

PAMELA J. PEARSON
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AREAS OF ACADEMIC EXPERTISE

- Teacher Education: pre- and in-service teacher training and supervision; curricular planning, implementation, and assessment; critical pedagogy; educational change
- Comparative and International Education: language planning and policy; language-in-education policy; ethnography of language policy; English medium instruction
- Educational Linguistics: instructional applications of language acquisition theories and core linguistic components (phonology, morphology, syntax, semantics & pragmatics); discourse/grammatical analysis; curriculum and materials design

ADMINISTRATIVE APPOINTMENTS

Associate Director, PLACE

September 2023 - present

COLORADO STATE UNIVERSITY—Fort Collins, Colorado

Reports to Lauren Kinter, Director, PLACE

Responsibilities

- Intensive English Program leadership
 - Identifying and achieving strategic goals, and representing the IEP program to CSU and external constituents
 - Observing PLACE faculty and providing mentorship in teaching effectiveness and best practice within the field of TESOL/applied linguistics and to support faculty evaluations
 - Designing and implementing new curriculum and assessments in conjunction with the director and PLACE faculty
 - Supervising and supporting the program coordinator, GTAs, and student workers
 - Managing CEA accreditation for the IEP, ensuring that we meet all reporting requirements, which will include tracking data related to IEP academic performance, enrollment, and admissions with support from the PLACE program coordinator
- Student support
 - Advising students about ongoing program requirements, such as educational plans, registration, attendance/performance policy and steps to probation/dismissal
 - Meeting with students, faculty, and other stakeholders to address academic and behavioral concerns as well as formal complaints related to the IEP
 - Serving as chair of the Grade Appeals Committee

- Collaborating with International Student Scholar Services (ISSS), the IEC, and relevant campus partners to ensure a smooth transition for students from PLACE programs to degree programs

Multilingual and Intercultural Program Coordinator August 2020 – September 2023

GUSTAVUS ADOLPHUS COLLEGE—St. Peter, Minnesota

Reported to Bryan Messerly, Director of Center for International & Cultural Education

Responsibilities

- Supporting students directly (tutoring/advising) and advocating for multilingual and international students
- Providing a regularly offered course on academic success for multilingual students
- Developing and implementing workshops to support multilingual and international students' academic success and programming to foster intercultural ties among the student population
- Providing faculty support around issues salient to these student populations, such as preparing inclusive classrooms, responding to L2 writing, and understanding linguistic diversity
- Assessing programs and services for multilingual and international students

Director, Institute for Language Education March 2018 – December 2019

SOUTHERN NEW HAMPSHIRE UNIVERSITY—Manchester, New Hampshire

Reported to Steven K. Johnson, Dean of the School of Arts & Sciences

Principal responsibilities

- Growing the Institute's programs: Intensive English Program; Undergraduate Language Studies; MS TEFL Manchester/Vietnam; World Languages & Culture
- Evaluating programs by leveraging a substantial knowledge base of language acquisition pedagogy
- Supervising staff and faculty from a position of best practices
- Advocating change as prescribed from data-driven and knowledge-based reviews
- Promoting language education across the university
- Communicating effectively among multiple audiences and stakeholders to ensure program awareness and policy compliance
- Operating from a point of view that is guided by the best interest of students
- Modeling an awareness of, and respect for, cultural diversity
- Managing budgets using data-driven decision-making

ACADEMIC APPOINTMENTS

Assistant Professor of Education, Education Department

July 2014 – June 2017

LINFIELD COLLEGE (now UNIVERSITY)—McMinnville, Oregon

Reported to Mindy Legard Larson, Chair

Courses taught

- Foundations of Education

- Foundations for Teaching ESOL
- Educational Linguistics and Language Acquisition for ESOL
- Language Policy, Issues, and Advocacy for ESOL
- Planning, Implementing, and Assessing Instruction for ESOL
- Seminar for Part-Time/Full-Time Student Teaching
- General Methods and Management
- First-Year Colloquium

Program administration

ESOL Endorsement Program Coordinator

Aligning ESOL Endorsement program outcomes with TESOL Standards and Oregon Administrative Rules (for teaching licensure); providing guidance and support to ESOL field supervisors and teachers; planning and implementing professional development trainings; analyzing program and performance data.

