

Dawn Lucovich

The University of Nagano

Nagano, Japan

Education

- PhD Education (Applied Linguistics) coursework, Temple University
- MA Organizational Leadership and Learning, The George Washington University
- MA Education (TESOL specialization), Teachers College Columbia University
- BA Rhetoric cum laude with Departmental Distinction, University of Illinois Urbana-Champaign

Professional Work Experience

- Assistant Professor (Tenured), The University of Nagano, Nagano, Japan (2018–present)
- Assistant Professor, Tokyo Woman's Christian University, Tokyo, Japan (2015–2018)
- Adjunct Lecturer, Waseda University, Tokyo, Japan (2014-2016)
- Adjunct Lecturer, New York University, Tokyo, Japan (2013-2017)
- Director, The Writing Center, Teachers College Columbia University, Tokyo, Japan (2012-2014)
- Tutor, The Writing Center, Teachers College Columbia University, Tokyo, Japan (2009-2012)
- International Studies Educator, Minato-ku Board of Education, Tokyo, Japan (2008-2011)
- English as a Foreign Language Instructor, Gangwon Office of Education, Gangwon, South Korea (2004-2007)

Professional Affiliation

American Association for Applied Linguistics (AAAL) (2017-present):

- Conference Task Force (2022-2023)

TESOL International Association (2016-present):

- Higher Education Interest Section (HEIS) Co-Chair Elect (2022)
- Womentorship Professional Learning Network (PLN) Invited Panelist (2022)
- Affiliate Leader (2020-2022)
- Affiliate Network Professional Council (ANPC) Invited Panelist & Presenter (2020-2022)
- Annual Convention Reviewer (2016-2018, 2020, 2022)

Japan Association for Language Teaching (JALT) (2011-present):

- President (2021–2022)
- President-elect (2020)
- Nagano Chapter, President (2018–2019)
- Tokyo Chapter, President (2016–2018)
- Tokyo Chapter, Vice President (2016)
- Tokyo Chapter, Research Grants Chair (2016)
- *Post-Conference Publication*, Editorial Staff (2015-2019)
- Writers' Peer Support Group, External Coordinator (2015-2019)
- Vocabulary Special Interest Group Research, Grants Co-Chair (2014-2016)

- PanSIG, Annual Conference Reviewer (2014-2020)
- Writers' Peer Support Group, Reader (2013-2020)
- *Post-Conference Proceedings*, Editorial Advisory Board (2011, 2013-2014)

Other association memberships:

- International Leadership Association (ILA) (2021-present)
- Academy of Management (AOM) (2021-present)
- Academy of Human Resource Development (AHRD) (2021-present)
- Asian Americans in Business Academia (AABA) (2021-present)
- Linguistic Society of America (LSA) (2020-present)
- Toastmasters International (2020-present)
- Japan Association for Self-Access Learning (JASAL) (2017-present)
- Writing Centers Association of Japan (WCAJ) (2011-present)
- KoreaTESOL (KOTESOL) (2006-2007)

Relevant Presentations

Plenary

- Leadership Paths and Changes in Language Teaching Associations. Nagoya JALT Forum. Nagoya, Japan. July 3, 2022.
- Leadership in 2020 and Beyond. JALT Tri-Chapter Grand Forum. Nagoya, Japan. October 18, 2020.

Featured & Invited

- Innovations in Emergency Remote Professional Development (ERPD) in Japan. 68th TEFLIN International Conference. August 5-7, 2022.
- A new ZPD: Zoom for Professional Development. 29th MELTA International Conference. Online. July 23-25, 2021.
- Designing and doing: Professional development in the Zoom Era. 67th TEFLIN International Conference. Online. September 9-11, 2021.
- Learning and teaching new skills through JALT. Nagano Prefectural Skills Development Conference 2019. November 13-14, 2019.
- Using linguistic landscape projects for EFL learning. Yokohama JALT. May 14, 2017.
- Qualitative analysis of DK use on the VST. JALT/Kyushu Sangyo University Annual Vocabulary Symposium. Fukuoka, Japan. June 14, 2014.

Invited Panels & Symposia

- Crossing boundaries, building bridges: A pandemic opportunity. Panel discussion at 37th SPELT International Conference 2021. Online. November 6-7, 2021.
- New forms of international academic collaboration: Prospects and possibilities for ELT in Asia. Symposium at JACET 60th Commemorative International Convention. Online. August 28-29, 2021.
- Looking ahead: Post-COVID strategies for education and ELT. Panel discussion at 9th BELTA International Conference. March 6, 2021.

