



Curriculum Vita
August 2026

Instructor: Ellen Yeh & Associate Professor

Academic Department: Curriculum and Instruction

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EDUCATION

Ph.D. Curriculum and Instruction,
Ohio University, 2014

M.Ed. Teaching English to Speakers of Other Languages (TESOL),
State University of New York at Buffalo, 2010

B.A. English Language and Literature, Minor in Psychology,
Soochow University, 2009

Certifications: Computer Assisted Language Learning Certificate (Ohio)

TEACHING & PROFESSIONAL EXPERIENCE

2026–present, Associate Professor, East Texas A&M University.

- Teach graduate-level courses in Curriculum & Instruction, facilitating student learning through lectures, seminars, and discussions.
- Design, develop, and revise curriculum for doctoral programs to ensure academic quality and alignment with institutional and accreditation standards.
- Develop and enhance curriculum for bilingual education courses, integrating research-based instructional strategies and multilingual pedagogy.
- Create course syllabi, learning outcomes, instructional materials, and assessment tools for graduate and doctoral-level programs.

- Evaluate and update course content to reflect current research, educational policies, and best practices in education.
- Mentor and advise graduate and doctoral students on academic and research development.
- Collaborate with faculty and academic leaders to support program planning, curriculum innovation, and continuous improvement.
- Assess student learning outcomes and implement evidence-based instructional practices to enhance student achievement.
- Participate in program accreditation, curriculum review, and quality assurance initiatives.
- Engage in scholarly activities related to educational philosophy, pedagogy, curriculum development, and bilingual education.

2014–2025, Associate Professor & Director of English as an Additional Language (EAL) Program, Columbia College Chicago.

- Led program design, curriculum development, and policy creation grounded in bilingual education, AI literacy, intercultural communication principles to support multilingual undergraduate and graduate learners.
- Designed and taught linguistics-based courses in curriculum and instruction, technology in teacher education, second language acquisition, bilingual in teacher education, TESOL methods, CALL, international writing and rhetoric, U.S. academic language and culture, and international oral expression, integrating both quantitative and qualitative research approaches.
- Directed comprehensive assessment initiatives, including placement testing, proficiency evaluation, and curriculum-based performance assessment to measure linguistic and academic growth.
- Developed and delivered high-quality online and in-person courses, ensuring evidence-based pedagogical alignment with best practices in linguistics and applied linguistics.
- Supervised and mentored faculty and students in research design, data collection, and publication, fostering a culture of inquiry and scholarly productivity.
- Collaborated across departments to implement linguistically responsive placement protocols, academic retention initiatives, and institutional policies promoting equitable student success.
- Facilitated faculty training in multilingual pedagogy, AI literacy, intercultural communicative competence, and culturally responsive teaching, enhancing instructional effectiveness across disciplines.
- Served on institutional committees including Curriculum, IRB, and First-Year Writing, contributing to college-wide curricular reform and evidence-based assessment policies.
- Supported students' academic and professional growth through advising, graduate school preparation, and intercultural engagement programming.
- Served on the Committee of First-Year Writing to work with our new Director of the Program in Writing and Rhetoric to revise the curriculum.
- Served on the Library as a Faculty Research Hub Initiative. We collaborated with the Library, the Dean of the School of Graduate Studies, and the Associate Provost for Faculty Research and Development to create a community to support faculty to conduct research and access to resources.

2015–2025, Coordinator and Workshop Leader for the “Global Education Professional Development” and “Intercultural Communicative Competence Seminar” Series, Columbia College Chicago.

- Created an academic support committee for faculty and staff who work with

- undergraduate and graduate multilingual students.
- Developed and coordinated the Faculty & Staff Professional Development Workshop Series.
- Offered consultations, workshops, and seminars to enhance intercultural communicative instruction and culturally responsive teaching across campus.

2022–2024, Chair of Department Curriculum Committee (DCC), Columbia College Chicago.

- Led department-wide curriculum review & reform initiatives.
- Provided faculty training on the Curriculog online system.
- Represented the department at the School Curriculum Committee meetings.

2016–2019, Coordinator and Instructor, Summer Intensive Program (SIP): U.S. Language and Creative Industries in Western Markets, Columbia College Chicago.

- Designed and taught academic English and intercultural communication courses.
- Developed needs-based curricula and assessment protocols for international students.
- Organized field trips & guest lectures on U.S. cultural industries.
- Integrated culturally responsive teaching approaches and authentic English materials for curriculum website.
- Developed and drafted the SIP proposal, initial budget, and marketing brochure.

2014–2019, Lead Academic Support for International Partner Universities, Columbia College Chicago.

- Created curriculum and taught U.S. Academic Language and Culture courses for first-year undergraduate and graduate students from international partner institutions.
- Designed assessments and protocols for prospective international students' oral proficiency interviews.
- Conducted oral proficiency interviews with international students and visiting scholars.

2015–2017, Representative and Interpreter for International Partner Universities, Columbia College Chicago.

