec de los Costales* [Guerrero, Mexico]. Arizona State University.

### **Master Theses Committee Member**

- 2020 Rosemary Motz. *Food insecurity and food systems in Andean Quechua communities in Ancash, Peru*. Dual Master of Arts in Latin American and Caribbean Studies and Master of Public Health Program at Indiana University.
- 2018 Sonia Manriquez. *Language politics and Indigenous identity, and democratization in Latin America*. Master of Arts in Latin American and Caribbean Studies (CLACS) at Indiana University.
- 2012 Committee Member, Master's Thesis: Diana Brace, "*I know what the cage bird feels*": *Encountering literacy instruction and practices of incarcerated males in the United States*, Department of Literacy, Culture, and Language Education, Indiana University Bloomington.
- 2009 Committee Member and Mentor, Master's Thesis: Vannessa Peláez-Barrios, *Mythic narrative performances: The myth of the Kharisiri*. Department of Folklore and Ethnomusicology, Indiana University Bloomington.
- 2007–present Academic Advisor of numerous Master and Doctoral students. Literacy, Culture, and Language Education Program, Department of Curriculum and Instruction, in the School of Education at Indiana University.

### **External Reader of Doctoral Dissertation, Senior and Master's Theses**

- 2022 External reader and evaluator: Doctoral Dissertation, Alfira Makhmutova, *Language maintenance in the Uyghur community in the context of trilingual education policy in Kazakhstan*. Nazarbayev University Graduate School of Education.
- 2012 Third reader: Departmental Honors for International Studies Thesis, Elizabeth Newkirk, *Quechua language revitalization as a social movement in Peru, Ecuador, and Bolivia*. International Studies Program, Indiana University, Bloomington.

- 2003 External reader: Master's Thesis, Rufino Gonzalo Espino Relucé, *Prácticas de habla en dos relatos de Tarma Pachahuarainin: notas para una poética del relato*. Master of Social Sciences, Specialization in Andean Linguistics and Intercultural Bilingual Education, Facultad Latinoamericana de Ciencias Sociales (FLACSO), Quito, Ecuador, and Colegio Andino de Postgrado of the Centro de Estudios Regionales Andinos Bartolomé de Las Casas, Cuzco, Peru.
- 2002 External reader: Master's Thesis, Mario Cuellar Valverde, *Metáfora en el quechua*. Master of Social Sciences, Specialization in Andean Linguistics and Intercultural Bilingual Education, Facultad Latinoamericana de Ciencias Sociales (FLACSO), Quito, Ecuador, and Colegio Andino de Postgrado, Centro de Estudios Regionales Andinos Bartolomé de Las Casas, Cuzco, Peru.
- 2002 External reader: Master's Thesis, Luis Fernando Garcés Velásquez, *La escritura quechua como inscripción del discurso oral: aportes a la política escrituraria del quechua boliviano desde la práctica del periódico CONOSUR Ñawpaqman*. Master of Social Sciences, Specialization in Andean Linguistics and Intercultural Bilingual Education, Facultad Latinoamericana de Ciencias Sociales (FLACSO), Quito, Ecuador, and Colegio Andino de Postgrado, Centro de Estudios Regionales Andinos Bartolomé de Las Casas, Cuzco, Peru.
- 2001 Second reader: Senior Thesis, Rachel S. Stein, *Troubled tongues: Language and political discourse in Indigenous Ecuador*. B.A. in Latin American and Caribbean Studies, University of Michigan, Ann Arbor.

### **Mentor of Senior Theses**

- 2015 Mentor, Senior Thesis: Anita Mendoza, *Indigenous movements and linguistic rights in Ecuador*. International Studies INTL-I 400 Capstone Project, Indiana University Bloomington.
- 2015 Mentor, Senior Thesis: Holland Makenzie, *The advantages and disadvantages of globalization and its effects on Indigenous groups, specifically the Aymara and Mapuche*. International Studies INTL-I 400 Capstone Project, Indiana University Bloomington.
- 2014 Mentor, Senior Thesis: Shane Casey Sweet, *Quechua language revitalization and bilingual education in Peru*. International Studies INTL-I 400 Capstone Project, Indiana University Bloomington.
- 2012 Mentor, Senior Thesis. Sarah Winfrey, *Multilingualism's role in development: National integration and socio-economic development*. International Studies INTL-I 400 Capstone Project, Indiana University Bloomington.
- 2010 Mentor, Senior Thesis: Elise Boruvka, *Bilingual education between Quechua-speaking Indigenous communities and NGOs*. International Studies INTL-I 400 Capstone Project, Indiana University Bloomington.
- 2009 Mentor, Senior Thesis: Christina A. Kones, *Indigenous languages of Latin America: Quechua and Guarani*. International Studies INTL-I 400 Capstone Project, Indiana University, Bloomington.

## Undergraduate Research Mentor

- Spring 2019 Mentor: Olivia Paul for their presentation about the online revitalization of Quechua on the panel Crafting Public and Online Spaces: Indigeneity and Transnationalism, César E. Chávez Undergraduate Research Symposium, organized by the Program of Latino Studies at Indiana University Bloomington (Mar. 28-29).
- Summer 2015 Mentor: Ileri Perez, Research Fellow in the McNair Scholars Program, Indiana University Bloomington.
- 2014–2017 Mentor: Marcella Patrick, Research Fellow in the McNair Scholars Program, Indiana University Bloomington.
- Spring 2014 Mentor: Cassie Calderon & Bridget Dodson for their presentation about bilingual education on the Panel on Education of the Dreamers: Educational Policy and “Latino/a” Lives, César E. Chávez Undergraduate Research Symposium, organized by the Program of Latino Studies at Indiana University Bloomington (Mar. 6-7).

