

DJ Kaiser

Webster University
St. Louis, Missouri, USA

Education

- PhD, Comparative Literature, emphases in Drama and Translation Studies, Washington University in St. Louis
- MA in Drama, Washington University in St. Louis
- MATESL, University of Illinois at Urbana-Champaign
- BA in Linguistics, University of Illinois at Urbana-Champaign
- BA in Spanish, University of Illinois at Urbana-Champaign

Professional Work Experience

- Director and Professor of Teaching English to Speakers of Other Languages, Webster University directing Webster TESOL programs in St. Louis, Missouri, USA (2011-present); Tashkent, Uzbekistan (2018-present); Samarkand, Uzbekistan (2019-present); Nur-Sultan, Kazakhstan (2020-2022); and Athens, Greece (2021-present)
- Associate Dean, School of Education, Webster University, St. Louis, Missouri, USA (2017-2022)
- Fulbright Scholar, Uruguay (Montevideo, Maldonado, Rivera, Salto, and Durazno) (2016)
- Graduate Teaching Assistant, Washington University in St. Louis, St. Louis, Missouri, USA (2005-2011)
- Instructor, English Language Programs, Washington University in St. Louis, St. Louis, Missouri, USA (2001-2005)
- Visiting Professor, English Philology, University of Barcelona, Barcelona, Catalonia, Spain (2000-2001)
- Graduate Teaching Assistant, University of Illinois at Urbana-Champaign, Urbana, Illinois, USA (1997-2000)

Professional Affiliation

- TESOL International: Member (2002-2005, 2011-present); Standards Professional Council
- Member (SPC) Member (2014-2017); SPC Incoming Chair (2017-2018); SPC Chair (2017-2018)
- MIDTESOL: Member (first joined in 2001)
- American Association of Applied Linguists: Member (2021-2022)

Relevant Conference Presentations

- **Kaiser, D.**, Mansouri, S., & Kennedy, S. (2022, September). *Supporting English Learner Success in and out of the Classroom*. Presentation at the annual MIDTESOL 2022 Conference in Kansas City, MO.
- Mansouri, S., **Kaiser, D.**, & Kennedy, S. (2022, September). *Role of Community Resources in Supporting ELs: Shortages and Needs*. Presentation at the annual MIDTESOL 2022 Conference in Kansas City, MO.
- **Kaiser, D.**, Mansouri, S., & Kennedy, S. (2022, April). *A Preliminary Analysis of Teachers' Voices Exploring the Teacher-Student Success Network (TSSN) to Promote Success for ELs*. Poster presentation at the Office of English Language Acquisition (OELA) 2022 Directors Meeting in Crystal City, VA.

- **Kaiser, D.**, Mansouri, S., & Kennedy, S. (2022, March). *Engaging Family, Parents, and Communities to Promote EL Success*. Six-hour pre-conference institute (PCI) presented at the TESOL Convention in Pittsburgh, PA.
- Mansouri, S., **Kaiser, D.**, & Kennedy, S. (2022, March). *Pragmatic Objectives in High School Teachers' Lesson Plans*. Presentation at the 2022 American Association for Applied Linguistics Conference in Pittsburgh, PA.
- Kaiser, D. (2022, March). *Voices That Need to be Included: Advocating for Linguistic Diversity*. Invited speakers for the Seventh Annual Webster University Diversity, Equity, and Inclusion Conference in St. Louis, MO.
- Kaiser D. (2021, December). *Modeling English Pronunciation when Teaching Remotely*. Featured presenter at the XII International Conference for Teachers of English sponsored by the Universidad Pedagógica Nacional Francisco Morazán (UPNFM) in Honduras (Virtual conference).
- **Kaiser, D.**, Lee-Johnson, Y. L., Mansouri, S., & Kennedy, S. (2021, March). *Engaging Family, Parents, and Communities to Promote EL Success*. Presentation at the TESOL Virtual Convention.
- **Kaiser, D.**, Lee-Johnson, Y. L., Mansouri, S., & Kennedy, S. (2021, March). *LPP Proposals: Teachers as Language Planners and Policy Makers*. Presentation at the TESOL Virtual Convention.
- Lee-Johnson, Y. L., **Kaiser, D.**, Mansouri, S., & Kennedy, S. (2021, March). *Enriching K-12 ESL Teachers' Professional Development Experiences with Saturday Panels*. Presentation at the TESOL Virtual Convention.
- Lee-Johnson, Y. L., **Kaiser, D.**, Mansouri, S., Kennedy, S. (2021, March). *Analyzing the "Just Because..." Poems among Pre-service ESL Teachers: Defying Stereotypes and Reaffirming Teacher Identities*. Poster Presentation at the American Association of Applied Linguistics 2021 Virtual Conference.
- **Kaiser, D.**, Lee-Johnson, Y. L. , Mansouri, S., & Kennedy, S. (2020, October). *Adapting In-Person Activities to Model Remote Instruction and Promote Reflection: The MR/TR Model*. Poster presentation at the Office of English Language Acquisition (OELA) 2020 Virtual Directors Meeting.
- **Kaiser, D.** & Lee-Johnson, Y. L. (2019, November). *Family, Parent, and Community Engagement through the Teacher-Student Success Network (TSSN)*. Poster presentation at the Office of English Language Acquisition (OELA) 2019 Directors Meeting in Crystal City, VA.
- Wallner, A., **Kaiser, D.**, Alvarez, T., Kodikara, R., Bond, J., & Cope Boysen, M. (2019, November). *Webster Educating STEM Teachers Bound for Success (WESTbound Success) Project: Curriculum Revision and Student Success on Missouri STEM Certification Exam Using Expert STEM Faculty as Evaluators*. Presentation at the 2019 Midwest Annual Robert Noyce Teacher Scholarship Program Conference in St. Louis, Missouri.
- Kaiser, D. (2019, September). *Growing Your Own Onion: Teachers as Writers of Language Planning and Policy Proposals*. Invited talk at the Missouri Department of Elementary and Secondary Education's Migrant Education, EL, Immigrant & Refugee Pre-Conference in Lake Ozark, Missouri.
- Kaiser, D. (2019, March). *Voices that Educate: Advocating for Linguistic Diversity*. Presentation at the annual Missouri Association of Colleges for Teacher Education (MACTE) Conference in Columbia, Missouri.
- Kaiser, D. (2019, March). *Practical Approaches to Teaching Pronunciation*. Six-hour pre-conference institute (PCI) presented at the annual TESOL International Convention in Atlanta, Georgia.