- Invited by the former Provost and the former Vice Provost for Global Education to build international partnerships and recruitment.
- Conducted interviews to evaluate language proficiency of 45 prospective international students from partner universities.
- Presented at Beijing International Studies University to introduce EAL academic support, curricula, and services at Columbia College Chicago.
- Served as EAL program representative and interpreter in meetings with the International Affairs director at Shanghai Film Academy; Dean at Central China Normal University; Dean of International School at Beijing Film Academy; and Dean of Beijing International Studies University.

2011–2014, Program and Professional Development Coordinator, Helen M. Robinson Center for Reading, Ohio University.

- Designed, coordinated, and taught curricula and developed interactive literacy activities.
- Designed, coordinated, and taught professional development for English teachers.
- Managed records, databases, and online websites.

2011–2014, Graduate Assistant, Stevens Literacy Center, Ohio University.

- Coordinated the Adult Basic and Literacy Education (ABLE) Resource Center.
- Planned and designed ABLE diagnostic services protocols for language teachers.
- Coordinated and contacted ABLE directors and learners for diagnostic services.

2011–2014, Program Trainer and English Teacher, Athens City Schools (Grade 4-8), Ohio University.

- Designed and planned curricula and activities and taught students with reading difficulties.
- Designed, coordinated, and taught summer training programs for language teachers.
- Trained pre-service language teachers and presented in language teacher training workshops.

2011 (Spring-Summer), Interpreter and Staff, Stanford Sierra Conference Center, California.

- Managed participants' registration, dining, housing, and city tours.
- Served as an interpreter in conference meetings for participants from China.
- Assisted participants in adjusting to the environment and solving problems.

2009–2010, English Instructor, International Language Institute, Buffalo Public Schools (Grade 6-12; Adult ESL), New York.

- Designed, coordinated, and taught curricula and designed and supervised activities.
- Taught English to immigrants and refugees in ESL settings.
- Coordinated and co-taught with other English teachers in the program.

2010 (Summer), Student Counselor, English Language Institute, the State University of New York at Buffalo, New York.

- Managed visiting scholars' registration, dining, and housing.
- Coordinated hospital visits and city tours.
- Supported international students in adjusting to the academic community.

PUBLICATIONS

ARTICLES IN REFEREED JOURNALS

Swinehart, N., Nguyen, P., & Yeh, E. (2025). A protocol for evaluating large language models' capabilities for teachers of low-resourced languages. *Language Learning and Technology*, 29 (1), 1–21. <https://doi.org/10.64152/10125/73661>

Yeh, E., & Sharma, R. (2025). Creating a social and emotional learning community through storytelling journals: English language learning during disruptive times. *TESOL Journal*, <https://doi.org/10.1002/tesj.70001>

Yeh, E., & Sharma, R. (2024). Co-construction during online learning: Cognitive presence through asynchronous video discussion. *Computer Assisted Language Learning*, <https://doi.org/10.1080/09588221.2024.2424315>

- Yeh, E., & Swinehart, N. (2024). Instagram vs reality: Exploring local culture through various lenses. *The JALT CALL Journal*, 20(3), 1–24.
<https://doi.org/10.29140/jaltcall.v20n3.1547>
- Yeh, E., & Swinehart, N. (2024). Social media pathways: Using social media to help language learners access target-language communities [Special issue]. *CALICO Journal*, 41(1), i-xiii. <https://doi.org/10.1558/cj.27345>
- Yeh, E., & Friesem, Y. (2024). Social justice education as an intercultural experience for foreign students in the United States. *The EuroCALL Review*, 30(2), 24–36.
<https://doi.org/10.4995/eurocall.2023.15010>
- Yeh, E., & Swinehart, N. (2022). Social media literacy in second language environments: Navigating anonymous user-generated content. *Computer Assisted Language Learning*.
<https://doi.org/10.1080/09588221.2020.1830805>
- Yeh, E., Sharma, R., Jaiswal-Oliver, M., & Wan, G. (2022). Culturally responsive social emotional learning for international students: Professional development for higher education. *The Journal of International Students*, 12(1), 19–41.
<https://doi.org/10.32674/jis.v12i1.2976>
- Yeh, E., Choi, Y. G., & Friesem, Y. (2022). Connecting through Flipgrid: Examining Social Presence of English Language Learners in an Online Course During the Pandemic. [Special issue: Emergency remote language teaching and learning: Computer-assisted language teaching and learning in disruptive times]. *CALICO Journal*, 39(1), 26–52.
<https://doi.org/10.1558/cj.19647>
- Yeh, E., & Mitric, S. (2021). Social media and learners-as-ethnographers approach: Increasing target-language participation through community engagement. *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2021.2005630>
- Yeh, E. (2021). “Intentional” Plagiarism? Strategies for teaching academic integrity for language learners. *Kappa Delta Pi Record*, 57(3), 132–137.
<https://doi.org/10.1080/00228958.2021.1935506>
- Yeh, E., Jaiswal-Oliver, M., Sharma, R., & Wan, G. (2020). Enhancing Asian immigrants’ learning: Faculty cultural awareness and pedagogy training. [Special issue: Preparing teachers for addressing the sociocultural issues with Asian pacific immigrants and refugees]. *Journal of Asian Pacific Communication*, 31(1), 100–121.
<https://doi.org/10.1075/japc.00059.yeh>
- Yeh, E., & Mitric, S. (2020). Bridging activities: Social media for bridging language learners’ communicative lives outside of the classroom. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 10(3), 48–66.
- Yeh, E., & Swinehart, N. (2020). Testing the waters: Developing interlanguage pragmatics through exploration, experimentation, and participation in online communities. [Special

