Department of Curriculum and Instruction
Neag School of Education
249 Glenbrook Road, Unit 3033
Storrs, CT 06269-3033
michele.back[at]uconn[dot]edu

Michele Back, PhD

ACADEMIC EXPERIENCE

Professor, World Languages Education, Department of Curriculum and Instruction, Neag School of Education, University of Connecticut, Storrs, CT, August 2026–.
Associate Professor, World Languages Education, Department of Curriculum and Instruction, Neag School of Education, University of Connecticut, Storrs, CT, August 2020–July 2026.
Assistant Professor, World Languages Education, Department of Curriculum and Instruction, Neag School of Education, University of Connecticut, Storrs, CT, August 2015–July 2020.
Assistant Professor, Spanish Linguistics, Department of Modern and Classical Languages, George Mason University, Fairfax, VA, August 2013–May 2015.

EDUCATION

Ph.D. (Distinction). University of Wisconsin, Madison, Second language acquisition (Minor: Spanish). Dissertation: *"We did the wrong dance:" Ecuadorians negotiating identity in transnational contexts.* Supervisor: Richard F. Young, Department of English.
M.A. University of California, Berkeley, Hispanic Languages and Literatures.
B.A. (*summa cum laude*) University of Minnesota, Twin Cities, Spanish (Minor: Latin American Studies).

FIELDS OF RESEARCH

World language teacher advocacy, recruitment, and professionalization; decolonial language pedagogies; study abroad in preservice teacher education; racialization and racialized discourse; translingual/transcultural identities; equitable and ethical uses of technology/GenAI for education.

PUBLICATIONS

Guest edited journal issue

1. **Back, M.**, Peña-Pincheira, R. & Silva, D. (Eds.). (2025). *Critical reflections on colonial pedagogies: Lessons learned for language teacher education*. Special issue of *The Modern Language Journal, 109(*3). https://onlinelibrary.wiley.com/toc/15404781/2025/109/3

Books

4. Ehlers-Zavala, F., **Back, M.**, & Ortega, Y. (Eds.). (2025). *Decolonizing language teacher education: Voices from the Global North and Global South.* Palgrave. https://link.springer.com/book/10.1007/978-3-031-96161-8
3. **Back, M.**, & Zavala, V. (Eds.) (2018). *Racialization and Language: Interdisciplinary Perspectives from Perú.* Routledge. https://doi.org/10.4324/9781351062541
2. Zavala, V & **Back, M.** (Eds.) (2017). *Racismo y lenguaje* [Racism and language]. Fondo Editorial PUCP. https://opencommons.uconn.edu/facpubworks/1/
1. **Back, M.** (2015). *Transcultural Performance: Negotiating Globalized Indigenous Identities*. Palgrave. https://doi.org/10.1057/9781137412430

