

Curriculum Vitae

KEITH M. GRAHAM

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National Taiwan Normal University**
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EDUCATION

Ph.D., Texas A&M University, U.S.A. Curriculum & Instruction	2017–2020
M.Ed., Sam Houston State University, U.S.A. International Literacy	2012–2013
B.M., University of Houston, U.S.A. Music Education	2004–2009

TEACHING LICENSES

English as a Second Language, Early Childhood–Grade 6
State of Texas, U.S.A.

English as a Second Language, Early Childhood–Grade 4–Grade 8
State of Texas, U.S.A.

Music, Early Childhood–Grade 12
State of Texas, U.S.A.

ACADEMIC INTERESTS

Bilingual Education	Teacher Education
English Medium Instruction (EMI)	Content and Language Integrated Learning (CLIL)
Second Language Literacy	Second Language Assessment

WORKING EXPERIENCE

University Teaching

EDCI 353: Early Childhood Through Adolescent Education Teaching Assistant, Texas A&M University	Spring 2020
INST 362: ESL Methods I Instructor, Texas A&M University	Fall 2019
SCEN 677 STEM Teaching Professional Development Teaching Assistant, Texas A&M University	Spring 2019

SCEN 677 STEM Teaching Professional Development
Teaching Assistant, Texas A&M University

Spring 2018

University Non-Teaching

Postdoctoral Fellow College of Teacher Education, National Taiwan Normal University (see <i>Invited Lectures & Presentations</i> [p. 5] for list of facilitated workshops)	2020–Present
Research Assistant Ed.D. Program Research, Texas A&M University Project: "Rejecting the Alone Together Paradox in Online Doctoral Programs"	2019–2020
Graduate Assistant Center for Teaching Excellence, Texas A&M University (see <i>Invited Lectures & Presentations</i> [p. 5] for list of facilitated workshops)	2017–2019

Primary and Secondary Teaching

Upper Elementary/Junior High School English/Music/Science Professional Development Coordinator (2015–2017); Head Teacher (2013–2015), New Taipei Yuteh Private Bilingual School	2013–2017 (Full time; 4 years)
Middle School/High School Music Assistant Band Director, Austin Independent School District (Texas, U.S.A.)	2010–2011 (Full time; 1 year)
Elementary English Part-Time Teacher, Shane English School Taiwan	2011–2013 2009–2010 (Approx. 28 hours/week)
Elementary/Middle School Music Student Teacher, Clear Creek Independent School District (Texas, U.S.A.)	Spring 2009 (Full time; 1 semester)

RESEARCH GRANTS

Unfunded Initiatives

Cambridge Assessment English Funded Research Programme (Round 11) Role: PI Project: Testing Convergent and Discriminant Validity of Cambridge's Linguaskill Amount: £15,000 (approximately NTD\$556,765)	2020
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PUBLICATIONS

Peer-Reviewed Manuscripts

¹ Social Sciences Citation Index (SSCI) ² Scopus ³ Emerging Sources Citation Index (ESCI)

Graham, K. M., Pan, W.-Y., & Eslami, Z. R. (accepted). A critique of Taiwan's bilingual education policy through a ROAD-MAPPING of teacher experiences. *Current Issues in Language Planning*. ^{1 2}