- issue: Pragmatics and technology]. *CALICO Journal*, 37(1), 66–84.
<http://dx.doi.org/10.1558/cj.38529>
- Yeh, E. (2020). Breaking the unequal cycle: Parental involvement in Hispanic non-native English speakers' postsecondary enrollment. *Journal of Latinos and Education*, 19(2), 1–18. <https://doi.org/10.1080/15348431.2020.1745640>
- Yeh, E., Wan, G., & Scott, M. (2020). Breaking the inequality education cycle through policies and practices: English language learners in American schools. *European Journal of English Language Teaching*, 5(4), 49–70. <http://dx.doi.org/10.46827/ejel.v5i4.3157>
- Yeh, E., & Swinehart, N. (2019). Social media for social inclusion: Barriers to participation in target-language online communities. [Special issue: Building capacity for 21st century digital ELT practices]. *TESL Canada Journal*, 36(3), 154–172.
<https://doi.org/10.18806/tesl.v36i3.1325>
- Yeh, E., & Mitric, S. (2019). Voices to be heard: Using social media for digital storytelling to foster language learners' engagement. *TESL-EJ (The Electronic Journal for English as a Second Language)*, 24(2), 1–15. <http://www.tesl-ej.org/wordpress/issues/volume23/ej90/ej90int/>
- Yeh, E. (2019). Parent matters: The impact of parental involvement on non-native English speakers' postsecondary education enrollment. *School Community Journal*, 29(1), 39–62.
- Yeh, E., & Wan, G. (2019). Bridging the gaps: Parental involvement and Asian non-native English speakers' postsecondary enrollment. *Journal of Family Diversity in Education*, 3(3), 1–33. <https://doi.org/10.53956/jfde.2019.119>
- Yeh, E. (2018). Voxy [Review of media Voxy]. *TESL-EJ (The Electronic Journal for English as a Second Language)*, 22(3). <http://www.tesl-ej.org/wordpress/issues/volume22/ej87/ej87m1/>
- Yeh, E., & Wan, G. (2016). Social network sites: A study of an online learning environment for college-level EAL learners. *The Iowa Journal for the Social Studies*, 26(1), 75–97.
- Yeh, E. (2014). Teaching culture and language through the Multiple Intelligences Film Teaching Model in the ESL/EFL classroom. *Journal of Effective Teaching*, 14(1), 63–79.

GUEST EDITORSHIPS

- Yeh, E., & Swinehart, N. (Eds.). (2024). Social media pathways: Using social media to help language learners access target-language communities [Special issue]. *CALICO Journal*, 41(1), i–xiii. <https://doi.org/10.1558/cj.27345>

REFEREED ENCYCLOPEDIA ARTICLE

Yeh, E., & Wan, G. (2019). Media literacy education and 21st-century teacher education. In *International Encyclopedia of Media Literacy* (pp.1–18). John Wiley & Sons.
<https://doi.org/10.1002/9781118978238.ieml0230>

REFEREED CHAPTERS IN EDITED COLLECTIONS

Yeh, E., & Swinehart, N. (2017). A model for mobile social media integration in constructivist ESL classrooms. In J. Keengwe (Eds.) *Handbook of Research on Mobile Technology, Constructivism and Meaningful Learning* (pp. 68–89). Hershey, PA: IGI Global: Information Science Reference. <http://dx.doi.org/10.4018/978-1-5225-5652-7.ch014>

Yeh, E., & Wan, G. (2017). Intercultural competence for teachers of young ELLs. In G. Onchwari & J. Keengwe (Eds.) *Handbook of Research on Pedagogies and Cultural Considerations for Young English Language Learners* (pp. 192–216). Hershey, PA: IGI Global: Information Science Reference. <http://dx.doi.org/10.4018/978-1-5225-3955-1.ch010>

Yeh, E., Jaiswal-Oliver, M., & Posejpal, G. (2016). Global education professional development: A model for cross-cultural competence. In J. Keengwe (Ed.), *Handbook of research on promoting cross-cultural competence and social justice in teacher education* (pp. 32–51). Hershey, PA: IGI Global: Information Science. <http://dx.doi.org/10.4018/978-1-5225-0897-7.ch002>

Yeh, E., & Swinehart, N. (2016). A learner-centered approach to technology integration: Online geographical tools in the ESL Classroom. In J. Keengwe, & G. Onchwari (Eds.) *Handbook of research on learner-centered pedagogy in teacher education and professional development* (pp. 1–22). Hershey, PA: IGI Global: Information Science Reference. <http://dx.doi.org/10.4018/978-1-5225-0892-2.ch001>