Peer-reviewed journal articles

28. Back, M. (in press). Negotiating Language Teacher Identity and Expertise in the Age of Generative AI. *Ikalá, Revista de lenguaje y cultura*.
27. **Back, M.**, Russell, V., Rodriguez, J. C., & Budke, M. (2026). Charting the future of world language teacher recruitment and retention. *The Language Educator, 21*(2), 22–27.
26. Simmons, J., **Back, M.**, & Kaufman, D. (2026). "Can we please try other things?" Intercultural awareness, race, and cohort dynamics in two preservice teacher study abroad programs. *Teaching and Teacher Education, 185,* 105899. https://doi.org/10.1016/j.tate.2026.105899
25. **Back, M.**, Peña-Pincheira, R., and Silva, D. (2025). Introducing the special issue: Critical reflections on colonial pedagogies: Lessons learned for language teacher education. *The Modern Language Journal, 109*(3), 1–12; https://doi.org/10.1111/modl.13014.
24. **Back, M.** (2025). From problem to right: Imaginative speculation on translanguaging in the world language classroom. *Modern Language Journal,* 1–19. https://doi.org/10.1111/modl.13016
23. **Back, M.** & Dickey, A. (2025). "No nos pueden tratar como se les dé la gana:" Engaging Spanish heritage language learners through human rights education. *Foreign Language Annals.* https://doi.org/10.1111/flan.70008.
22. **Back, M.** (2024). Interrogating racialized discourses in educator-focused study abroad: An Ecological approach. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *36*(1), 202–228. https://doi.org/10.36366/frontiers.v36i1.771
21. **Back, M.** & Wagner, M. (2024). Bridging the artificial gap: TESOL frameworks for world language education and advocacy. *SCOLT Dimensions, 59.* Special issue: Focus on bridging language education fields. Available at https://www.scolt.org/wp-content/uploads/2024/03/2_Dimensions-2024_chap2.pdf.
20. **Back, M.** (2023). Identity work and intercultural awareness through a cultural excavation curriculum: Preservice teachers studying abroad. *The New Educator, 19*(4), 368–387. https://doi.org/10.1080/1547688X.2023.2287666
19. **Back, M.** & Oulbeid, B. (2022). Examining instructional contexts and student beliefs in Arabic teacher recruitment. *Second Language Research & Practice, 3*(1), 62–80. http://hdl.handle.net/10125/69868
18. **Back, M.**, Joseph, R., McCormick, A., & Picorelli, H. (2022). Homestay families as a resource for pre-service teachers studying abroad. *Teaching and Teacher Education, 119,* 103849. https://doi.org/10.1016/j.tate.2022.103849
17. **Back, M.**, Zavala, V., and Franco, R.C. (2022). "Siempre adistanciados:" Ideology, equity, and access in Peruvian emergency distance education for Spanish as a second language. *CALICO Journal 39*(1), 79–102. https://doi.org/10.1558/cj.19665
16. **Back, M.**, Gutierrez, A., Golembeski, K., Macko, T., Miller, S., & Pelletier, D (2021). "We were told that the content we delivered was not as important:" Disconnect and disparities in world language student teaching during COVID-19. *System, 103,* 102679, 1–11. https://doi.org/10.1016/j.system.2021.102679.
15. **Back, M.**, Kaufman, D., & Moss, D.M. (2021). Enhancing orientation to cultural difference: The role of reentry work for teacher candidates studying abroad. *Journal of Research in Childhood Education*, *35*(2), 1-14. https://doi.org/10.1080/02568543.2021.1880999.
14. **Back, M.** & Dean, J. (2020). *¡Profesores adelante!* Recruiting teachers in the target language. *Foreign Language Annals, 53*(3), 613– 633. https://doi.org/10.1111/flan.12482
13. **Back, M.**, Han, M. & Weng, S.-C. A. (2020). Emotional scaffolding of emergent bilinguals through translanguaging strategies: Case stories. *Language and Education, (34)*5, 387–406. https://doi.org/10.1080/09500782.2020.1744638.
12. **Back, M.** (2020). "It is a village:" Translanguaging pedagogies and collective responsibility in a rural K-8 school district. *TESOL Quarterly*. https://doi.org/10.1002/tesq.562
11. **Back, M.** (2019). Symbolic competence in interaction: Mutuality, memory and resistance in a peer tutoring context. *L2 Journal,* 8(3), 1–22.
10. **Back, M.** (2019). Teacher leadership through advocacy: The world languages advocacy project. *The*

Language Educator (February/March), 50–52.

