

Katya (Ekaterina) Goussakova

Seminole State College of Florida
Altamonte Springs, Florida, USA

Education

- Ph.D. in Education/TESOL, University of Central Florida
- M.A. in TESOL, University of Central Florida
- M.A. & B.A. in Linguistics, Teaching English/French, & Intercultural Communication, Moscow Pedagogical University

Professional Work Experience

- Professor of EAP, Seminole State College of Florida, Altamonte Springs, Sanford, and Oviedo, USA (2008-now)
- Adjunct Instructor, Modern Languages & Literatures Department, University of Central Florida, Orlando, USA (2001-2008)
- IEP Instructor, Center for Multilingual Multicultural Studies, University of Central Florida, Orlando, USA (1999-2008)
- EAP Instructor, Valencia College, Orlando, USA (2001-2002)

Professional Affiliations:

- Seminole State College of Florida Faculty Senate: First Vice President (2022-2024)
- United Faculty of Florida – Seminole: Vice President (2020-2021), a membership committee member (2019 – now), a member (2012 – now)
- Sunshine State TESOL: Treasurer (2016-2019), Exhibitor Liaison (2013-2015), a Board Member (2012-2019), member (2000 – now)
- Central Florida TESOL: President (2008-2009), Vice President (2007-2008), Membership Chair (2004-2007)
- TESOL: member (2006- now)

Recent Presentations:

- Sunshine State TESOL Conference: *Reconnecting to Vocabulary Learning with Corpus-Informed Resources*, Tampa, USA, 2021, presenter
- Southeast Regional TESOL Conference: *Teaching and Learning Vocabulary Digitally*, Orlando, USA, 2019, presenter & organizer
- Bay Area Regional TESOL Symposium: *Corpus Linguistics for ELT*, keynote speaker, & *Using Corpora in Your Classroom*, breakout session presenter, St. Petersburg, USA, 2019
- TESOL International Conference: *Irregular Verbs: A Corpus Analysis of Lists from Grammar Books*, co-presenter, Chicago, USA, 2018
- Sunshine State TESOL Conference: *Free Web Tools and IT Trends*, St. Petersburg, USA, 2015, presenter

Latest Research and Publications:

- Goussakova, K. (2022). Data-driven learning in a low-level language classroom. In K.
- Nemtchinova (Ed.), *Enhancing beginner-level world language education for adult*

learners: Language instruction, intercultural competence, technology, and assessment. Routledge (coming soon).

- Erben, T., & Goussakova, K. (2020). SSTESOL Presidents and the educational context of ESOL in Florida 1975-2020. In T. Erben (Ed.), *45 Years SSTESOL: A Chronicle of ESOL Advocacy, Research and Practice in Florida* (pp. 3-14). SSTESOL Press.
- Goussakova, K. (2018). SSTESOL Conferences, Looking Back. *SSTESOL Journal*, 12(1), 9-13.
- Goussakova, E. (2018). *Lexico-grammatical Complexity in EAP Student Writing: A Learner Corpus Analysis*. Unpublished dissertation, UCF.
- Bittman, B., Davies, A., Russell, W. B., & Goussakova, E. (2017). Advance placement and the achievement gap in the 21st century: A multiple linear regression of marginalized population in AP enrollment. *Research in Social Sciences and Technology*, 2(2), 36-58.
- Folse, K., & Goussakova, E. (2017). *Workbook for Keys to Teaching Grammar to English Language Learners* (2nd Ed.). University of Michigan Press: Ann Arbor.
- Goussakova, K. (2016). Book review: Teaching and Learning English Grammar: Research Findings and Future Directions. *Systems*, 59, 133 – 135.
- Reviewer, SSTESOL Journal Editorial Board, 2019 – now
- Reviewer for various English grammar series (2010-2015)
- **Outside Item Writer (Grammar and Reading) for TOEIC**, ETS, (2006-2013)

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

I am running for a position on the Nominating Committee because I see it as the next logical step of my active involvement in our field. I have held leadership positions with CFTESOL and SSTESOL, TESOL Int. affiliate, for over 15 years, so now I would like to offer my time, perspective, and expertise to this committee.

My instructional and professional context is adult education in the United States. I share the vision of TESOL International Association for moving forward during these unprecedented times through global presence and connectivity, advocacy, networking, research, and sharing of the best teaching and learning practices. In addition, in my view, nominating committee members should be, to the best of their ability, attuned to international, national, state, and local nuances of the profession and aware of what is going in various communities of practice to better serve all ELT professionals. This is a tall order, but I am ready to accept this challenge. As a future leader of TESOL Int., I see equality, equity, and justice as burning issues for learners. Burnout prevention and meaningful networking and professional development opportunities are critical for the instructors.

The role of the nominating committee is to identify and vet future leadership nominees, review applications, work on the ballot, and communicate with the Board of Directors and candidates to ensure a smooth election and transition of power. Thus, the nominating committee is essential to the shared governance of the organization, and I would like to be a part of this work. Thank you for your trust in me!