Wan, G., Yeh, E., & Cheng, H. (2016). Digital media use by Chinese youth and its impact. In C.K. Cheung (Ed.) *Media education in China* (pp. 47–64). Hong Kong, China: Springer. http://dx.doi.org/10.1007/978-981-10-0045-4_4

Yeh, E., & Wan, G. (2016). Virtual worlds: Uses and impacts on English as a second/ foreign language learning. In D. H. Choi, A. Dailey-Hebert, J. S. Estes (Ed.) *Emerging tools and applications of virtual reality in education* (pp. 145–167). Hershey, PA: IGI Global. <http://dx.doi.org/10.4018/978-1-5225-7663-1.ch093>

Yeh, E., & Kessler, G. (2015). Enhancing linguistic and intercultural competencies through the use of social network sites and google earth. In J. Keengwe (Ed.) *Promoting global literacy skills through technology-infused teaching and learning* (pp. 1–22). Hershey, PA: IGI Global. <http://dx.doi.org/10.4018/978-1-4666-6347-3.ch001>

MANUSCRIPTS SUBMITTED TO REFEREED JOURNALS AND UNDER REVIEW

Friesem, Y., & Yeh, E. (under review). Civic media as an intercultural experience: Using critical questions for international oral expression classes to learn about U.S. social justice. *Journal of International & Intercultural Communication*.

Choi, G. Y., Shin, H., & Yeh, E. (under review). #BlackLivesMatter Vs. #StopAsianHate: Understanding the difference in racial hashtag activism engagements among Black and Asian communities. *Journal of Computer-Mediated Communication*.

ONGOING SCHOLARLY WORK

Yeh, E., Mitric, S., & Yeh, Y. (in preparation). Developing English language learners' AI literacy through critical reflections on AI assisted feedback in multimodal writing. *CALICO Journal*. [Proposal accepted for the Special Issue titled, "Artificial Intelligence in Language Learning and Assessment"].

Yeh, E. (in preparation). Emergency remote language teaching: Challenges and strategies for using a video discussion platform during the pandemic. *Journal: TBD*.

Yeh, E. (in preparation). *Social media for social inclusion and online participatory cultures*. Book Proposal.

INVITED PANEL AND COLLOQUIUM PRESENTATIONS

Yeh, E. (2026, July, forthcoming). *CALL and Socio-Emotional Learning: How Are Emotions Part of It All?* CALICO Second Language Acquisition and Technology (SLAT) SIG.

Yeh, E. (2025, April). *Promoting Inclusive CALL Environments in a Diverse World*, CALICO Graduate Student SIG.

Yeh, E. (2021, October). *Language Teaching during/post Covid-19*. Invited panel for the *Annual Arizona Computer Assisted Language Learning 2021 Conference*, Virtual Conference.

Yeh, E. & Swinehart, N. (2020, April). *Pragmatics and Technology-Mediated Environments*. Invited colloquium for the *Pragmatics and Language Learning Conference*, Bloomington, Indiana.

PANEL CHAIR AND ORGANIZER

Yeh, E. (2022, April). *Panel title: How the COVID-19 Pandemic Has Affected Global Education and the Responsibilities of Educators*. Proposal accepted for presentation at the *Chinese American Educational Research and Development Association (CAERDA) Conference*, San Diego, California.

Yeh, E. (2021, April). *Panel title: Networking to Better Global Education: China, Japan, and the U.S.A.* Proposal accepted for presentation at the *American Educational Research Association (AERA) Conference*, International Virtual Conference.

INVITED TALKS

- Yeh, E. (2017, June). Summer Intensive Program Workshop. *China Initiative University Program*. Beijing International Studies University, China.
- Yeh, E. (2016, March). English as an Additional Language—Curriculum Design Workshop. *China Initiative University Program*. Beijing Film Academy, China.
- Yeh, E. (2015, September). Intercultural Awareness Workshop. *Academic English Pre-Matriculation Program*. University of Chicago.

REFEREED CONFERENCE PRESENTATIONS (COMPETITIVE PROGRAMS)

- Yeh, E., & Swinehart, N. (2026, July). *Designing and evaluating customizable AI conversation partners*. Proposal accepted for presentation at the *Computer Assisted Language Instruction Consortium (CALICO) Conference*, Miami University, Oxford, Ohio.
- Yeh, E., & Mitric, S., & Yeh, Y. (2025, May). *Developing English language learners' AI literacy through critical reflections on AI assisted feedback in multimodal writing* [Paper Session]. *CALICO Journal*. Accepted in Artificial Intelligence in Language Learning and Assessment. Proposal accepted for presentation at the *Computer Assisted Language Instruction Consortium (CALICO) Conference*, San Diego State University, San Diego, California.
- Yeh, E., Sharma, R., Wan, G., & Jaiswal-Oliver, M. (2024, October). *Enhancing international student success through culturally responsive social emotional learning: A professional development model* [Paper Session]. Mid-Western Educational Research Association (MWERA), Cincinnati, Ohio.
- Swinehart, N., Yeh, E., & Nguyen, P. (2024, October). *Framework for evaluating large language models' capabilities for teachers of low-resourced languages*. Proposal submitted at the *Technology for Second Language Learning (TSLL) Conference*, Iowa State University.
- Yeh, E., & Sharma, R. (2024, June). *Overcoming barriers and co-construction during online learning: Cognitive presence for English language learners through Flip*. Proposal accepted for presentation at the *Computer Assisted Language Instruction Consortium (CALICO) Conference*, Carnegie Mellon University, Pittsburgh.
- Yeh, E., & Sharma, R. (2024, April). *Social and emotional learning community for English language learners: Storytelling journals during disruptive times*. Proposal accepted for presentation at the American Educational Research Association (AERA) Conference, Pittsburgh.
- Yeh, E., & Swinehart, N. (2023, June). *A framework for evaluating potential online affinity spaces for language learning: A case study of Twitch*. Proposal accepted for