## Further Teaching Activities

- 2010–2019 Supervisor and mentor to instructors of EDUC-L547: Introduction to Language and Literacy Policy and Planning, which is offered through the new EFL/ESL Program via Distance Education (EPDE).
- 2010–2012 Supervisor and mentor to instructors of L407/L507 (onsite & online): Instructional Issues in Language Learning for English Teachers.
- 2009 Sponsor and mentor: Hsiang-ling Huang & Yu-Ju Huang’s research, The Interactions among NSs and NNSs in Group Discussions. The result of this research was presented at the 2009 Conference of the American Association of Applied Linguistics in Denver, CO under the title The Analyses of Meaning Negotiation in NS-NNS and NNS-NNS Interactions.
- 2009–present Endorsed Member of the Graduate Faculty at Indiana University to chair dissertations.
- 2008–2018 The following doctoral students have been teaching online and onsite courses under my supervision and mentorship both in the Department of Literacy, Culture, and Language Education and in other units across campus:  
Ryan Batsie; Mathew Bumbalough; Valerie Cross; Vesna Dimitrieska; Ben Lazreg Houssein; Melissa McNabb; Ying-Sin Chen; Hye-Kyung Kim; Kako Koshino; Hsiao-Chin Kuo; Mun Woo Lee; Yu-Hsiu Lee; Yi-Ching Lee; Erin Lemrow; Daehyeon Nam; Stacy Penalva; Pei-Shan Yu; Rani Park; and Bitá H. Zakeri. Three students taught the Chinese language in other units across campus.
- 2008–2009 Supervised and mentored Yu-Hsiu Lee as he wrote a Chinese textbook, consisting of a Teacher’s Manual and a Student Workbook and published by Amazon.com, entitled *Culturally Responsive Chinese Literacy Pedagogy*.
- Summer 2008 Worked with a doctoral student to improve the content of the resources section of the Literacy, Culture, and Language Education Department website, Indiana University Bloomington.

- 2007–present Supervisor and mentor to instructors of EDUC-X470/L502: Socio-/Psycholinguistic Applications to Reading Instruction (online and onsite).
- 2007–present Supervisor and mentor to instructors of EDUC-L500 (online and onsite): Instructional Issues in Language Teaching and Learning.
- 2007–present Supervisor and mentor to instructors of the *EDUC-L650 Internship Course*. The following fourteen doctoral students worked as TAs under my supervision:  
Hajar Al Sultan; Nadia Alqahtani; Ebrahim Bamanger; Mathew Bumbalough; Valerie Cross; Vesna Dimitrieska; Sang Jai Choi; Amani Gashan; Ophelia Hsiang-ling Huang; Yahya, Erbas; Hye-Kyung Kim; Xin Chen; Aslihan Guler; Hsiao-Chin Kuo; Vichea In; Weejeong Jeong; Erin Lemrow; Woo Lee; Yu-Hsiu Lee; Yi-Ching Lee; Melissa McNabb; Mun Daehyeon Nam; Rani Park; Su Jin Park; Bryce Smedley; Mateus Yumarmanto; and Pei-Shan Yu.
- 2007–2008 Supervisor and mentor to instructors of EDUC-L599: Master Thesis/Early Inquiry Experience (Global Language and Literacy Project). **Supervised and mentored 6 graduate students' international projects.** Also, served as Faculty Sponsor for the Office of Human Subjects Institutional Review Process. The following graduate students worked under my supervision:  
Yoo-Jean Lee, Emilija Zlatkovska, Shu-Hsiu Huang, Hsia-Chun Huang, Janet Blackwood and Suphawatt Pookcharoen.

## COMPREHENSIVE SERVICE ACTIVITIES

### Service to Literacy, Culture, and Language Education Program, Department of Curriculum and Instruction

- 2022–present Faculty Advisor, Curriculum and Instruction Graduate Research Symposium (GRaS 2023)
- 2020–2022 Co-chair, Diversity, Equity, and Inclusion (DEI) Committee, and Designer and Manager of the Facebook page
- 2020 Member, Literacy, Culture, and Language Education/Curriculum and Instruction Transition and Merger.
- 2019 & 2020 Member of Fellowship Committee, Literacy, Culture, and Language Education
- 2015 Member, Fellowship Committee, Literacy, Culture, and Language Education
- 2012–2014 Committee Member, Creation, and Implementation of the **Online Ed.D. Program in Literacy, Culture, and Language Education**
- 2012 Co-chair with James Damico, Dr. Larry Mikulecky's retirement party.
- 2010–2012 Chair, Graduate Course Committee (EDUC–L599: Master's Thesis – Early Inquiry Experience); member, Graduate Course Committee (EDUC–L799: Doctoral Thesis in Literacy, Culture and Language Education, and EDUC-L795: Dissertation Proposal Preparation)
- 2009–present Designer and Manager, Literacy, Culture, and Language Education on Facebook.
- 2009–2012 Member, Committee on Diversity, School of Education