- Lee-Johnson, Y. L., **Kaiser, D.**, Mansouri, S., & Kennedy, S. (2019, March). *Bloggging as an Interdiscursive Tool for Building the Communities of Practice (CoP) among K-12 ELL Teacher Candidates*. Hot Topics CALL-IS Electronic Village Events at the annual TESOL International Convention in Atlanta, Georgia.

Relevant International Presentations and Seminars

In addition to conference presentations at TESOL, AAAL, MIDTESOL, AMTESOL, TESOL Arabia, Asia TEFL, VietTESOL, and BRAZ-TESOL, here is a recent selection of international speaking engagements, workshops, and seminars

- **Tashkent, Uzbekistan** (Virtual Keynote). Keynote “Creative Ways to Grow as a Professional in the Field of English Language Teaching” for the Webster University in Tashkent International Conference on Creativity and ELT (April 2022).
- **Dushanbe, Tajikistan** (Virtual Webinar). Interactive Live Seminar “Creative Ways to Grow as a Professional in the Field of English Language Teaching” for the English Without Borders Network sponsored by the U.S. Embassy in Dushanbe (March 2022).
- **Tegucigalpa, Honduras** (Virtual Plenary). “Modeling English Pronunciation when Teaching Remotely” the XI International Conference for Teachers of English sponsored by the Universidad Pedagógica Nacional Francisco Morazán (UPNFM) and the Embassy of the United States of America (December 2021).
- **Porto Alegre, Brazil** (Virtual). Two Ten-Hour Live Seminars on “Teaching English Pronunciation” for the Federal Institute of Rio Grande do Sul – English Language Specialist virtual project through the U.S. Department of State English Language Programs (March–June 2021).
- **Dushanbe, Tajikistan** (Virtual). Interactive Live Seminar “Teaching English Pronunciation” for the English Without Borders Network sponsored by the U.S. Embassy in Dushanbe (March 2021).
- **Bukhara, Uzbekistan** (Virtual). Opening Plenary “Maximizing Digital Tools to Increase Interaction Even When We are Apart” for the Modern approaches to English Teaching and Learning Conference sponsored by Bukhara State University and the U.S. Embassy Tashkent (December 2020).
- **Tegucigalpa, Honduras** (Virtual). Two Interactive Live Conferences (each presented twice): “Taking a Digital Inventory to Maximize Remote Instruction and Plan for Challenges” and “You Can’t Replicate an In-Person Classroom Online, or Can You...? The MR/TR Framework” at the XI International Conference for Teachers of English sponsored by the Universidad Pedagógica Nacional Francisco Morazán (UPNFM) and the Embassy of the United States of America – English Language Specialist virtual project through the U.S. Department of State English Language Programs (December 2020)
- **Astana (now Nur-Sultan), Kazakhstan**. “New Innovations in English Language Teaching” – Guest lecture at the Eurasian National University to faculty and students of English language (February 2019)
- **Samarkand, Uzbekistan**. “Practical English Pronunciation Strategies” – Presentation for English language students and faculty at the Samarkand State Institute of Foreign Languages (February 2019)
- **Montevideo, Uruguay**. “Observaciones de *Ceibal en Inglés*: Las estrategias de los más fuertes docentes uruguayos en las aulas de inglés” – Invited speaker for the Second Encounter (*Encuentro*) of *Ceibal en Inglés* (September 2018)
- **Quito, Ecuador**. A full week of seminars (each presented twice) for the foreign language faculty of the Academic Language Institute of Universidad Central del Ecuador with the

following seminar topics: Integrating the Four Skills (1 & 2), Collaborative Learning (1 & 2), Integrating Technology (1 & 2), and Lesson Planning (September 2017)