Supervision

Supervising student teacher candidates pursuing State of Oregon teaching licensure + ESOL Endorsement in K-12 classrooms in and around the McMinnville (Public) School District. Providing feedback on lesson plans and units of instruction; observing lessons and conducting post-observation conferences; moderating meetings between candidates and mentor teachers.

Academic advising

Assisting undergraduate students create 4-year programs of study and providing academic advisement around advisee decisions (e.g., selecting majors and courses, studying abroad), emphasizing goal setting and student autonomy.

Service

England Study Abroad Program Coordinator; Linguistics Minor Co-Developer and Coordinator; Fulbright Campus Selection Committee Member; Education Department Consortium Representative.

EDUCATIONAL BACKGROUND

PhD in Applied Linguistics: December 2016 (conferred on January 6, 2017)

GEORGIA STATE UNIVERSITY—Atlanta, Georgia

Dissertation: Language Policy in Rwanda: Shifting Linguistic and Educational Landscape

Dissertation committee: Diane Belcher & Gayle Nelson (co-Chairs);
Viviana Cortes, Eric Friginal & David Cassels Johnson

Study abroad: Boğaziçi University, Istanbul, Turkey: January 2010 – May 2010

MAT in Secondary Education: August 2007

DRAKE UNIVERSITY—Des Moines, Iowa

Licensure: State of Iowa Initial Teaching License

Endorsement areas: K-12 ESL, 5-12 French, 5-12 Spanish

MA in TESL/Applied Linguistics: May 2007

IOWA STATE UNIVERSITY—Ames, Iowa

Areas of specialization: English for specific purposes; Literacy in English as a second language

Thesis: A corpus-based study of mandative subjunctive triggers in published research articles

Major professor: Viviana Cortes

BA in French and Spanish: May 1996

CENTRAL COLLEGE—Pella, Iowa

Majors: French and Spanish

Study abroad: La Sorbonne, Paris, France: September 1994 – January 1995;

Universidad de Granada, Granada, Spain: January 1995 – May 1995;

Central College Field Studies, The Basque Country: June – July 1995

TEACHING EXPERIENCE

APPLIED LINGUISTICS TEACHING

Department of Applied Linguistics, GEORGIA STATE UNIVERSITY—Atlanta, Georgia

Part-Time Lecturer – Sara Cushing, Chair

Summers 2020-2022

- TEFL I: Methods & Approaches
- TEFL II: Classroom Practices & Practicum
- Remotely taught crosslisted section of courses for both undergraduate and graduate students. Assumed full responsibility for the course, including textbook selection, syllabus design, curriculum, course materials, and assessment.

Education Department, HOBART & WILLIAM SMITH COLLEGES—Geneva, New York

Adjunct Professor – Mary Kelly, Chair

Spring 2021

- Second Language Acquisition
- Remotely taught undergraduate students enrolled in Teacher Education Program (certification), B.A. program in Educational Studies and/or seeking TEFL certification. Assumed full responsibility for the course, including textbook selection, syllabus design, curriculum, course materials, and assessment.

Department of Applied Linguistics, GEORGIA STATE UNIVERSITY—Atlanta, Georgia

Part-Time Lecturer – Diane, Belcher, Chair

Fall 2017

- Introduction to Language
 - English Grammar in Use
- Taught undergraduate students enrolled in B.A. program in Applied Linguistics and/or seeking TEFL certification. Assumed full responsibility for the course, including textbook selection, syllabus design, curriculum, course materials, and assessment.

Department of Applied Linguistics, GEORGIA STATE UNIVERSITY—Atlanta, Georgia

Graduate Teaching Assistant – John Murphy, Course Coordinator Fall 2009 – Spring 2013

- TEFL I: Methods & Approaches
- TEFL II: Classroom Practices & Practicum

Taught undergraduate students enrolled in B.A. program in Applied Linguistics and/or seeking TEFL certification. Assumed full responsibility for the course, including textbook selection, syllabus design, curriculum, course materials, and assessment.

Department of English, Iowa State University

Teaching Assistant – Donna Niday, Coordinator Fall 2003 – Spring 2004

- English Composition I: First Year Composition
Taught English composition courses. Designed course syllabus, curriculum, and assignments; conducted class sessions in computer labs; responded to student drafts; held regular conferences to guide students on papers and projects; responsible for all assessment.