- presentation at the *Computer Assisted Language Instruction Consortium (CALICO) Conference*, University of Minnesota, Minneapolis.
- Yeh, E. (2023, January). Journals and peer responses during disruptive times: Culturally responsive teaching and social emotional learning model for English language learners. *Panel title: Writing Mental Health: A Contemporary Classroom Challenge, a panel sponsored by The Rhetoric and Composition Writing Pedagogy Forum*. Proposal accepted for presentation at the *Modern Language Association*, San Francisco, California, USA.
- Yeh, E. & Sharma, R. (2022, October). *Fostering cognitive presence of English language learners in an asynchronous video-based computer-mediated communication platform during the pandemic*. Proposal submitted for presentation at the *Mid-Western Educational Research Association*, Cincinnati, Ohio, USA.
- Yeh, E., Choi, Y. G., & Friesem, Y. (2022, May). *Connecting during disruptive times: English language learner perspectives on using an asynchronous video discussion platform for social presence*. Proposal accepted for presentation at the *Computer Assisted Language Instruction Consortium (CALICO) Conference*, Seattle, Washington, USA.
- Sharma, R., Yeh, E., Wan, G., & Jaiswal-Oliver. (2022, April). *Authentic voices from international students: COVID-19 and common concerns. Panel title: How the COVID-19 Pandemic Has Affected Global Education and the Responsibilities of Educators*. Proposal accepted for presentation at the *Chinese American Educational Research and Development Association (CAERDA) Conference*, San Diego, California, USA.
- Yeh, E., Jaiswal-Oliver, M., Sharma, R., & Wan, G. (2021, October). *Culturally responsive social emotional learning model for international higher education: Faculty and staff professional development program. Panel title: Culturally Relevant Pedagogy & Social Emotional Learning in Multicultural Classrooms*. Proposal accepted for presentation at the *Mid-Western Educational Research Association (MWERA)*, Cincinnati, Ohio, U.S.A.
- Yeh, E., Jaiswal-Oliver, M., Sharma, R., & Wan, G. (2021, July). *Enhancing Asian immigrants' and international students' learning: Faculty cultural awareness and pedagogy training (Longitudinal follow-up study after three years). Panel title: Networking to Better Global Education: China, Japan, and the U.S.A.* Proposal accepted for presentation at the *World Education Research Association (WERA) Focal Meeting*, in Santiago de Compostela, Spain. (Changed to a virtual conference due to the pandemic.)
- Yeh, E., & Swinehart, N. (2021, June). *Instagram vs Reality: Exploring local culture through various lenses*. Proposal accepted for presentation at the *Computer Assisted Language Instruction Consortium (CALICO) Conference*, Seattle, Washington.
- Friesem, Y., & Yeh, E. (2021, June). *Media literacy analysis as an intercultural experience: Using critical pedagogy to introduce international students to U.S. social justice*. Proposal accepted for presentation at the *IAIE 2021 conference: Intercultural Education*

in an Age of Information and Disinformation, Kibbutzim College of Education and MOFET institute, Tel Aviv, Israel.