- **Phuket City, Thailand.** “Language Planning and Policy: The Role of School Leaders and Teachers in Thailand” – Afternoon seminar given to school leaders at the conference “Integrating English in Thai Student Life” (July 2017)

Research and Publications

- Kaiser, D. (accepted). Multimodal Translanguaging and Assisted Intersemiotic Translation in the Reggio Emilia Approach: Applications to Multilingual Learners. In B. Fyfe, Y. L. Lee-Johnson, J. M. Reyes, G. Yu (Eds.), *Supporting emergent bilingual and multilingual children through the Reggio Emilia Approach: Affirming children and family rights with research and practice*. Routledge.
- Kaiser, D. (forthcoming, 2023). English in Uruguay. In Bolton, K. et al. (Eds.) *The Wiley Blackwell Encyclopedia of World Englishes*. Oxford: Wiley-Blackwell. (Invited contribution).
- Kaiser, D. (2020). Setting up shop in Uzbekistan: TESL programs in new markets. *The Journal of AsiaTEFL*, 17(4), 1524–1531. (Brief report selected by editor).
- Kaiser, D. (2018). Binary feature assessment for presentations. In J. Vorholt (Ed.), *New ways of teaching speaking, second edition* (pp. 162–164). Alexandria, VA: TESOL Press. (Lesson plan in edited publication).
- Kaiser, D. (2018). Focused pronunciation practice for presentations. In J. Vorholt (Eds.) *New ways of teaching speaking, second edition* (pp. 120–121). Alexandria, VA: TESOL Press. (Lesson plan in edited publication).
- Kaiser, D. (2018). Observations of *Ceibal en Inglés*: A SWOT Analysis and the Strategies of Stronger Uruguayan Teachers in English Classrooms. In *1.er Encuentro de Ceibal en Inglés. “Encuentros Cercanos con lo Remoto en la Creación de una Comunidad Educativa”* (pp. 61–77). Montevideo: Plan Ceibal. (Invited article).
- **Kaiser, D., & Saisanan Na Ayudhya, Y.** (2018). Promoting inclusion through English for organic farming and ecotourism in ASEAN countries: A Thai example. In *The VietTESOL International Conference 2017: English Language Education in Diverse Contexts* (pp. 105–117). Hanoi: Vietnam National University Press. (Peer-reviewed article).
- Kaiser, D. (2018). Mobile-Assisted Pronunciation Training: The iPhone Pronunciation App Project. *Speak Out! Journal of the IATEFL Pronunciation Special Interest Group*, 58, 38-51. (Invited article).
- Kaiser, D. (2017). English language teaching in Uruguay. *World Englishes*, 36(4), 744–759. (Peer-reviewed article).
- Kaiser, D. (2015). Practical approaches and strategies for teaching stress-timed English rhythm. In *The Conference Proceedings of MIDTESOL: Cultivating Best Practices in ESL: 2013 & 2014* (pp. 71-90). (Peer-reviewed article).

Candidate’s Statement: What do you believe is a burning issue in TESOL today; what would you as a leader of the largest international association in the field plan to do about it?

After early tutoring and summer camp teaching opportunities in the early 1990s, I began my professional journey in the field of TESOL in 1997 as a graduate student and teaching assistant in a MATESL program at the University of Illinois. Over the past two decades I have taught EFL at the University of Barcelona, ESL at Washington University in St. Louis, and TESOL courses at Webster University in St. Louis. My experience has spanned elementary, secondary, and tertiary educational settings in the United States and three other continents. In the past several years, I was a Fulbright scholar in Uruguay, conducted research in Brazil and Italy, established

TESOL programs in Uzbekistan and Kazakhstan, and served as a Virtual English Language Specialist for Honduras and Brazil. I first joined TESOL in 2002 and MIDTESOL in 2001 and have presented at numerous TESOL and MIDTESOL conferences, in addition to other conferences throughout the world, such as TESL Ontario, TESOL Arabia, Asia TEFL, BRAZ-TESOL, VietTESOL, and AMTESOL (I had to cancel presenting at the TESOL Regional Conference in Tashkent due to COVID). Through these experiences my goal has been to recognize the great diversity in the teachers who work in our field, the students that we serve, and the challenges faced in these contexts. I am running for the Board of Directors to represent English language teachers participating in the field at all stages of their career, teaching students of all ages, and working in contexts all around the world. The greatest challenge I see for TESOL is meeting the needs of teachers in an increasingly diverse field during a time that has increasingly highlighted inequities. As a board member, I will focus on bringing lesser-heard voices to the table so we can collaborate on plans and policies that address ongoing and emerging issues. My goal is to ensure that all TESOL members feel represented, included, and celebrated.