ESL TEACHING

Department of English, GEORGIA STATE UNIVERSITY—Atlanta, Georgia

Graduate Teaching Assistant – Sarah Kegley, ESL Director Summer 2016

- First-Year Composition
Taught undergraduate English composition course for bilingual/bicultural students. Designed course syllabus and curriculum based on genre theory and a systemic functional linguistic approach; conducted class sessions in computer lab; responded to drafts; held regular conferences to guide students on assignments; responsible for all assessment.

Intensive English Program, GEORGIA STATE UNIVERSITY—Atlanta, Georgia

Graduate Teaching Assistant – Cheryl Delk, IEP Director Fall 2007 – Summer 2013

- Extensive Reading I
- Extensive Reading V
- Oral Fluency II
- Oral Communication II
- Oral Communication for Academic Purposes III
Instructed pre-matriculated ESL students in various skill areas at differing levels of L2 proficiency (from I to V) of an IEP. Closely followed established curriculum and learning outcomes, designing materials and assessment in accordance with IEP standards.

Department of Applied Linguistics, GEORGIA STATE UNIVERSITY—Atlanta, Georgia

Graduate Teaching Assistant – John Stowe, Director (deceased) Summer 2008

- Academic Listening & Speaking for Graduate Students
Taught academic listening and speaking component for a summer intensive English and orientation program for US graduate school-bound students from Peking University of Health Sciences. Collaborated closely with the Academic Reading & Writing instructor in order to strengthen curriculum and personalize the experience for students.

Department of English, IOWA STATE UNIVERSITY—Ames, Iowa

Teaching Assistant – Felicity Douglas, Program Director Fall 2004 – Spring 2005

- Communication Skills for ITAs

Assisted prospective international teaching assistants in the formation of effective oral communication (e.g., listening, speaking, pronunciation) and American classroom skills (e.g., presenting academic material, responding to student questions, conducting efficient office hour sessions). Responsible for all course planning, teaching, and evaluation. Reported to the Director of the SPEAK/TEACH program.

ESL/Refugee Outreach Program, HAWTHORNE HILL—Des Moines, Iowa

Volunteer ESL Teacher – Brandee Marckmann, Director Fall 2002 – Spring 2003

Followed a functional-notional syllabus to teach newcomer English to a group of Sudanese, Vietnamese, and Bosnian newcomers twice a week.

EFL TEACHING

Department of English, UNIVERSITÉ DE DJIBOUTI —Djibouti, Djibouti

Visiting Instructor – Djama Egueh Elmi, Country Representative Fall 2005 – Spring 2006

- Listening Comprehension
- American Literature
- British Civilisation
- Oral Expression & Phonetics
- Academic Writing
- British Literature

Instructed undergraduate students admitted to the Department of English at Pôle Universitaire (a former satellite campus of several French universities), and later, the autonomous Université de Djibouti as a part of my Teach for Africa (now American Educators for Africa) placement through the International Foundation for Education and Self-Help (IFESH).

Department of Languages, ITESM de MONTERREY—Querétaro, Mexico

Teaching Assistant – Cynthia Myers, Supervisor

- Remedial Speaking & Listening Summers 2004 & 2005
- Prepared and delivered the oral/aural component of a summer intensive remedial English course given at the Querétaro campus.

*Shirane Municipal School District, *SHIRANE BOARD OF EDUCATION—Yamanashi, Japan*

English Teacher – Hideki Natori, Supervisor

- English Language & American Culture July 1999 – July 2001
- Independently taught English language skills and American culture to 1st – 6th graders at four public elementary schools, implementing own curriculum.

*JET Program, *SHIRANE BOARD OF EDUCATION—Yamanashi, Japan*

Assistant Language Teacher, Miki Kasai, Supervisor July 1996 – July 1999

- English-as-a-Subject
- Participated in the Japan Exchange in Teaching (JET) Program, sponsored by the Japanese Ministry of Education, Culture, Sports, Science, and Technology (Monbushō). Team-taught English conversation and grammar with Japanese teachers of English to 7th – 9th graders at two public middle schools.