- Graham, K. M.**, & Eslami, Z. R. (in press). Writing measures and outcomes in CLIL and EMI: A systematic review. *Writing and Pedagogy*.^{2 3}
- McLeod, K., Eslami, Z. R., & **Graham, K. M.** (in press). Culture shock and coping mechanisms of international Korean students: A qualitative study. *International Journal of TESOL Studies*.
- Graham, K. M.**, Matthews, S. D., & Eslami, Z. R. (in press). Using children's literature to teach the 4Cs of CLIL: A systematic review of EFL studies. *Latin American Journal of Content & Language Integrated Learning*.³
- Graham, K. M.**, Kim, H., Choi, Y., & Eslami, Z. E. (2020). CLIL as a balance for gender differences?: The effect of gender on CLIL writing outcomes. *Journal of Immersion and Content-Based Language Education*. Advance online publication. <https://doi.org/10.1075/jicb.20007.gra>^{2 3}
- Clark-Goff, K., Eslami, Z. R., & **Graham, K. M.** (2020). Contextual variables affecting mainstream preservice teachers' beliefs about English language learning and teaching. *Journal of Second Language Acquisition and Teaching*, 26, 15–29.
- Graham, K. M.**, Elsheikh, A., & Eslami, Z. R. (2020). Reflection on the mobilities, immobilities, inequalities, and traveling ideas in Qatar. *The Journal of AsiaTEFL*, 17(2), 626–634. <http://doi.org/10.18823/asiatefl.2020.17.2.20.626>^{2 3}
- Graham, K. M.**, & Eslami, Z. R. (2020). Does the Simple View of Writing explain L2 writing development?: A meta-analysis. *Reading Psychology*, 41(5), 485–511. <https://doi.org/10.1080/02702711.2020.1768989>²
- Graham, K. M.**, & Eslami, Z. R. (2019). Attitudes toward EMI in East Asia and the Gulf: A systematic review. *Language Problems and Language Planning*, 43(1), 8–31. <https://doi.org/10.1075/lplp.00030.gra>¹
- Hillman, S. K., **Graham, K. M.**, & Eslami, Z. R. (2019). Teachers' translanguaging practices at an international branch campus in Qatar. *English Teaching and Learning*, 43, 41–63. <https://doi.org/10.1007/s42321-018-0015-3>^{2 3}
- Graham, K. M.**, Choi, Y., Davoodi, A., Razmeh, S., & Dixon, L. Q. (2018). Language and content outcomes of content-based instruction: A systematic review. *Latin American Journal of Content & Language Integrated Learning*, 11(1), 19–37. <https://doi.org/10.5294/laclil.2018.11.1.2>³
- Graham, K. M.** (2015). An investigation of the cover, copy, and compare method for EFL spelling. *Language Education in Asia*, 6(1), 71–80. <https://doi.org/10.5746/leia/15/v6/i1/a7/graham>
- Graham, K. M.** (2015). The effects of journaling on Taiwanese EFL students' extensive reading habits and attitudes. *Accents Asia*, 7(2), 37–45. <http://www.issues.accentsasia.org/issues/7-2/Graham.pdf>

Book Chapters

- Eslami, Z. R., **Graham, K. M.**, & Bashir, H. (2020). Higher education in Qatar: A multi-dimensional analysis using the ROADMAPPING framework. In S. Dimova & J. Kling (Eds.), *Integrating content and language in multilingual higher education* (pp. 115–129). Springer Publishing. https://doi.org/10.1007/978-3-030-46947-4_7
- Graham, K. M.**, & Eslami, Z. R. (2020). Translanguaging as an act of ethical caring in the English Medium Instruction classroom. In C. C. Lin & C. Zaccarini (Eds.), *Internationalization in action: Leveraging diversity and inclusion in globalized classrooms* (pp. 9–26). Peter Lang Publishing. <https://www.peterlang.com/view/9781433179938/html/ch13.xhtml>

Ates, B., & **Graham, K. M.** (2018). Recommendations for online Master's TESOL students and faculty: Voices from former graduate students. In G. Kessler (Ed.), *TESOL voices: Online and hybrid classroom education* (pp. 23–30). TESOL Press.

Book Reviews

Graham, K. M. (2019). English medium instruction. *TESL-EJ*, 23(2), 1–3.

Graham, K. M. (2018). English-medium instruction in Chinese universities: Perspectives, discourse, and evaluation. *RELC Journal*, 1–3.

Professional Publications

Graham, K. M., & Eslami, Z. R. (in press). Beyond monolingual myths toward a multilingual EMI classroom. *The newsletter of the bilingual–multilingual education interest section*.

Graham, K. M. (2020). Celebrating bilingualism through poetry. In P. T. Randolph & J. I. Ruppert (Eds.), *New ways in teaching with creative writing*. TESOL Press.

Graham, K. M., & Choi, Y. (2020). Envisioning a diversified ELT curriculum in the postmodern era. *The newsletter of the social responsibility interest section*.

<http://newsmanager.commpartners.com/tesolsris/issues/2020-03-16/2.html>

Eslami, Z. R., & **Graham, K. M.** (2019). Arabic-English bilingualism as a social justice issue in Qatar higher education. *The newsletter of the English as a foreign language interest section*

<http://newsmanager.commpartners.com/tesoleflis/issues/2019-11-08/2.html>

Graham, K. M. (2017). Questioning the NEST and NNEST dichotomy. *The newsletter of the nonnative English speakers in TESOL interest section*.

<http://newsmanager.commpartners.com/tesolnrest/issues/2017-01-23/2.html>

Graham, K. M. (2016). Extending the language classroom with Edmodo. *Modern English Teacher*, 25(2), 41-43.

Graham, K. M. (2015). Making online videos more accessible for English language learners. *Modern English Teacher*, 24(3), 63-64.

Graham, K. M. (2014). Enlivening dialogue practice with a free app. *TESOL Connections*.