- Yeh, E., Jaiswal-Oliver, M., Sharma, R., & Wan, G. (2021, April). *Enhancing Asian immigrants' and international students' learning: Faculty cultural awareness and pedagogy training. Panel title: Networking to Better Global Education: China, Japan, and the U.S.A.* Proposal accepted for presentation at the American Educational Research Association (AERA) Conference, International Virtual Conference.
- Yeh, E., Jaiswal-Oliver, M., Sharma, R., & Wan, G. (2021, April). *Culturally responsive social emotional learning for English language learners: Professional development for higher education. Panel title: Educational Responsibility for Students of Diverse Backgrounds and Social Identities in the U.S., Japan, China, and Malaysia.* Proposal accepted for presentation at the American Educational Research Association (AERA) Conference, International Virtual Conference.
- Yeh, E., & Jaiswal-Oliver, M. (2020, July). *Enhancing Asian immigrants' and international students' learning: Faculty cultural awareness and pedagogy training. Panel title: Networking to Better Global Education: China, Japan, and the U.S.A.* Proposal accepted for presentation at the World Education Research Association (WERA) Focal Meeting, Santiago de Compostela, Spain. (Note that the conference got cancelled due to the pandemic and rescheduled the conference in 2021.)
- Yeh, E., & Swinehart, N. (2020, May). *Instagram vs Reality: Exploring local culture through various lenses.* Proposal accepted for presentation at the Computer Assisted Language Instruction Consortium (CALICO) Conference, Seattle, Washington. (Note that the conference got cancelled due to the pandemic and rescheduled the conference in 2021.)
- Yeh, E., & Jaiswal-Oliver, M. (2020, March). *Institutional study: Equal opportunities for international students on USA campus.* Proposal accepted for presentation (presented virtually) at the Comparative & International Education Society (CIES), Miami, Florida.
- Wan, G., & Yeh, E. (2019, August). *Equity in higher education: Stories from China, Japan, Africa, and the U.S.A.* Proposal accepted for presentation at the World Education Research Association (WERA) Focal Meeting, Tokyo, Japan.
- Yeh, E. (2019, May). *Voice to be heard: Using Instagram for digital storytelling to foster language learners' engagement.* Proposal accepted for presentation at the Computer Assisted Language Instruction Consortium (CALICO) Conference, Montreal, Quebec, Canada.
- Yeh, E., & Friesem, Y. (2019, May). *Media literacy education as a social justice experience for international students in the U.S.* Proposal accepted for presentation at the Computer Assisted Language Instruction Consortium (CALICO) Conference, Montreal, Quebec, Canada.

- Yeh, E., & Wan, G. (2019, April). *Media literacy and teacher education*. Proposal accepted for presentation at the *American Educational Research Association (AERA) Conference*, Toronto, Canada.
- Yeh, E., & Wan, G. (2019, April). *Bridging the gaps: Parental involvement and Asian non-native English speakers' postsecondary enrollment*. Proposal accepted for presentation at the *Chinese American Educational Research and Development Association (CAERDA) Conference*, Toronto, Canada.
- Yeh, E., & Swinehart, N. (2018, November). *Social engagement in the digital wild: Developing intercultural competence by participating in online communities*. Proposal accepted for presentation at the *WorldCALL Conference*, University of Concepción, Concepción, Biobío Region, Chile.
- Yeh, E., & Swinehart, N. (2018, May). *Social media for social inclusion: Barriers to participation in target-language online communities*. Proposal accepted for presentation at the *Computer Assisted Language Instruction Consortium (CALICO) Conference*, University of Illinois, Urbana-Champaign, IL.
- Yeh, E., & Mitric, S. (2018, May). *Mobile social media: Enhancing intercultural competence in ESL community engagement*. Proposal accepted for presentation at the *Computer Assisted Language Instruction Consortium (CALICO) Conference*, University of Illinois, Urbana-Champaign, IL.
- Yeh, E., & Swinehart, N. (2018, March). *Social media literacy in second language environments: Navigating anonymous user-generated content*. Proposal accepted for presentation at the *TESOL 2018 International Convention & English Language Expo*, Chicago, IL.
- Yeh, E., & Swinehart, N. (2017, April). *A Model for mobile technology integration in constructivist ESL classrooms*. Proposal accepted for presentation at the *Computer Assisted Language Learning (CALL) Conference*, Athens, OH.
- Wan, G., & Yeh, E., & Scott, M. (2017, April). *Breaking the unequal cycle: English language learners in American schools*. Proposal accepted for presentation at the *American Educational Research Association (AERA) Conference*, San Antonio, TX.
- Yeh, E., & Wan, G. (2016, April). *Electronic media use by Chinese and U.S. secondary students: Implications for media literacy education and transition*. Proposal accepted for presentation at the *American Educational Research Association (AERA) Conference*, Washington DC.
- Yeh, E., & Wan, G. (2016, May). *Media literacy education and transition*. Proposal accepted for presentation at the *Computer Assisted Language Instruction Consortium (CALICO) Conference*, East Lansing, MI.
- Yeh, E., Wan, G., & Cheng, H. (2015, September). *Electronic media use by Chinese and U.S. secondary students: Implications for media literacy education and transition*. Proposal