- 2009 Member, Committee of Graduate Courses. Literacy, Culture, and Language Education, School of Education
- 2009 Member, Committee on Social Justice Dissertation Award, Literacy, Culture, and Language Education
- 2007–2009 Member, Fellowship Committee, Literacy, Culture, and Language Education
- 2011 Jan–May Faculty Advisor, Literacy, Culture, and Language Education Graduate Student Organization (LCLE-GSO)

### **Service to the School of Education**

- 2022–2025 Member of the School of Education's International Programs Committee
- 2020–2023 Member of the Promotion, Tenure, and Contracts Committee
- 2019 Member of the School of Education's Strategic Planning Ad-Hoc Committee
- 2018–2021 Member of the School of Education's International Programs Committee
- 2017–2022 Designer and Manager, **First, Second & Third** International Conference on Literacy, Culture, and Language Education (ICLCLE) on Facebook
- Spring 2016 Review Committee Member, Jepsen Scholarship, Global Gateway Overseas Study Awards.
- Summer 2016 Judge of poetry performance, Slam Camp: A Performance Poetry Intensive, School of Education at Indiana University Bloomington (Jun. 20)
- Spring 2016 Review Committee Member, Center for International Education, Development, and Research (CIEDR)
- Spring 2015 Member, 2015 School of Education Outstanding Doctoral Dissertation Award.
- Spring 2015 Search Committee Member for Armstrong and Jacobs Chairs, School of Education.
- 2014–2017 Member, Policy Council Long Range Planning Committee
- 2013–2014 Member, Ad Hoc Committee for the Minor in International and Comparative Education, Department of Leadership and Policy Studies.
- Spring 2012 Member, International Education Week Planning Committee of the School of Education
- 2008–2009 Member, Trustees Awards Subcommittee, Committee on Teaching, School of Education

### **Service to Indiana University Bloomington**

- 2021–present Faculty Advisor, Students Organization: Americans of Abya Yala at Indiana University-Bloomington.
- Spring 2019 Member, Tinker Research Grant Committee, Center for Latin American and Caribbean Studies (CLACS).
- 2013 October Organizer, dinner and party as part of the Latinos and Politics of Language Symposium convened by the Latino Studies Program at Indiana University

- 2012 Reviewer, proposals and application materials for the Student Fulbright Program. Office of the Vice President for International Affairs.
- 2012 Member, Pre-Dissertation Research Grant Committee, Office of the Vice President for International Affairs.
- 2011 Member, Foreign Language and Area Studies (FLAS) Fellowship Grants Committee, Center for Latin American and Caribbean Studies (CLACS).
- 2010–present Designer and Manager, Minority Languages and Cultures of Latin American Project (MLCP) Facebook page.
- 2009 Member, Foreign Language and Area Studies (FLAS) Fellowship Grants Committee, Center for Latin American and Caribbean Studies (CLACS).
- 2008–2010 Evaluator of Language Proficiency (Quechua & Spanish) for scholars and students doing research in Latin America (Fulbright-Hays, Ford Foundation, and the Social Science Research Council [SSRC]) and the Office of the Vice President for International Affairs (OVPIA).
- 2008 Participant, Title VI evaluation meeting at the Center for Latin American and Caribbean Studies (CLACS) (Sept. 17)
- 2007 Committee Member, International Enhancement Grants. This Committee was in charge of the selection process of graduate student applicants for the International Summer 2008 Grants offered through the Indiana University Office of the Vice President for International Affairs (OVPIA) and co-funded by the University Graduate School at Indiana University.

## Service to the Profession (National & International)

### Founding Member & Academic Events Organized

- Between 2022–2023: **Co-convener** of the Second World Conference on Transformative Education (WCTE). Organized by the Global Institute for Transformative Education (GITE), and The School Project Foundation – in conjunction with the University of Cape Coast (UCC) to be held in Cape Coast, Ghana on May 18-20, 2023, under the theme: *“The Future of Africa and the Role of Transformative Education.”*
- 2022–2023 **Organizer and chair of two round tables: (1)** Reframing Transformative Education in New Times; **(2)** Reimagining the Vision, Mission, and Activities of the Global Institute for Transformative Education. World Conference on Transformative Education (WCTE). Organized by the Global Institute for Transformative Education (GITE), and The School Project Foundation – in conjunction with the University of Cape Coast (UCC) to be held in Cape Coast, Ghana on May 18-20, 2023, under the theme: *“The Future of Africa and the Role of Transformative Education.”*
- Between 2021–2022: **Organizing committee chair** of the Third International Conference on Literacy, Culture, and Language Education (ICLCLE organized by the Department of Curriculum and Instructions in the School of Education at Indiana University-Bloomington. This event took place on Oct. 14–16, 2022 under the theme: *Languages, Cultures and Literacies in the Margins and Contact Zones.*

Between 2021-2022: **Honorary member** of the Tercer Congreso Internacional de Revitalización de Lenguas Indígenas y Minorizadas [Third International Conference on Indigenous and Minoritized Languages], organized by the Universitat de Girona (Catalonia), the Université Perpignan Via Domitia (France), and the Smithsonian Museum. This international conference took place in Catalonia and Perpignan, France on September 13-16, 2022.

2020: **Organizing committee co-chair** of the Second International Conference on Literacy, Culture, and Language Education (ICLCLE [organized virtually]) by the School of Education at Indiana University-Bloomington. This event was held on Oct. 24–25, 2020 under the theme: *Languages, Cultures and Literacies in the Context of Social Justice*.