<http://newsmanager.commpartners.com/tesolc/issues/2014-09-01/2.html>

CONFERENCE PRESENTATIONS

Graham, K. M., & Yeh, Y.-F. (2020, October). Defining Taiwanese bilingual education through teacher experiences: A phenomenological study. 2020 TESP International Conference on English for Specific Purposes, Taipei, Taiwan.

Rios, A. R., Viruru, R., & **Graham, K. M.** (2020, April). Constructing a Radical Community: Disrupting the Dichotomy of the Alone Together Paradox in Online Doctoral Students. AERA Annual Meeting San Francisco, CA, U.S.A. (Conference Canceled).

He, B., **Graham, K. M.**, & Zhou, X. (2020, April) The Effect of Parental Engagement on Children's Reading Performance in Canada. AERA Annual Meeting San Francisco, CA, U.S.A. (Conference Canceled).

- Melo, M., Villasana, V., **Graham, K. M.**, & Moody, S. M. (2020, February). The cross-linguistic influence of an L2 English writing intervention on spelling in L1 Spanish writing. Southwest Educational Research Association Conference, Arlington, TX, U.S.A.
- Land, M., Manzur, O., **Graham, K. M.**, & Moody, S. M. (2020, February). Analysis of English spelling errors of Taiwanese learners. Southwest Educational Research Association Conference, Arlington, TX, U.S.A.
- Moody, S. M., Dunn, M., Todd, M., Loera, P., Rodriguez, L., & **Graham, K. M.** (2020, February). The impact of a preparation program on ELL writing: A case study of one preservice teacher. Southwest Educational Research Association Conference, Arlington, TX, U.S.A.
- Eslami, Z. R., **Graham, K. M.**, & Hillman, S. (2019, October). Examining the need for language scaffolding in an EMI engineering program. ICLHE Conference, Castellón de la Plana, Spain.
- Graham, K. M.**, Moody, S. M., Chowdhury, M., Hu, X., Norton, M., Galvin, S., Poole, L., Everett, M., Paul, M., Kuo, L.-J., & Dixon, Q. (2019, April). Predicting writing for struggling second grade students. American Educational Research Association Conference, Toronto, Canada.
- Moody, S. M., Hu, X., Chowdhury, M., **Graham, K. M.**, Norton, M., Galvin, S., Poole, L., Paul, M., Everett, M., Dixon, Q., Kuo, L.-J. (2019, April). Technology in a targeted writing intervention: Student perceptions and implications for educators. American Educational Research Association Conference, Toronto, Canada.
- Eslami, Z. R., & **Graham, K. M.** (2019, March). Pedagogical and assessment practices in EMI. Liberal Arts International Conference, Doha, Qatar.
- Eslami, Z. R., & **Graham, K. M.** (2019, March). Arabic-English bilingualism as a social justice issue in Qatar higher education. TESOL 2019 International Convention & English Language Expo, Atlanta, Georgia, U.S.A.
- Graham, K. M.**, & Choi, Y. (2019, March). Language and content outcomes of international CBI: A systematic review. TESOL 2019 International Convention & English Language Expo, Atlanta, Georgia, U.S.A.
- Hu, X., **Graham, K. M.**, Moody, S. M., Chowdhury, M., Dixon, Q., Kuo, L.-J. (2019, March). Technology or non-technology: Application of visualization tools on improving narrative writing performance of second grade struggling writers. American Association for Applied Linguistics 2019 Annual Conference, Atlanta, Georgia, U.S.A.
- Hillman, S., **Graham, K. M.**, & Eslami, Z. R. (2019, March). Teachers' translanguaging practices at an American branch campus in Qatar. American Association for Applied Linguistics 2019 Annual Conference, Atlanta, Georgia, U.S.A.
- Galvin, S., Poole, L., **Graham, K.**, Moody, S.M., Kuo, L.-J., & Dixon, Q. (2019, February). The impact of targeted writing intervention: A case study of an English language learner. Southwest Educational Research Association Conference, San Antonio, TX, U.S.A.
- Heatherly, M., Burns, H., Magana, S., Moody, S.M., **Graham, K.**, Dixon, Q., & Kuo, L.-J. (2019, February). The impact of a technology-enhanced writing intervention on a student with learning disabilities: A case study. Southwest Educational Research Association Conference, San Antonio, TX, U.S.A.
- Graham, K. M.**, & Choi, Y. (2018, September). Envisioning a diversified ELT curriculum in the postmodern era: Opportunities and challenges. 2018 Celebrating & Exploring Diversity in K-12 Literature & Literacies Conference, College Station, Texas, U.S.A.

Graham, K. M., & Eslami, Z. R. (2018, June). Attitudes toward EMI in East Asia and the Gulf: A systematic review. 2018 AsiaTEFL International Conference, Macau.