- accepted for presentation at the *European Conference on Education Research & Emerging Researchers' Conference (ECER)*, Corvinus University Budapest, Hungary.
- Wan, G., Yeh, E., & Cheng, H. (2015, September). *The education of diverse students: A multi-country perspective*. Proposal accepted for presentation at the *European Conference on Education Research & Emerging Researchers' Conference (ECER)*, Corvinus University Budapest, Hungary.
- Yeh, E., & Wan, G. (2015, May). *Virtual worlds: Uses and impacts on English as a second/foreign language learning*. Proposal accepted for presentation at the *Computer Assisted Language Instruction Consortium (CALICO) Conference*, Boulder, CO.
- Yeh, E., & Wan, G. (2015, April). *Parental involvement in non-native English speakers' postsecondary enrollment*. Proposal accepted for presentation at the *American Educational Research Association (AERA) Conference*, Chicago, IL.
- Yeh, E., & Swinehart, N. (2015, April). *Online geographical tools in the English as a Second Language (ESL) classroom*. Proposal accepted for presentation at the *Computer Assisted Language Learning (CALL) Conference*, Athens, OH.
- Yeh, E. (2014, December). *Familial factors in non-native English speakers' postsecondary enrollment*. Proposal accepted for review for presentation at the *International Curriculum Design & Academic Leadership Symposia*, Hamilton, Waikato, New Zealand.
- Yeh, E. (2014, July). *Enhancing linguistic and intercultural competencies through the use of Web 2.0*. Proposal accepted for review for presentation at the *Community Languages and ESOL Conference*, Wellington, New Zealand.
- Yeh, E., & Kessler, G. (2014, May). *Enhancing linguistic and intercultural competencies through the use of Google Earth*. Proposal accepted for presentation at the *Computer Assisted Language Instruction Consortium (CALICO) Conference*, Athens, OH.
- Yeh, E., & Kessler, G. (2014, April). *Enhancing linguistic and intercultural competencies through the use of Social Network Sites*. Proposal accepted for presentation at the *Ohio University Computer Assisted Language Learning (CALL) Conference*, Athens, OH.
- Yeh, E., & Wan, G. (2014, March). *Social network sites: Explore an online English language learning environment for ESL learners*. Proposal accepted for presentation at the *TESOL Convention in CALL Interest Section's Electronic Village Special Events*, Portland, OR.
- Yeh, E. (2013, November). *Social network sites: Explore an online English language learning environment for university ESL learners*. Proposal accepted for presentation at the *43rd New York State TESOL Annual Conference*, White Plains, NY.
- Yeh, E., & Wan, G. (2013, April). *Social network sites as English and culture learning environment: perspectives of college English language learners*. Proposal accepted for presentation at the *Ohio University Computer Assisted Language Learning (CALL) Conference*, Athens, OH.

- Yeh, E., & Wan, G. (2013, April). *Social network sites: A 21st century English language learning environment*. Proposal accepted for presentation at the *Annual Graduate Education Association Research Conference*, Athens, OH.
- Yeh, E., & Wan, G. (2013, April). *ESL Learners' perceived social network sites as a language learning environment in higher education*. Proposal accepted at the *Ohio University Student Expo*, Athens, OH.
- Yeh, E. (2012, May). *Intercultural training through model of interaction and films: Using Anne Frank and Freedom Writers in ESL/EFL classroom*. Proposal accepted at the *Annual Conference of Ohio University Linguistics Department*, Athens, OH.
- Yeh, E. (2012, May). *Integrating films into ESL/EFL curriculum*. Proposal accepted at the *Ohio University Student Expo*, Athens, OH.
- Yeh, E. (2012, February). *Teaching culture and language through films and interactional feedback in the ESL/EFL classroom*. Proposal accepted at the *12th Annual Graduate Student Conference on Education and Global Struggles: (Re) imagining Education to Sustain the World*, Miami University of Ohio, Oxford, OH.

INVITED WORKSHOPS AND PROFESSIONAL DEVELOPMENT LEADERSHIP

- Yeh, E. (2020, September). Supporting international student seminar: Culturally responsive teaching and social and emotional learning for faculty and staff. *International Student and Scholar Services*. Columbia College Chicago.
- Yeh, E. (2015-2020, August). Academic orientation sessions: Intercultural awareness. *International Student Welcome Program*. Columbia College Chicago.
- Yeh, E., & Friesem, Y. (2019, September). Media Literacy, Social Justice and International Students. *Faculty Showcase*. Columbia College Chicago.
- Yeh, E. (2019, September). Supporting international student seminar: Academic advising. *International Student and Scholar Services*. Columbia College Chicago.
- Yeh, E. (2014-2019, May). International student ambassador (the buddy program) training. Columbia College Chicago.
- Yeh, E. (2018, September). Global education professional development training in language learning anxiety. *Global Education*. Columbia College Chicago.
- Yeh, E. (2018, May). Teaching English Language Learners: Theoretical Foundations. *Education Department*. Columbia College Chicago.
- Yeh, E. (2016-2017, October). Mentor-mentee training workshop. *International Mentor-Mentee Program*. Columbia College Chicago.
- Yeh, E. (2017, September). Global education professional development training in culturally responsive teaching. *Global Education*. Columbia College Chicago.

Yeh, E. (2016, September). Global education professional development training in cultural awareness. Columbia College Chicago.

Yeh, E. (2015, September). Global Education professional development training in intercultural communicative instruction. Columbia College Chicago.