*Shirane Town merged with 5 other towns and villages to form Minami-Alps City in 2003

K-12 ESOL INSTRUCTION

East & Hoover High Schools, DES MOINES PUBLIC SCHOOLS—Des Moines, Iowa

Student Teacher (Drake University) – Tom Drake, Instructor January 2007 – May 2007

- ESL – Hoover High School – Janiece Ochoa, Mentor Teacher
 - Spanish – East High School – Sarah Vaughan, Mentor Teacher
- Organized and managed six daily classes; developed and implemented language curriculum using various instructional models and methods; assessed student learning through formal and informal means; worked with linguistically and culturally diverse students at two of the largest high schools in the State of Iowa.

RELATED EXPERIENCE

PROGRAM ADMINISTRATION

Department of Applied Linguistics, GEORGIA STATE UNIVERSITY—Atlanta, Georgia

Assistant Program Coordinator & Instructor – Diana Wrenn, Director Summer 2017

Taught an integrated skills class for Soka University students visiting Atlanta on a summer intensive English and cultural exchange program. Each class served to preview the day's programming, highlighting history, vocabulary, and cultural concepts necessary for fully participating in the program. Class sessions included the Civil War + Stone Mountain, Civil Rights + King Center & the Center for Civil and Human Rights, conservation + the Georgia Aquarium, etc.

Department of Applied Linguistics, GEORGIA STATE UNIVERSITY—Atlanta, Georgia

Activities Coordinator – Alison Camacho, Director Summers 2010, 2011, 2015

Assisted the program director of a summer intensive English and cultural exchange program in organizing cultural and social activities for program participants from major universities in China, South Korea, and Japan. Escorted participants on field trips around Atlanta (e.g., The King Center, CDC Global Health Museum) in addition to planning and carrying out a variety of in-house social activities (e.g., game night, luau & BBQ).

Department of Applied Linguistics, GEORGIA STATE UNIVERSITY—Atlanta, Georgia

Program Assistant – Viviana Cortes, Director Fall 2010

Assisted the Undergraduate Program Director with various administrative tasks, including (a) liaising with the Applied Linguistics advisor in the College of Arts and Sciences and developing a sequence for coursework, (b) communicating with 130+ undergraduate majors, and (c) promoting the BA program in Applied Linguistics at recruiting and major fairs.

Office of Graduate & International Admission, DRAKE UNIVERSITY—Des Moines, Iowa

Admission Assistant – Leslie Mamoorian, Director Fall 2001 – Summer 2003

Processed applications, letters, and immigration documents for prospective and admitted international and/or graduate students. Responded to phone calls, emails, and other informational requests, utilizing knowledge of departmental and university policies and procedures. Assisted in the development of and participated in activities related to public relations and recruitment of prospective students.

CURRICULUM DEVELOPMENT

English Language Village, CONCORDIA LANGUAGE VILLAGES—Moorhead, Minnesota

Curriculum Coordinator – Laura Dehler-Seter, Director Summer 2007

Assisted director of English language immersion camp; developed curriculum and oversaw staff of six in providing daily English language classes and activities to international youth.

Department of English, UNIVERSITÉ DE DJIBOUTI —Djibouti, Djibouti

Curriculum Specialist – Djama Egueh Elmi, Country Rep September 2005 – May 2006

Spearheaded the effort to create an English Department and undergraduate program (Bachelor of Arts) in English for the newly established University of Djibouti (January 2006) as part of my IFESH experience (c.f., EFL Teaching); researched and co-designed program, curriculum, and courses for the program. Helped establish CEED (Committee for English Education Development), a language planning and policy group for the promotion of English in Djibouti; served as CEED secretary until my departure.

*Shirane Municipal School District, *SHIRANE BOARD OF EDUCATION—Yamanashi, Japan*

Curriculum Designer – Hideki Natori, Supervisor July 1999 – July 2001

Created and implemented an English language and American culture curriculum for 1st – 6th graders at four public elementary schools, the first of its kind in Yamanashi Prefecture.

GRANT MANAGEMENT

Department of Applied Linguistics, GEORGIA STATE UNIVERSITY—Atlanta, Georgia

Graduate Research Assistant – YouJin Kim, Primary Investigator (PI) Spring – Summer 2011

Recruited, scheduled, and provided three “treatment” sessions for 60 intermediate level IEP students and managed data for a GSU research initiation grant supporting the investigation of the impacts of working memory and task complexity on ESL question development.