Coronel-Molina, S. M. (2019). **Member of the organizing and academic committees** of the II Congresso Internacional de Revitalização de Línguas Indígenas e Minoritárias [II International Conference on Revitalization of Indigenous and Minoritized Languages], organized by The Laboratory of Indigenous Languages and Literature of the University of Brasília (LALLI–UnB), the Grup d'Estudi de Llengües Amençades (GELA) of the Universitat de Barcelona, Indiana University-Bloomington, the Indigenous Intercultural Faculty of the State University of Mato Grosso (FAIND–UNEMAT), The Faculty of Sciences and Letters of the State University of São Paulo (UNESP–Araraquára), the Intercultural Education Department of the Federal University of Rondônia-Ji-Paraná (UNIR–JI-PARANÁ), The Federal University of Grande Dourados (UFGD), and the Federal University of Mato Grosso (UFMT) This international conference took place in Brasília, Brazil (Oct. 1–4).

Spring & Fall 2018: Member of the organizing committee of the Symposium on Indigenous Languages and Cultures of Latin America (ILCLA) in conjunction to the Fourth Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA), organized by the Center for Latin American Studies at The Ohio State University and the Association for Teaching and Learning Indigenous Languages of Latin America (ATLILLA). This event was held on Oct. 25–28, 2018.

Between 2017–2018: **Founding member and organizing committee chair** of the **First** International Conference on Literacy, Culture, and Language Education (ICLCLE) at Indiana University-Bloomington, sponsored by diverse institutions. This event was held on Oct. 5–7, 2018.

2018 **Organizer and chair of two round tables: (1)** Rethinking Transformative Education in the Twenty-First Century; **(2)** Reimagining the Vision, Mission and Activities of the Global Institute for Transformative Education. World Conference on Transformative Education (WCTE). Organized by the Global Institute for Transformative Education (GITE), and The School Project Foundation – in conjunction with the Masinde Muliro University of Science and Technology hold in Kakamega, Kenya, under the theme: *Rethinking Curriculum, Pedagogy and Research in Africa* on July 26–28.

Between 2016–2018: **Founding member and co-convener** of the World Conference on Transformative Education (WCTE). Organized by the Global Institute for Transformative Education (GITE), and The School Project Foundation – in conjunction with the Masinde Muliro University of Science and Technology to be held in Kakamega, Kenya, under the theme: *Rethinking Curriculum, Pedagogy and Research in Africa* on Jul. 26–28, 2018.

- Between 2015–2017: **Founding member and co-convener** of the Primer Congreso Internacional de Revitalización de Lenguas Indígenas y Minorizadas [First International Conference on Indigenous and Minoritized Languages], organized by the Grup d'Estudi de Llengües Amenaçades (GELA) at Universitat de Barcelona, the Departament de Filologia i Didàctica de la Llengua i la Literatura at the Universitat de Vic-Universitat Central de Catalunya, the Department of Literacy, Culture, and Language Education and the Department of Folklore and Ethnomusicology at Indiana University-Bloomington. This international conference took place in Barcelona and Vic on Apr. 19–21 2017.
- Spring & Fall 2016: **Co-fund raiser and co-convener** of the Roundtable on *(Re)Presentation off/in Indigenous Politics*. Organized by the Center for Latin American and Caribbean Studies (CLACS), the Minority Language and Cultures of Latin Project (MLCP) and the College Arts and Humanities Institute (CAHI) at Indiana University Bloomington (Sept. 26, 2016).
- Spring & Fall 2016: **Co-fund raiser and co-convener** of the *More than Tradition: Latin American Indigenous Film Series at Indiana University Cinema*. Organized by the Minority Language and Cultures of Latin Project (MLCP) and the Center for Latin American and Caribbean Studies (CLACS). This event was **co-sponsored by eleven** Indiana University Bloomington units. The screening of the films took place on Sept. 25 (*Daughter of the lake*), Oct. 20 (*Echo of the mountain*) and Dec. 5 (*Dauna gone with the river*).
- Between 2015–2016: **Member of the organizing committee** of the Symposium on Indigenous Languages and Cultures of Latin America (ILCLA) in conjunction to the Third Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA), organized by the Center for Latin American Studies at The Ohio State University and the Association for Teaching and Learning Indigenous Languages of Latin America (ATLILLA). The Symposium took place on October 13–15.
- Between 2014–2015: **Co-chaired** the Linguistics, Languages and Language Policy Track, Latin American Studies Association (LASA), San Juan, Puerto Rico. Conference theme: *Precariedades, exclusiones, emergencias*. This event was held on May 27–30.
- Between 2014–2015: **Co-organized invited panel**, "Revitalización de Lenguas Indígenas en América Latina," Latin American Association (LASA), San Juan, Puerto Rico. This panel was held on May 28, 2015.
- Between 2012–2013: **Member of the scientific organizer committee, and also organizer and chair of a panel** on Ethnographies of Cultural Production and Indigenous Languages Regimes. XIII Simposio Interamericano de Investigación Etnográfica de la Educación/13th Inter-American Symposium on Ethnography and Education, co-sponsored by UCLA Graduate School of Education & Information Studies, DIE Cinvestav (México), Conacyt (Mexico), & Universidad Pedagógica Nacional (Mexico). This symposium took place on Sept. 18–20, 2013.
- Between 2011–2012: **Co-fund raiser and Co-organizer** Dr. John R. Edwards visit to Indiana University Bloomington to give **two** public lectures: (1) The 'New' Ecology of Language: Some Critical Thoughts on Ecolinguistics, and (2) Multilingualism: Understanding Linguistic Diversity. These events were co-sponsored by **sixteen** Indiana University Bloomington units (25– Nov. 28, 2012).