Refereed

- Lucovich, D., & Kaneko, C. (accepted). Professional Development via Language Teaching Associations. TESOL 2023 International Convention. Portland, USA. March 21-24, 2023.
- First steps towards self-access: A global language table. International Conference of Sociolinguistics 3. Prague, Czech Republic. August 24-26, 2022.
- The 21st-century ZPD: Zoom for Professional Development. TESOL 2022 International Convention. Pittsburgh, USA. March 22-25, 2022.
- Learning to become members and leaders in a community of practice. JALT 47th Annual International Conference on Language Teaching. Online. November 12-15, 2021.
- Lucovich, D., & Cook, M. Creating a mentoring and coaching initiative for a language teaching association. Womensorship in ELT 2021 Summer Symposium. Online. July 10, 2021.
- Leadership and teams in academic service. PanSIG 2021 Conference. Online. May 14-16, 2021.
- The imagined English-language discourse communities of pre-professional students in Japan. Asian Conference on Language Learning. April 27-29, 2018.
- The benefits of learner-conducted linguistic landscape projects. Annual Hiroshima JALT Conference. December 3, 2017.
- Perceptions of negotiating technology for linguistic landscape research. TESOL 2017 International Convention. Seattle, USA. March 21-24, 2017.
- Female university students and current/future English discourse community membership in Japan. JALT 42nd Annual International Conference on Language Teaching. Nagoya, Japan. November 25-28, 2016.
- Lucovich, D., Beaufait, P., & Uehara, S. Clients' experience of the Writers' Peer Support Group as an online writing center. The 8th Annual Symposium on Writing Centers in Asia. Tokyo, Japan. March 5, 2016.
- Lucovich, D., Huffman, J., & Sugita, M. A Rasch-based validation of a reading comprehension test. The 17th Annual Temple University Applied Linguistics Colloquium. Osaka, Japan. February 7-8, 2015.
- Lucovich, D., Huffman, J., & Sugita, M. Validation of a reading comprehension test for Japanese EFL students. The Seventh Annual Extensive Reading Seminar. Tokyo, Japan. September 28, 2014.

Relevant Publications

- Malcolm, W., & Lucovich, D. Getting on board: A phenomenological approach to reflective practice between leaders. In J. Roloff-Rothman & A. Verla Uchida (Eds.). Candlin & Mynard. Forthcoming.
- Lucovich, D., Kim, M., & Metituk, R. L. Cross-cultural collaboration between Korea and Japan. *KOTESOL Proceedings 2021*. 2021.
- Becoming JALT President: Reasons and results. *Kobe JALT Journal*. 2021.
- Creating a mentoring and coaching initiative for a language teaching association. *Womensorship in ELT*. 2021.
- CPD, ZPD: Continuing professional development by any other name. *TESOL-Spain Newsletter*, 77. 2021.
- Post 2020: New opportunities and new initiatives. *TESOL Affiliate News*. 2021.
- Lucovich, D., Beaufait, P., & Uehara, S. What Makes Tutors Tick?: Exploring Motives and Experiences in the JALT Writers' Peer Support Group (PSG). *Research in Online Literacy Education*. 2020.

- Lifestyle migration in Japan. *Hikaku Bunka: The Journal of the Institute for Comparative Studies of Culture*, 62. 2016.
- Adding “I don’t know” to the Vocabulary Size Test. *JALT 2013 Proceedings*. 2014
- Repeated reading activities for fluency and comprehension in the university ELF classroom. *Journal of Saitama City Educators*, 4(4), 1-6. 2014.
- Test taking and DK usage on the VST. *Vocabulary Learning and Instruction*, 3(2). doi: 10.7820/vli.2187-2759. 2014.
- The inclusion of “I don’t know” on the Vocabulary Size Test. *Tokyo JALT Journal*, 1, 28-31. 2013.

Candidate’s Statement: What kind of leaders does the association need? Why are you a good candidate to choose them?

The association needs leaders that are adaptable, innovative, and forward thinking. Teachers, by the very nature of their jobs, display these characteristics every day. However, especially after the effects of the pandemic, the field of TESOL is experiencing a “guidance turn”—that is, a pressing need for leadership and mentorship in our professional development after an extended period of time in relative isolation. As we continue to make our way out of the pandemic, TESOL will need to think of new ways to provide these things to all members, so that members feel empowered and better equipped to become leaders in their own professional and personal contexts and in the association at large. The association needs leaders that have grown with it and because of it.

I have served as a leader in my national language teaching association, The Japan Association for Language Teaching (JALT), for the past 8 years. As the president of a Japan-based nonprofit organization, I have gained extremely valuable experience and an appreciation for the different types of leadership exhibited by our 7 directors, 30+ regional chapter presidents, 30+ special interest group coordinators, and 30+ committee chairs and liaisons. I am now highly interested in serving TESOL to contribute my knowledge and perspective, as well as my cross-cultural understanding and curiosity. Finally, I would like Asia to be much better represented in TESOL International Association’s work, not only as learners, but also as leaders.