Graduate Research Assistant – Lucy Pickering, co-PI Spring – Summer 2009

Managed participants, data collection, annotation and payroll processes for a \$49,000 institution-based grant [GSU Seed Grant Program in Language and Literacy] to examine workplace English. Trained and supervised team of five graduate and 14 undergraduate transcribers.

ENGLISH PROFICIENCY EXAM RATING

Department of Applied Linguistics, GEORGIA STATE UNIVERSITY—Atlanta, Georgia
 Essay Rater – Sara Cushing, GSTEP Coordinator Spring 2008 – Fall 2013
 Rated short answer and essay portions of the Georgia State Test of English Proficiency (GSTEP) and facilitated team norming sessions.

PUBLICATIONS

REFEREED JOURNAL ARTICLES

- Pickering, L., Di Ferrante, L., Bruce, C., Friginal, E., Pearson, P. & Bouchard, J. (2019). An Introduction to the ANAWC: The AAC and non-AAC workplace corpus. *International Journal of Corpus Linguistics*, 24(2), pp. 229-242.
- Kim, Y., Payant, C. & Pearson, P. (2015). The intersection of interaction, task complexity, and working memory: L2 question development through recasts in a lab environment. *Studies in Second Language Acquisition*, 37(4), 1-33.
- Pearson, P. (2014). Policy without a plan: English as a medium of instruction in Rwanda. *Current Issues in Language Planning*, 15(1), 39-56.
- Friginal, E., Pearson, P., Di Ferrante, L., Pickering, L., & Bruce, C. (2013). Linguistic characteristics of AAC discourse in the workplace. *Discourse Studies*, 15(3), 279-298.

CONFERENCE PROCEEDINGS

- Pearson, P., Pickering, L., & Da Silva, R. (2011). The impact of computer assisted pronunciation training on the improvement of Vietnamese learner production of English syllable margins. In: J. Levis & K. LeVelle (Eds.), *Proceedings of the 2nd Pronunciation in Second Language Learning and Teaching Conference*, Sept. 2010 (pp. 169-180). Ames, IA: Iowa State University.

BOOK REVIEWS

- Pearson, P. (2017). [Review of *Social justice in English language teaching* edited by Chris Hastings and Laura Jacob]. *ORTESOL Journal*, 34, 92-93.
- Pearson, P. (2008). [Review of *Genre and the invention of the writer: Reconsidering the place of invention in composition* by Anis S. Bawarshi]. *English for Specific Purposes*, 27, 480-483.

NEWSLETTER ARTICLES

- Pearson, P. (2012). Exploring English as a Medium-of-Instruction in Rwanda. Inaugural

Department of Applied Linguistics and ESL Newsletter, Fall 2012, Georgia State University.

Pearson, P. (2011). The 2011 Beverly Benson Travel Grant Report. *GATESOL News*, Fall 2011, Georgia TESOL.

PRESENTATIONS

REFEREED PRESENTATIONS

Pearson, P. (2022, March). Supporting multilingual students on monolingual campuses. 56th Annual International TESOL Convention, Pittsburgh, PA.

Pearson, P., Naughton, R. & Schwartz, L. (2020, April). Program Redesign on a Dime: From Process to Product. 54th Annual International TESOL Convention, Denver, CO.

Pearson, P. (2017, March). Impacts of Rwandan national language policy on local educational contexts. Comparative and International Education Society (CIES) Annual Conference, Atlanta, GA.

Payant, C. & Pearson, P. (2016, October). Best practices: Writing a teaching philosophy statement. Washington Association for the Education of Speakers of Other Languages (WAESOL), Spokane, WA.

Pearson, P. (2015, October). Saudi students transcending academic reading boundaries. Tri-TESOL (WAESOL), Des Moines, WA.

Pearson, P. (2016, March). Taking stock of the 2009 Rwandan language-in-education policy. Comparative and International Education Society (CIES) Annual Conference, Vancouver, British Columbia, Canada.

Avila, K. & Pearson, P. (2015, June). Integrating edTPA into ESOL endorsement programs: Sharing questions and possibilities. Oregon Association of Bilingual Educators (OABE), Happy Valley, OR.

Pearson, P. (2015, March). The utility of diachronic comparative analysis in linguistic landscaping: Language shift across time. American Association for Applied Linguistics (AAAL), Toronto, Ontario, Canada.