- Between 2010–2011: As President of the Association for Teaching and Learning Indigenous Languages of Latin America (ATLILLA), **coordinated with Professors Sharon Schierling and Sabine MacCormack** in the organization of the Second Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA), co-organized by ATLILLA and the Kellogg Institute for International Studies, University of Notre Dame; held at University of Notre Dame, Notre Dame, Indiana (Oct. 30 – Nov. 2, 2011).
- Between 2008–2009: **Coordinated** the visit of the Peruvian filmmaker Bruno Ortiz León to Indiana University to present and project his film *Rehenes*. Coordinated and publicized his visit and hosted him during his stay. This lecture was co-organized by the Center for Latin American and Caribbean Studies and the East Asian Studies Center at Indiana University (Mar. 5–6, 2009).
- Between 2008–2007: **Organized** with M. Gasser, a Workshop on Linguistic Rights in the Americas at the Foro Social las Américas, Guatemala City Oct. 10, 2007).
- Between 2007–2008: **Founder and principal convener** of the First Symposium on Teaching Indigenous Languages of Latin America (STILLA), organized by the Minority Languages and Cultures of Latin American Program (MLCP) and the Center for Latin American and Caribbean Studies (CLACS), and held at Indiana University Bloomington Aug. 14–16, 2008).
- Between 2007–2008: **Organized** with H. Wissler and J. J. Decoster, **two** international teleconferences, connecting the Andes to Indiana University, USA, held as part of First STILLA Symposium (Aug. 16, 2008).
- Between 2007–2008: **Organized panel:** Indigenous Languages Crossing the Digital Divide in the Twenty First Century. First STILLA Symposium (Aug. 15, 2008).
- 2008: **Coordinated** Dr. Nancy H. Hornberger's visit to Indiana University Bloomington to give **two** public lectures: Multilingual Education and Policy and Practice: Ten Certainties at the School of Education, and Voice and Biliteracy in Indigenous Language Revitalization: Contentious Educational Practices in Quechua, Guarani, and Maori Contexts. Presented at the Minority Languages and Cultures of Latin America Program (MLCP) (Apr. 18–19, 2008).
- Between 2006–2007: **Organized and chaired** with H. Muzika Kahn, a Seminar on New Literacies in Indigenous Languages: The Role of Mass Media in Mexico, Central and South America. American Comparative Literature Association (ACLA), Puebla, Mexico (Apr. 19–22, 2007).
- Between 2005–2006: **Coordinated** Dr. Frank Salomon's visit to Princeton University to give a public lecture, The 'Khipu House' of Rapaz, Peru: An Andean Ritual and Storage Complex in Modernity. Lecture cosponsored by the Department of Spanish and Portuguese Languages and Cultures, the Program of Latin American Studies, and the Department of Anthropology. Dr. Salomon also gave a presentation on Vigencia colonial y moderna de los khipus andinos [Colonial and modern validity of Andean quipus] in my class SPA 223/LAS 224: Mapping Culture and Identity in the Andean Social Landscape (Mar. 5–6, 2006).

Between 2005–2006: **Organized and chaired two panels:** (1) Andean Narratives and Andean Identities: Local Perspectives; (2) Andean Narratives and Andean Identities: Transnational Perspectives. XVII International Symposium on Latin American Indian Literatures: Latin American Indian Representations Today. Latin American Indian Literatures Association, The Ohio State University, Columbus (May 11–13, 2006).

Between 2003–2006: **Organized** several student electronic poster sessions on cultural and linguistic issues of the Hispanic world. Department of Spanish and Portuguese Languages and Cultures, Princeton University.

Between 2002–2003: **Co-organized** a Symposium on Languages, Cultures, Ideologies and Identities in the Andes. 51st International Congress of Americanists (ICA), Santiago, Chile (Jul. 14–18, 2003).

2000: **Organized** student conference on Andean Sociolinguistics. Department of Romance Languages and Literatures and Latin American and Caribbean Studies Program, The University of Michigan, Ann Arbor (Nov. 28 – Dec. 7, 2000).

1999: **Organized** student poster session on cultural and linguistic topics of the Hispanic world. Department of Romance Languages and Literatures, University of Michigan, Ann Arbor (Dec. 6, 1999).

Between 1991–1992: **Founder and organizer** a national conference: El debate del quechua en la educación [The Debate (about inclusion) of Quechua in Education]. Universidad Nacional Agraria La Molina, Lima, Peru Dec. 15, 1992).

### **Conference Scientific Committee and Advisory Board Member**

Between 2021-2022: Technical Committee Member for the 3rd International Conference on Education Development and Studies (ICEDS 2022) to be held at University of Hawaii at Hilo, USA during 09-11 March, 2022.

2021: Technical Committee Member for the 11th Annual International Conference of Information and Communication Technology (ICICT) scheduled on December 3-5, 2021 in Wuhan (Hubei, China).

2021: Global Scientific Committee/Paper Review Committee for the 4<sup>th</sup> Global Conference on Education and Research (GLOCER), University of South Florida Sarasota-Manatee (Sarasota, FL, USA, June 8-10, 2021).

Between 2020-2021: Technical Committee Member for the 10th International Conference on Language, Media and Culture (ICLMC 2021) to be held in Nishinippon Institute of Technology, Kitakyushu, Fukuoka, Japan during May 28-30, 2021.