Graham, K. M. (2016, November). Using online apps in the foreign language classroom. The 25th English Teachers' Association of the Republic of China's International Symposium and Book Fair on English Teaching, Taipei, Taiwan.

INVITED LECTURES & PRESENTATIONS

¹ Facilitated through Texas A&M University Center for Teaching Excellence

² Facilitated through National Taiwan Normal University College of Teacher Education

Graham, K. M. (2020, October). Bilingual education lesson design. College of Teacher Education, National Taiwan Normal University, Taipei, Taiwan. ²

Graham, K. M. (2020, April). An introduction to bilingual education lesson design. College of Teacher Education, National Taiwan Normal University, Taipei, Taiwan.

Richardson, R., & **Graham, K. M.** (2019, November). An introduction to college teaching – Part II. Texas A&M University Graduate Student Professional Development in Teaching Series, College Station, TX. ¹

Richardson, R., & **Graham, K. M.** (2019, October). An introduction to college teaching – Part I. Texas A&M University Graduate Student Professional Development in Teaching Series, College Station, TX. ¹

Graham, K. M. (2019, September). Increasing engagement and comprehension of assigned class readings. Texas A&M University Graduate Student Professional Development in Teaching Series, College Station, TX. ¹

Graham, K. M. (2019, August). Teaching assistant institute. Texas A&M University Law School, Fort Worth, TX. ¹

Graham, K. M. (2019, June). Increasing engagement and comprehension of assigned class readings. Texas A&M University Graduate Student Professional Development in Teaching Series, College Station, TX. ¹

Graham, K. M. (2019, March). Motivation strategies for teaching and the workplace. Texas A&M University G.R.A.D. Aggies Day, College Station, TX. ¹

Graham, K. M. (2019, February). How to plan a teaching demonstration. Texas A&M University Graduate Student Professional Development in Teaching Series, College Station, TX. ¹

Graham, K. M. (2018, November). How to plan a teaching demonstration. Texas A&M University Graduate Student Professional Development in Teaching Series, College Station, TX. ¹

Richardson, R., & **Graham, K. M.** (2018, October). An introduction to college teaching – Part II. Texas A&M University Graduate Student Professional Development in Teaching Series, College Station, TX. ¹

Richardson, R., & **Graham, K. M.** (2018, September). An introduction to college teaching – Part I. Texas A&M University Graduate Student Professional Development in Teaching Series, College Station, TX. ¹

Richardson, R., & **Graham, K. M.** (2018, August). Teaching Assistant Institute. Texas A&M University Law School, Fort Worth, TX. ¹

Graham, K. M. (2018, July). Motivating teaching strategies. Texas A&M University Graduate Student Professional Development in Teaching Series, College Station, TX. ¹

Moody, S., & **Graham, K. M.** (2018, May). The impact of a technology-enhanced writing intervention on struggling writers. Texas A&M University Department of Teaching, Learning, and Culture's Brown Bag Seminar, College Station, TX.

Graham, K. M. (2018, April). Motivating teaching strategies. Texas A&M University College of Veterinary Medicine & Biomedical Sciences PostDoc Association, College Station, TX. ¹

Graham, K. M. (2018, April). Designing lectures for learning – Part II. Texas A&M University Graduate Student Professional Development in Teaching Series, College Station, TX. ¹

Graham, K. M. (2018, January). Motivating teaching strategies. Texas A&M University Graduate Student Professional Development in Teaching Series, College Station, TX. ¹

CERTIFICATES

Advanced Research Methods Certificate Texas A&M University	2020
Aggie Research Leadership Certificate Texas A&M University	2019
CIRTL Associate Certificate: Academy for Future Faculty Texas A&M University	2018
Google Certified Educator Certificate—Level 1 Google for Education	2017
TESOL International Leadership Development Certificate TESOL International Association	2015

PROFESSIONAL SERVICE

Ad Hoc Journal Reviewer

TESOL Journal	2015–2020
System	2020
Reading Psychology	2020
Emerging Voices in Education	2019

Awards Reviewer

TESOL International Professional Development Scholarship	2015–2017
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RESEARCH METHODOLOGY

Quantitative

Regression	Confirmatory Factor Analysis (CFA)
ANOVA/ANCOVA	Structural Equation Modeling (SEM)
Hierarchical/Multilevel Linear Models (HLM)	Meta-Analysis

Qualitative

General/Basic Qualitative	Autoethnography	Case Study	Systematic Reviews
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Research Software

Stata	Mplus	R/R Studio	NVivo
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PROFESSIONAL ORGANIZATIONS (Current)

American Educational Research Association

TESOL International Association