9. **Back, M.** (2016). Epistemics and expertise in peer tutoring interactions: Co-constructing knowledge of Spanish. *Modern Language Journal, 100*(2), 1–14. https://doi.org/10.1111/modl.12334
8. **Back, M.** (2013). Using Facebook data to analyze learner interaction during study abroad. *Foreign Language Annals, 46*(3), 377–401. https://doi.org/10.1111/flan.12036
7. **Back, M.** (2013). La Orquesta: Symbolic performance in a multilingual community of practice. *Modern Language Journal, 97*(2), 383–396. https://doi.org/10.1111/j.1540-4781.2013.12009.x
6. **Back, M.** & Zepeda, M. (2013). Performing and positioning orthography in Peruvian CMC. *Journal of Computer-Mediated Communication*, 18(2), 119–135. https://doi.org/10.1111/jcc4.12004
5. **Back, M.** (2013). "They say I'm like that but they don't know me:" Transcultural discourses of masculinity. *Journal of Multicultural Discourses, 9*(2), 104–118. https://doi.org/10.1080/17447143.2013.857343
4. **Back, M.** (2012; listed as 2009). Positioning language proficiency: Interactions with a multilingual indigenous Ecuadorian. *Journal of Applied Linguistics and Professional Practice, 6*(1), 1–22. https://doi.org/10.1558/japl.v6i1.1
3. **Back, M.** (2011). Legitimate peripheral participation and language learning: Two Quichua learners in a transnational community. *Language Learning, 61*(4), 1039–1057. https://doi.org/10.1111/j.1467-9922.2011.00662.x
2. Magnan, S. & **Back, M.** (2007). Social interaction and linguistic gain during study abroad. *Foreign Language Annals, 40*(1), 43–61. https://doi.org/10.1111/j.1944-9720.2007.tb02853.x
1. Murphy, D., Magnan, S., **Back, M.** & Rucks, P. (2009). Reasons students take courses in less commonly taught and more commonly taught languages. *Journal of the National Council of Less Commonly Taught Languages,* 7(1), 45–80. Available at http://www.ncolctl.org/files/Reasons-Students-Take-Courses-in-Less-Commonly-Taught-and-More-Commonly-Taught-Languages.pdf

Invited Book Chapter

15. **Back, M.** (2025). Identity, diversity, equity, and inclusion. In C. Fäcke, A. Gao, P. Rucks, & F.-J. Meißner, (Eds.), *The Handbook of Plurilingual and Intercultural Language Learning.* (pp. 17–28). Wiley-Blackwell.

Refereed Book Chapters

14. **Back, M.** (2025). Instructor moves towards decolonial multiliteracies: Insights from English language teaching in Spain and Portugal. In. F. Ehlers-Zavala, M. Back, & Y. Ortega, (Eds.), *Decolonizing language teacher education: Voices from the Global North and Global South* (pp. 255–281). Palgrave.
13. **Back, M.** & Kabulis, K. (2025). Modality or authenticity? The role of authentic versus AI-generated texts in language learner engagement. In Z. Tian and C. Wang, (Eds.) *Rethinking Language Education in the Age of Generative AI* (pp. 68–89). Routledge.
12. **Back, M.** (2025). When multilingualism fails: Positioning "failure" in intergenerational language transmission, language learning, and language teaching. In B. Goodman and B. Seilstad, (Eds.), *Researching Multilingually: Conceptual and Methodological Failures, Struggles, and Successes* (pp. 130–146). Multilingual Matters.
11. Ehlers-Zavala, F., **Back, M.**, & Ortega, Y. (2025). Introduction. In. F. Ehlers-Zavala, M. Back, & Y. Ortega, (Eds.), *Decolonizing language teacher education: Voices from the Global North and Global South* (pp. 1–22). Palgrave.
10. **Back, M.** (2020). Interlocutor differences and the role of social others in a Spanish peer tutoring context. In L. Gurzynski-Weiss, (Ed.) *Interlocutor individual differences in language learning: Theoretical and empirical approaches* (100–123). John Benjamins. https://doi.org/10.1075/lllt.53.05bac
9. **Back, M.** & Wagner, M. (2020). Languages for all: World languages for meaning-making and intercultural citizenship. In B. Dupuy & K. Michelson (Eds.), *Pathways to Paradigm Change: Critical Examinations of Prevailing Discourses and Ideologies in Second Language Education* (pp. 176–198). American Association of University Supervisors, Coordinators, and

Directors of Language Programs (AAUSC).