PROFESSIONAL DEVELOPMENT

Attended the *ACTFL OPI Assessment Workshop*, Sponsored by the Andrew W. Mellon Foundation, *at the University of Chicago Language Center in Chicago, IL, 2022.*

Nominated candidate from the Dean's office of 2022 Faculty of Color Retreat, *Loyola University Retreat and Ecology Campus (LUREC) in Woodstock, IL., 2022.*

Attended the *Unconscious Bias Awareness Training Workshop*, *Columbia College Chicago, 2022.*

Attended the *Diversity and Inclusion Training Workshop*, *Columbia College Chicago, 2022*

Attended professional development workshop, *Modern meta-analysis research workshop*, at the *American Educational Research Association (AERA) Virtual Conference, 2021.*

Attended professional development workshop, *Teaching and learning qualitative research methods principles through popular film clips*, at the *American Educational Research Association (AERA) Virtual Conference, 2021.*

Attended professional development workshop, *Advancing qualitative and mixed methods data collection and analysis with visual displays*, at the *American Educational Research Association (AERA) Virtual Conference, 2021.*

Attended professional development workshop, *Raconte-moi une histoire: Digital storytelling for reflective learning*, at the *Computer Assisted Language Instruction Consortium (CALICO) Conference, Montreal, Quebec, Canada, 2019.*

Attended professional development workshop, *Language learners and coding: Supporting teacher awareness and skills*, at the *Computer Assisted Language Instruction Consortium (CALICO) Conference, Montreal, Quebec, Canada, 2019.*

Attended professional development workshop, *Making sense: inspiring learning through digital content creation and analysis*, at the *Computer Assisted Language Instruction Consortium (CALICO) Conference, Montreal, Quebec, Canada, 2019.*

Attended professional development workshop, *Flip your speaking activities with Flipgrid*, at the *Computer Assisted Language Instruction Consortium (CALICO) Conference, Montreal, Quebec, Canada, 2019.*

RESEARCH GRANTS AND AWARDS

AWARDS, GRANTS, AND SCHOLARSHIPS

Yeh, E. (2021). Faculty Development Grant, Columbia College Chicago, 2020-2021, \$1500.

Yeh, E. (2019). Faculty Development Grant, Columbia College Chicago, 2019-2020, \$4411.

Yeh, E., & Friesem, Y. (2018). Faculty Development Grant, Columbia College Chicago, 2018-2019, \$6335.

Yeh, E. (2011–2014). Department of Teacher Education, The Patton College of Education Graduate Assistantship, 2011–2014, \$9000 per year stipend.

Yeh, E. (2013). Department of Teacher Education, The Patton College of Education Research Grant, 2013, \$500.

Yeh, E. (2012–2013). Dr. James H. and Suzanne E. Thompson Graduate Stipend Endowment, 2012–2013, \$880.

Yeh, E. (2012). Department of Teacher Education, The Patton College of Education Research Grant, 2012, \$500.

HVFH/Pi Beta Phi Endowment Fund for Graduate Student Support Grant, 2012–2013, \$2080.

GRANTS-APPLICATIONS

Yeh, E. & Wan, G. (in preparation). *Culturally responsive teaching and social emotional learning: a model for diverse students in higher education*. Grant Application submitted to the Spencer Foundation Small Grant Program. \$49,990.

Yeh, E. (2017). *The impact of parental involvement on English language learners' postsecondary enrollment*. Grant Application submitted to the American Association of University Women Dissertation Grant, Iowa City, IA. \$27,000.

Yeh, E., & Wan, G. (2016). *Social Network Sites: Explore an online English language learning environment for ESL learners*. Grant Application submitted to the Gladys W. & David H. Patton College of Education Mini Grant for Academic Engagement & Outreach, Athens, OH. \$1,200.

SERVICE ACTIVITIES

EDITORIAL BOARD MEMBER

- Editorial board member for *CALICO Journal*, 2025–present.

PROFESSIONAL MEMBERSHIPS

- AERA (American Educational Research Association), 2014–present.
- CAERDA (Chinese American Educational Research and Development Association), 2015–present
- CALICO (Computer Assisted Language Instruction Consortium), 2013–present.
- CIES (Comparative and International Education Society), 2019–Present.
- TESOL International, 2012–present.
- TESOL Convention in CALL Interest Section’s Electronic Village Special Events, 2013–present.
- New York State TESOL, 2013–2015.

REVIEWER FOR JOURNALS

- Reviewer for *Journal of Studies in Second Language Learning and Teaching*, 2022–present.
- Reviewer for *CALL Journal*, 2021–present.
- Reviewer for *Japan Association for Language Teaching CALL Journal*, 2021–present.
- Reviewer for *CALICO Journal*, 2020–present.
- Reviewer for *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 2020–present.
- Reviewer for *Journal of Language Learning & Technology*, 2019–present.
- Reviewer for *TESL Canada Journal*, 2019–present.
- Reviewer for the *Journal of Effective Teaching in Higher Education*, 2018–present.
- Reviewer for special issue of *Trimming the Digital Storytelling (DST) Instructions by Flipping the Classroom: A Response to Pedagogical Challenge in Implementing DST for Language Learning*, 2018.

VOLUNTEER WORK

- Midwest Association for Language Learning Technology (MWALLT) Conference, University of Chicago, 2020.
- Intercultural Communication Workshop, Multicultural Affairs, Columbia College, 2014–present.
- CALICO Conference, 2014.
- TESOL Convention; CALL Interest Section’s Electronic Village Special Events, 2014.
- Ohio University Computer Assisted Language Learning (CALL) Conference, 2014.
- New York State TESOL Conference, 2013.