Pearson, P. (2014, March). Impacts of national language policy on local teaching contexts: Evidence from Rwanda. American Association for Applied Linguistics (AAAL), Portland, OR.

Pearson, P. Daniels, M. & Randall, J. B. (2014, March). Teaching reading to Saudi learners of English: Barriers and breakthroughs. 48th Annual International TESOL Convention,

Portland, OR.

Daniels, M., Larsson, M., Pearson, P. & Randall, J. B. (2013, October). Addressing issues of low print literacy and promoting a culture of reading. Georgia TESOL, Atlanta, GA.

Pearson, P. & Rosendal, T. (2013, March). Language policy and linguistic ecology in Rwanda: A view from the ground. American Association for Applied Linguistics (AAAL), Dallas, TX.

Pearson, P. (2012, November). Blurring linguistic borders in Rwanda: An ethnography of language policy. 111th Annual Meeting of the American Anthropological Association (AAA), San Francisco, CA.

Rosendal, T. & Pearson, P. (2012, August). Language-in-education development in Rwanda: An exploration of the roles of English and Kinyarwanda. The 7th World Congress of African Linguistics (WOCAL), Buea, Cameroon.

Kim, Y., Payant, C. & Pearson, P. (2012, March). Task complexity, working memory, and noticing of recasts. American Association for Applied Linguistics (AAAL), Boston, MA.

Amini Ngabonziza, J. & Pearson, P. (2011, November). Using local resources in ELT. Association of Teachers of English in Rwanda (ATER), Kabgayi, Muhanga, Rwanda.

Kim, Y., Payant, C. & Pearson, P. (2011, October). Task complexity, working memory, and ESL question development. Second Language Research Forum (SLRF), Ames, IA.

Pearson P., Pickering, L., Di Ferrante, L., Bouchard, J., Lomotey, C. F. & Menjo, S. (2011). Small talk at work: Comparison of AAC and non-AAC user corpora. American Association of Corpus Linguistics (AACL), Atlanta, GA.

Pearson, P. & Friginal, E. (2011, March). Linguistic co-occurrence patterns of AAC discourse in the workplace: A multi-dimensional analysis. American Association for Applied Linguistics (AAAL), Chicago, IL.

Pearson, P. & Payant, C. (2011, March). Language teacher identity (trans)formation: An exploration of pre-service processes. 45th Annual International TESOL Convention, New Orleans, LA.

Payant, C. & Pearson, P. (2011, March). Under the microscope: Examining pre-service teachers' reflective journal entries. 45th Annual International TESOL Convention, New Orleans, LA.

Payant, C., Pearson, P. & Starrick, A. (2010, October). Beyond traditional speaking assessment: Dynamic assessment in the communication classroom. Georgia TESOL, Atlanta, GA.

Pearson, P., Pickering, L. & Da Silva, R. (2010, September). The role of technology in

- pronunciation teaching: The use of biovisual feedback in improving Vietnamese learners' production of English syllable margins. 2nd Conference on Pronunciation in Second Language Learning and Teaching (PSLLT), Ames, IA.
- Pearson, P. & Ersin, P. (2010, June). Static texts in dynamic contexts: A genre analysis of academic writing in intercultural curricula. 6th Conference on Intercultural Rhetoric, Atlanta, GA.
- Pearson, P. (2010, June). Everything is everything: Following Freire in Africa. 16th Annual Pedagogy and Theatre of the Oppressed Conference, Austin, TX.
- Ersin, P. & Pearson, P. (2010, May). Negotiated experience of self: Exploring identity in intercultural academic contexts. 6th Annual ELT Conference (COMU), Ephesus-Selçuk, Izmir, Turkey.
- Pearson, P. (2010, March). Transnational gendered identities in an emerging global city: Atlanta stories. American Association for Applied Linguistics (AAAL), Atlanta, GA.
- Payant, C. & Pearson, P. (2009, October). Vietnamese L1 production of English L2 consonant sounds: Pieces of the phonological puzzle. Second Language Research Forum (SLRF), East Lansing, MI.
- Bruce, C., Friginal, E., Pearson, P. & Pickering, L. (2009, October). Developing a highly specialized corpus of spoken English: AAC discourse in the workplace. American Association of Corpus Linguistics (AACL), Edmonton, Alberta, CA.
- Friginal, E., Baker, A. & Pearson, P. (2009, October). Linguistic characteristics of non-native speaker writing in English: A corpus-based analysis. Association of Corpus Linguistics (AACL), Edmonton, Alberta, CA.
- Ghanem, E., Pearson, P. & Yang, W. (2009, September). Using introspective methods to understand the processes of language teaching and learning. Southeast TESOL, Atlanta, GA.
- Pearson, P., Payant, C. & Titak, A. (2009, September). Texts, tasks, and advanced language learning in the year 2009. Southeast TESOL, Atlanta, GA.
- Pearson, P., Da Silva, R. & Pickering, L. (2009, March). Uncharted pronunciation pedagogy: Exploring biovisual feedback for Vietnamese learners. 43rd Annual International TESOL Convention, Denver, CO.
- Pearson, P. (2009, March). Inception materials: A genre Web for incoming intensive English program students. American Association for Applied Linguistics (AAAL), Denver, CO.
- Pearson, P. (2009, March). Error on trial: The current place of correctness in L2 composition. Conference on College Composition and Communication (CCCC), San Francisco, CA.