Between 2019-2020: Technical Committee Member for the 5th International Conference on Education Science and Education Management (ESEM 2020) to be held in Wuhan, China from April 17th to 18th, 2020.

Between 2019-2020: Scientific Committee Member for the International Conference on Minority Languages Spoken or Signed and Inclusive Spaces to be held on May 25-27, 2020 in Paris, France.

- 2019: Technical Committee Member for the 5th Annual International Conference on Modern Education and Social Science [MESS2019] scheduled on December 20-21 in Guangzhou, China.
- 2019: Technical Committee Member for the 5th Annual International Conference on Social Science and Contemporary Humanity Development [SSCHD 2019] scheduled on November 15-16 in Wuhan (Hubei, China).
- Between 2018–2019: Advisory Board for the 3<sup>rd</sup> Global Conference on Education and Research (GLOCER), University of South Florida Sarasota-Manatee (Sarasota, FL, USA, May 21–24, 2019).
- Between 2017–2018: Member of Scientific Board. GlobELT2018 Conference. An International Conference on Teaching and Learning English as an Additional Language, which will be held on 10-13 May 2018 in Belgrade, Serbia.
- Between 2017–2018: Technical Program Committee Member for ICED2018. Third International Conference on Education and Development. The conference will take place in Guilin, China (Aug. 17–19, 2018).
- Between 2017–2018: Advisory Board for the 2<sup>nd</sup> Global Conference on Education and Research (GLOCER). The conference will take place in 2018 in Las Vegas, Nevada, USA (May 17–28, 2018).
- Between 2016–2017: Member of the Technical Program Committee (TPC) 2017 International Conference on Education and Social Development (ESD), which was held in Xiamen, China (Oct. 20–22, 2017).
- Between 2016–2017: Advisory Board for the 1<sup>st</sup> Global Conference on Education and Research (GLOCER). The conference took place in 2017 at the University of South Florida Sarasota-Manatee (Sarasota, FL, USA, May 22–24, 2017).
- Between 2016–2017: Member of the Scientific Committee of the 4<sup>th</sup> International Conference on Ethnography and Education. Conference theme: Education, Diversity and Equality in the Global World of the 21<sup>st</sup> Century (CIEYE), which took place at Universidad Autónoma de Barcelona, Catalonia (Jul. 11–14, 2017).
- Between 2015–2016: Technical Program Committee Member of ICED2017. Second International Conference on Education and Development. The conference took place in Shanghai, China (Sept. 8–10, 2016).
- 2013: Member of the Scientific Organizing Committee of the XIII Simposio Interamericano de Investigación Etnográfica de la Educación / 13th Inter-American Symposium on Ethnography and Education, co-sponsored by UCLA Graduate School of Education & Information Studies, DIE Cinvestav (México), Conacyt (Mexico), & Universidad Pedagógica Nacional (Mexico), Sept. 18–20, 2013.

## Sessions Moderator, Discussant and Facilitator

- 2021: Facilitator of Discussion, Social Justice Read-Aloud: Sharing Indigenous Stories Past, Present and Future. *This Place: One 150 Years Retold*. School of Education Library at Indiana University (Nov. 16).
- 2019: Moderated a presentation on the documentary Return to the Andes by its Director Mitchell Teplisky, organized by the Center for Latin American and Caribbean Studies (CLACS) at Indiana University.
- 2014: Moderator & Discussant (with Perry Gilmore), Special Session on Emerging Indigenous Scholars and Indigenous Education section titled Producing an Indigenous Anthropology through Language and Culture Revitalization Research and Community Praxis: Cultivating Networks of Indigenous Scholarship in Anthropology. Organized by Vanessa Anthony-Stevens & Sheilah Nicholas, and sponsored by the Council on Anthropology and Education, and the Society of Indigenous Anthropologist. 113<sup>th</sup> American Anthropological Association Annual Meeting, Washington, D.C. Conference theme: "Producing anthropology" (Dec. 3–7).
- 2014: Moderated a panel on Cross-cultural Pragmatics. 19th International Conference on Pragmatics and Language Learning. College of Arts and Sciences, Indiana University Bloomington, Apr. 26).
- 2013: Moderated a panel on Sociolinguistics I. The 5<sup>th</sup> International Conference on Language and Communication, "Innovative Inquiries and Emerging Paradigms in Language, Media and Communication", Graduate School of Language and Communication (GSLC) and National Institute of Development Administration (NIDA), Bangkok, Thailand (Dec. 12).
- 2008: Facilitated a Workshop on Language, Gender, Identity, and Ideology. Sociolinguistic Fest, Department of Linguistics, Indiana University Bloomington (Jun. 13).
- 2003: Moderated a panel on Representations of Women in Literature, Student Conference on Hispanic Women's Literature. Department of Modern Languages, Canisius College, Buffalo, NY (Nov. 17).
- 1999: Moderated a panel on Language Policy and Planning, 1999 Annual Meeting of the American Association of Applied Linguistics (AAAL), Stamford, Connecticut (Mar. 6).