8. Zavala, V. & **Back, M.** (2020). Discourse and racialization. In A. DeFina & A. Georgakopoulou, (Eds.), *The Handbook of Discourse Studies* (pp. 523–546). Cambridge University Press.
7. **Back, M.** (2019). World language teachers performing and positioning agency in classroom target language use. In H. Kayi-Aydar, A. Gao, E. Miller, M. Varghese, & G. Vitanova, (Eds.), *Theorizing and Analyzing Language Teacher Agency* (pp. 101–120). Multilingual Matters.
6. **Back, M.** (2018). Race and linguistic essentialism on Peruvian Twitter. In M. Back & V. Zavala, (Eds.), *Racialization and Language: Interdisciplinary Perspectives from Perú* (pp. 189–213). Routledge. https://doi.org/10.4324/9781351062541
5. **Back, M.** & Zavala, V. (2018). The production of racialized discourses: An introduction. In M. Back & V. Zavala, (Eds.), *Racialization and Language: Interdisciplinary Perspectives from Perú.* Routledge. https://doi.org/10.4324/9781351062541
4. **Back, M.** (2017). Raza y esencialismo lingüístico en el Twitter peruano. In V. Zavala & M. Back (Eds.), *Racismo y lenguaje* (pp. 307–338). Fondo Editorial PUCP. https://opencommons.uconn.edu/facpubworks/1/
3. Zavala, V. & **Back, M.** (2017). Introducción: la producción discursiva de identidades racializadas. In V. Zavala & M. Back, (Eds.), *Racismo y lenguaje* (pp. 11–38). Fondo Editorial PUCP. https://opencommons.uconn.edu/facpubworks/1/
2. **Back, M.** (2013). Assessing Portuguese. Chapter 143 in A. Kunnan (Ed.), *The Companion to Language Assessment*. Wiley-Blackwell. https://doi.org/10.1002/9781118411360.wbcla026
1. Magnan, S. & **Back, M.** (2006). Requesting help in French: Developing pragmatic features in study abroad. In S. Wilkinson (Ed.) *Insights from Study Abroad for Language Programs* (pp. 22–44). American Association of University Supervisors, Coordinators, and Directors of Language Programs (AAUSC).

Invited Book Review

1. **Back, M.** (2020). Review of *Transforming Indigeneity: Urbanization and Language Revitalization in the Brazilian Amazon.* Sarah Shulist. University of Toronto Press, 2018. 228 p. *Journal of Latin American and Caribbean Anthropology, 24*(4), 984–985. https://doi.org/10.1111/jlca.12448

Practitioner Pieces (non—peer reviewed)

4. **Back, M**. & Budke, M. (in press). Recruiting and preparing more language teachers. In *Teacher preparation for a global age*: *A new imperative for a changing world.* The Longview Foundation.
3. **Back, M.** & Wagner, M. (2020) Making connections: Educating world language teachers to support all language learners. *Connecticut COLT World Language News Exchange*, Fall edition, 3–6.
2. **Back, M.** (2020). Promoting language learning and teaching during times of crisis. *Connecticut COLT World Language News Exchange*, Summer edition, 4–5.
1. **Back, M.** & Dean, J. (2020). Recruiting teachers in the target language: Developing and implementing open educational resources for language teacher recruitment. *Connecticut COLT World Language News Exchange*, Spring edition, 4–5.

Op-Eds

2. Back, M. (2020). What if the coronavirus could change high school for the better? *CT Mirror*, June 2.
1. Back, M. (2020). Lenguaje, poder, y el poder del lenguaje. *Caretas,* May 29. Available upon request.

UNDER REVIEW

2. **Back, M.** Discursos y desafíos actuales en torno al racismo y lenguaje en el Perú [Current discourses and challenges around racism and language in Peru]. In L.M. Olguín, L. Andrade, & F. Kvietok, (Eds.), *Festschrift por los 25 años de vida académica de Virginia Zavala*. Under review by The WAC Clearinghouse.

1. **Back, M.** Revisiting social justice: A comparative case study of world language educators. Revisions returned to *The Modern Language Journal*.

IN PREPARATION

2. **Back, M.**, Navarro, M., Di Sarlo, G., & Guichot, E. Interculturality among preservice teachers in Spain: Are EFL teachers more interculturally oriented?
1. **Back, M.** Indigenous erasure in U.S. Spanish language curriculum: A multi-sited case study.