Choi, J., Pearson, P. & Shorr, C. (2008, November). Speaking-to-write strategies for the L2 classroom. Georgia TESOL, Jekyll Island, GA.

Da Silva, R. & Pearson, P. (2008, November). The /a/e/i/ of EAP: Pronunciation fundamentals in content instruction. Georgia TESOL, Jekyll Island, GA.

Pearson, P. (2008, March). A corpus-based study of mandative subjunctive triggers in published research articles. American Association of Corpus Linguistics (AACL), Provo, UT.

INVITED TALKS

Pearson, P. (2016, April). Teaching reading to Saudi learners of English: Barriers and breakthroughs (reprise of TESOL 2014 presentation). Portland State University Intensive English Language Program, Portland, OR.

Cox, T., Ennsanen, H., Fagan, D., Farrell, E., Hartshorn, J. & Pearson, P. (2015, March 22). Navigating the job search: Getting started and staying organized. American Association for Applied Linguistics (AAAL), Toronto, Ontario, Canada.

Pearson, P. (2013, January 22). A Fulbright to Rwanda: Post-Genocide research and pedagogy. Presented at College of the Atlantic, Bar Harbor, ME. Invited by Dave Feldman, Professor of Math and Physics, Fulbright Scholar to Rwanda.

Pearson, P. (2012, October 26). English as a language of instruction in Rwanda: A great expectation? 2011 Beverly Benson Award recipient talk, Georgia TESOL, Atlanta, GA.

Pearson, P. (2012, October 24). Doing qualitative research in Rwanda. Presented in *Qualitative Research Methods* (Diane Belcher, instructor). Georgia State University Department of Applied Linguistics.

Pearson, P. (2012, September 25). Ethnography in action. Presented in *Academic Reading III* (Elizabeth Holtam, instructor). Georgia Perimeter College, Clarkston Campus.

Krug, P., Markway, D., Pearson, P. & Vielmo, K. (2011, April 1). What's it worth? The value of experiential learning on long-term career success. Annual Coop Council Conference, Central College, Pella, IA.

Pearson, P. (2010, July 6). Writing for the academy in Turkish and US contexts: The role of intercultural rhetoric. Presented in *Academic Writing I* (Gazi University Scholars Program, Amanda Starrick, instructor). Georgia State University Department of Applied Linguistics.

Payant, C. & Pearson, P. (2009, October 22). Final cluster reduction in English L2: Language myth? Presented in *Applied Linguistics Brown Bag Lunch Series*. Georgia State University Department of Applied Linguistics.