## Member of Publication Review Committees

- 2016 Reviewed, book proposal *Nuevo Diccionario Quichua-Castellano Castellano-Quichua*. Editorial de la Universidad Nacional de Santiago del Estero (EDUNSE), Argentina.
- 2010 Reviewed, chapter included in the *Handbook of Hispanic sociolinguistics*. Wiley-Blackwell; published in 2011.
- 2008 Reviewed, chapter included in *The Routledge international companion to multicultural education*; published in 2009.
- 2006 Reviewed, a research paper to be considered in the Proceedings of the Georgetown University Round Table (GURT-2006): *Endangered and Minority Languages and Language Varieties—Defining, Documenting and Developing*.



- 2004 Reviewed, book proposal titled *Sisa Pallana: antología de textos quichuas santiagueños* [Sisa Pallana: Anthology of Quechua Texts from Santiago]. Requested by the Museo Etnográfico of Universidad de Buenos Aires, Argentina. Book is a special collection on Argentine Quechua literature from different time periods; published in 2006.
- 2001 Reviewed, at the request of Routledge, book proposal *Colloquial Quechua: A complete course for beginners*.

### Member of Fellowship and Award Review Committees

- 2021 Served on the *Selection Committee for the 2021 Joshua A. Fishman award* for outstanding dissertation on sociology of language, De Gruyter Mouton.
- 2010 Reviewed, Fellowship Proposal for Documenting Endangered Languages Program, National Science Foundation (NSF), in interagency partnership with National Endowment for Humanities and Smithsonian Institution.
- 2008 Reviewed, Fellowship Proposal for Documenting Endangered Languages Program, National Science Foundation (NSF), in interagency partnership with National Endowment for Humanities and Smithsonian Institution.

### Abstract Review Committees

- 2022: Reviewed **50 abstracts** for the Third International Conference on Literacy, Culture, and Language Education (ICLCLE) organized by the School of Education at Indiana University-Bloomington. This event was held on Oct. 14–16, 2022 under the theme: *Languages, Cultures and Literacies in the Margins and Contact Zones*.
- 2020: Reviewed **9 abstracts** for the Second International Conference on Literacy, Culture, and Language Education (ICLCLE [organized virtually]) by the School of Education at Indiana University-Bloomington. This event was hold on Oct. 24–25, 2020 under the theme: *Languages, Cultures and Literacies in the Context of Social Justice*.
- 2020 Reviewed **10 abstracts** for the World Conference on Transformative Education (WCTE–2018), organized by the Global Institute for Transformative Education and The School Project Foundation – in conjunction with the University of Cape Coast, Ghana, Africa (Jul. 29-31).
- 2018 Reviewed **10 abstracts** for the World Conference on Transformative Education (WCTE–2018), organized by the Global Institute for Transformative Education and The School Project Foundation – in conjunction with the Masinde Muliro University of Science and Technology, Kenya, Africa (Jul. 26–28).
- 2018 Reviewed **5 abstracts** for ConCALL-3: Conference on Central Asian Languages and Linguistics, organized by the Center for Languages of the Central Asian Region (CeLCAR) at Indiana University Bloomington (Mar. 2–4).
- 2017 Reviewed **8 abstracts** for Global Conference on Education and Research (GLOCER), Association of North America Higher Education International (ANAHEI) and sponsored by University of South Florida Sarasota-Manatee, Florida.

- 2017 Reviewed **9 abstracts** for the Language Maintenance and Revitalization strand, 2017 conference of the American Association for Applied Linguistics (AAAL) held on March 18-21, in Portland.
- 2016 Reviewed **19 abstracts** for the Symposium on Indigenous Languages and Cultures (ILCA) and the Third Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA). Organized by The Ohio State University and the Association for Teaching and Learning Indigenous Languages of Latin America (ATLILLA).
- 2011 Reviewed **71 abstracts** for the Second Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA). Organized by the University of Notre Dame and the Association for Teaching and Learning Indigenous Languages of Latin America (ATLILLA).
- 2010 Reviewed **5 abstracts** for the President's Interdisciplinary Conference: Ethics and Politics of Research with Immigrant Populations. Organized by the University of Minnesota, Minneapolis.
- 2008 Reviewed **65 abstracts** for the First Symposium on Teaching Indigenous Languages of Latin America (STILLA). Organized by the Indiana University Bloomington.
- 1995 Reviewed **5 abstracts** (with Professor Frederick Erickson) for the 17th Annual Ethnography in Education Research Forum. Center for Urban Ethnography, University of Pennsylvania, Philadelphia.

### Further Services to the Profession

- 2016–present *Designer and Manager*, Global Institute for Transformative Education (GITE)  
Facebook page
- 2016–present *Academic Member* (invited), Athens Institute for Education and Research (ATINER), Greece
- 2016–2018 *External Researcher Collaborator* (invited), Catholic University of Valencia San Vicente Mártir, Spain
- 2015–2016 *Quechua / Spanish / English Translation Consultant*, for Dr. Aleksandr Natarov, member of the Russian Academy of Social Sciences, who translated the *Huarochiri Quechua Manuscript* into Russian. This monumental translation work was published in March 2018.
- 2011–present *Designer and Manager*, Teaching and Learning Indigenous Languages of Latin America Facebook page.
- 2010–present *Founder and Manager*, Language Policy and Planning, and Language Revitalization around the World Facebook page
- 2010–present *Founder and Manager*, Language Policy and Planning, and Language Revitalization Facebook discussion group
- 2010–present *Co-Manager*, SOCIOLINGUISTS on Facebook discussion group
- 2009–2014 *Scholar-at-Large*, Centro Tinku, Cuzco, Peru