- Pearson, P. (2009, September 24). Vietnamese interlanguage phonology: A case of syllable structure stability? Presented in *Second Language Acquisition* (Lucy Pickering, instructor). Georgia State University Department of Applied Linguistics.
- Daugherty, J. & Pearson, P. (2009, July 8). English prosody: Focus on thought groups. Georgia State University Intensive English Program.
- Pearson, P. (2009, May 15). The languages and cultures of Djibouti, Africa. Presented in *Culture and Language Learning* (Yanbin Lu, instructor). Georgia State University Department of Applied Linguistics.
- Payant, C. & Pearson, P. (2009, April 16). Current issues in psycholinguistics: A focus on the mental lexicon and cognitive processing. Presented at the April meeting of the *GSU Undergraduate Linguistic Society*.
- Da Silva, R. & Pearson, P. (2009, April 16). Exploring biovisual feedback for Vietnamese learners. Presented in *Applied Linguistics Brown Bag Lunch Series*: Georgia State University Department of Applied Linguistics.
- Pickering, L. & Pearson, P. (2009, March 18). Biovisual feedback for English language learners. Presented in *Sound Systems of English* (John Murphy, instructor). Georgia State University Department of Applied Linguistics.
- Pickering, L. & Pearson, P. (2009, February 5). What is biovisual feedback? Presented at the February meeting of the *GSU Undergraduate Linguistic Society*.
- Litzenberg, J. & Pearson, P. (2008, November 24). Personal experiences in teaching English abroad. Presented in *Methods of Teaching EFL* (Joseph Lee, instructor). Georgia State University Department of Applied Linguistics.
- Pearson, P. (2008, October 22). Biovisual feedback for English language learners. Presented in *Sound Systems of English* (John Murphy, instructor). Georgia State University Department of Applied Linguistics.
- Pearson, P. (2008, September). Responding to urgent situations in the classroom. Georgia State University Intensive English Program.

SERVICE ACTIVITIES

ACCREDITATION SITE REVIEW

Commission on English Language Program Accreditation (CEA) Reviewer (pending completion of training in October 2025)

JOURNAL ADVISEMENT

ORTESOL Journal Advisory Board (2014 – 2017)

MANUSCRIPT REVIEW

TESOL Quarterly (2010 – present); *ORTESOL Journal* (2014 – present)

CONFERENCE & AWARD ABSTRACT REVIEW

AAAL (Text Analysis Strand, 2010)

CIES (Africa SIG & Language Issues SIG, 2016 – present)

SLRF (2011)

TESOL (2012, 2015, 2016, 2017, 2020)

TESOL Grants & Awards (2010 – present)

GRANTS & EXTERNAL FUNDING

- TESOL Professional Development Grant (2015)
- Georgia State University Dissertation Grant (2013), \$1000
- IIE/US Department of State – Bureau of Educational & Cultural Affairs – Fulbright Full Research Grant to Rwanda (2011-2012), \$24,092
- GATESOL Beverly Benson Travel Grant, Spring (2011), \$1000
- Georgia State University IEF Study Abroad Scholarship (2010), \$1000
- TESOL Award for Teacher as Classroom Action Researcher (2009), \$1000

AWARDS/HONORS

- Language Issues SIG Dissertation Award (Honorable Mention) – Comparative and International Education Society (2017)
- Outstanding Faculty Advisor – Linfield College First-Year Colloquium (2015)
- Outstanding Teaching Assistant Award – Georgia State University Department of Applied Linguistics and ESL (2014)
- Certificate of Excellence in College Teaching – Georgia State University Center for Instructional Innovation (2012)
- Outstanding Country Volunteer Award – IFESH Djibouti (2006)
- Quentin B. Johnson Excellence in Linguistics Award – Iowa State University (2005)
- Graduate College Excellence in Teaching Award (nominee) – Iowa State University (2005)

PROFESSIONAL AFFILIATIONS

- TESOL International Association (TESOL): 2003 – present
- American Association for Applied Linguistics (AAAL): 2005 – present
- Comparative and International Education Society (CIES): 2014 – present
- National Association for Bilingual Education (NABE): 2014 – present
- NAESA: 2020 – present

ADDITIONAL CERTIFICATIONS & SKILLS

Certifications: TESOL ELT Management Certificate (2019)

Languages: French: ACTFL rating of Advanced Plus

Spanish: ACTFL rating of Advanced Plus

Japanese: N2 (second highest level) of Japanese Language Proficiency Exam

REFERENCES

Diane Belcher, Professor

Department of Applied Linguistics & ESL, Georgia State University

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Frances Gunnison, ELL Specialist

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Steven K. Johnson, Senior Vice President for Innovation

National University System

Lauren Kinter, Director, PLACE

Programs for Learning Academic and Community English

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Mindy Legard Larson, Professor

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Bryan Messerly, Director for Strategic Initiatives and Engagement

Carlson Global Institute, University of Minnesota

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