- 2009–2018 *Founder & President*, Association for Teaching and Learning Indigenous Languages of Latin America (ATLILLA)
- 2008–2014 *Associated Researcher*, Instituto Latinoamericano de Investigación (ILAI), Cuzco, Peru
- 2008–2010 *Examiner for Quechua Language*, Independent Language Study Program, Center for Language Study, Yale University, New Haven, CT.
- 2008 *External Member of Search Committee* (Quechua and Spanish Lectureship position), Center for Latin American Studies and Department of Spanish and Portuguese, The Ohio State University, Columbus (Dec. 11–13)
- 2007–2009 *Quechua / Spanish Translation Consultant*, Roland Hamilton, who translated from Spanish into English and published *The First New Chronical and First Government. On the History of the World and the Incas up to 1615* by Felipe Guaman Poma de Ayala (hardback 2009) [paperback 2021]. Texas University Press.
- 2005 *Quechua test developer*. Written and oral exams for Quechua comprehension at the intermediate level for McNeil Learning Technologies, Hyattsville, MD.
- 2002–2005 *Associate Researcher*, Colegio Andino de Postgrado, Centro de Estudios Regionales Andinos Bartolomé de Las Casas, Cuzco, Peru.
- 1996–1998 *Founding member and Director of Foreign Affairs*, Institute of Andean Linguistics and Literature, based in Lima, Peru. This institution was dissolved in 1999.
- 1995–2000 *Representative in the US*, Center for Bilingual Multicultural Studies, Cuernavaca, Mexico, affiliated with the Universidad Autónoma del Estado de Morelos.
- 1994 *Volunteer Ambassador*, United Nations World Summit on Trade Efficiency, Columbus, OH.

### **Board Member, Scientific Reviewers of Academic Projects**

- 2014–present Office of Evaluation Research, Pontifical Catholic University of Peru (PUCP)

### **Advisory/Board Memberships**

- 2022–present Board Member, The Language Conservancy
- 2021–present National Advisory Council Member, The National Museum of Language
- 2021–present Advisory Board Member, Kuskalla Abya Yala (non-profit organization dedicated to the revitalization of the native languages of South America)
- 2021–present Language Leadership Council Member, National Museum of Language
- 2018–present Advisory Board Member, *Social Science & Humanities International (SSHI)- An International Multidisciplinary Journal*
- 2017–present Turkish Educational Research Association (EAB), Turkey.

## Editorial Board Memberships

- 2022–present *Living Languages Journal*  
 2019–present *Journal of Anthropology, Archaeology and Ethnology*  
 2019–present *Journal of Educational & Psychological Research*  
 2019–present *Journal of Sociology*  
 2018–present *International Journal of Education Advancement (IJEA)*  
 2018–present *International Journal of Language and Linguistics*  
 2017–present *Revista Articulando e Construindo Saberes*  
 2017–present *International Online Journal of Education and Teaching (IOJET)*  
 2016–present *Journal of Global Education and Research (JGER)*  
 2016–present *Global Journal of Sociology and Anthropology (GJSA)*  
 2016–present *International Journal of Humanities and Social Sciences (IJHSS)*  
 2016–present *International Journal of Philosophy and Social Sciences (IJPSS)*  
 2016–present *Journal of Ethnic and Cultural Studies*  
 2016–present *Educational Research Applications*  
 2016–2020 *International Journal of the Sociology of Language (IJSL)*  
 2015–present *AlterNative: An International Journal of Indigenous Peoples*  
 2015–present *Journal of American Indian Education*  
 2015–present *Chiricú Journal: Latina/o Literatures, Arts, and Cultures*  
 2015–present *Journal of Psychological Sciences*  
 2014–present *Journal of Game-Supported Interactive Learning*  
 2014–present *Journal of Educational Policies and Current Practices (JEPCP)*  
 2014–present *Journal of Second and Multiple Language Acquisition (JSMULA)*  
 2009–2020 *Anthropology in Education Quarterly*  
 2007–2018 *Inter-American Journal of Education for Democracy/Revista Interamericana de Educación para la Democracia (RIED – IJED)*

## Journal Articles Reviewed

2007–present Blind reviewed a good number of articles for the following international journals:

- *AlterNative: An International Journal of Indigenous Peoples*
- *Anthropology in Education Quarterly*
- *Current Issues in Language Planning*
- *Educational Research Journal (ERJ)*
- *Inter-American Journal of Education for Democracy (RIED – IJED)*
- *International Journal of Applied Linguistics*
- *Journal of Educational and Psychological Research*
- *Journal of American Indian Education (JAIE)*
- *Journal of Multilingual and Multicultural Development*
- *Journal of Educational Policies and Current Practices*
- *Journal of Applied Linguistics*
- *Latin American Antiquity*
- *Language Policy*
- *Revista Andina*
- *Revista Forma y Función*
- *Revista Mexicana*

- *Revista Intersecciones en Antropología*

### **Professional Memberships**

- The National Council of Teachers of English (NCTE)
- The National Council of Teachers of English Assembly for Research (NCTEAR)
- American Anthropological Association (AAA)
- American Association for Applied Linguistics (AAAL)
- Asociación Internacional de Peruanistas
- International Association for Language Learning Technology (IALLT)
- Latin American Studies Association (LASA)
- Multimedia Educational Resource for Learning and Online Teaching (MERLOT)
- Modern Language Association (MLA)
- Society for the Study of the Indigenous Languages of the Americas (SSILA)
- The Society for Linguistic Anthropology (SLA)