CURRICULUM INITIATIVES

1. Future Language Educators Recruitment Project (FLERP) 2020-2021
   Coordinated with a 26-person international team of K-16 educators to translate and adapt online, open-access modules with a focus on exploring the value of language learning and the possibilities of language teaching. Modules available in French (elementary and post/secondary), Spanish (elementary and post/secondary) and Arabic (post/secondary). Available at https://www.actfl.org/advocacy/educators-rising.

GRANTS, FELLOWSHIPS, AND AWARDS

17. Dean's Research Incentive Award (with Douglas Kaufman, David Moss, Eric Loken, and Alan Marcus); *Global Competence for All: Comparing the Evolution of Intercultural Growth among Study Abroad and At-Home Preservice Teachers; $10,000.* 2022-2023
16. Scholarship Facilitation Fund, University of Connecticut 2022-2023
    Cross-cultural collaborations in language and literacy education; $2,000 plus $2,000 matching departmental funds.
15. El Instituto Seed Grant. *Professional development on linguistic and cultural inclusion for K-16 educators in Peru; $1,000.* 2022-2023
14. Alternate, Fulbright Fellowship, Universidad de Murcia program in Theoretical and Applied Linguistics. 2022, 2025
    Fostering Intercultural Competence among EFL Teachers in Spain.
13. American Educational Research Association, Second Language SIG Mid-Career Award 2021-2022
12. Scholarship Facilitation Fund, University of Connecticut 2020-2021
    Designing Open Educational Resources for Language Teacher Recruitment. $2,000 plus $2,000 matching departmental funds.
11. NECTFL Mead Leadership Fellowship, Northeast Conference on the Teaching of Foreign Languages 2020–2021
    Financial support and mentorship to recruit a teacher working group to collect and develop open educational resources that support language teacher recruitment in target languages; $1,750
10. Scholarship Facilitation Fund, University of Connecticut 2019–2020
    Accuracy and implications of measurement of student data: How language, race/ethnicity, and migrant status are constructed in interactions and school records; $1,998.30.
9. El Instituto Seed Grant (with Aarti Bellara, Miriam Valdovinos, and Rebecca Campbell) *Accuracy and implications of measurement of student data (AIMS): How language, race/ethnicity, and migrant status are constructed in interactions and school records; $3,940.* 2018–2019
8. Early College Experience Concurrent Enrollment Research Grant, University of Connecticut's Office of Early College Programs 2018–2019
   Early College Experience courses as a pipeline for world language

teacher education; $3,322

7. Global Teacher Education Fellowship, GTE Fellows Program 2017–2018
   Revision of Masters seminar curriculum towards a global learning classroom for teacher candidates; $3,000
6. Scholarship Facilitation Fund, University of Connecticut 2016–2017
   Translation and editing of a multi-authored work on racialized discourse in Peru; $2,000
5. Dean's Research Incentive Award, Neag School of Education, University of Connecticut 2016–2017
   Translanguaging and multilingual ecology: Scaffolding success in linguistically diverse schools; $4,970
4. Summer Research Funding for Tenure-Track and Tenured Faculty, George Mason University 2014
3. University of California Consortium for Language Learning and Teaching 2011
   Developing online lessons for Spanish-speaking Learners of Portuguese; $1,500
2. Latin American Studies Research Grant, UC-Riverside 2010
1. Instructional Innovation Grant, UC-Riverside 2009-2010
   Implementing a virtual exchange with English language learners in Brazil; $1500

PRESENTATIONS

Invited Talks/Workshops

National/Local

22. **Back, M.** (2026). Translanguaging and multilingual identity in the language classroom. Workshop for Columbia University's Language Resource Center, New York, NY, October 2.
21. **Back, M.** (2025). Mixed Methods Research: Choosing What Works. Webinar for the ACTFL Research Special Interest Group, November 6.
20. **Back, M.**, Ehlers-Zavala, F., & Miller de Rutté, A. (2025). Decolonizing language teacher education: Voices from the Global North and Global South. Presentation for Colorado State University's Departments of Languages and English. April 28.
19. **Back, M.**, Drewelow, I., & Hamilton, C. (2025). Belonging in an interdisciplinary field. Invited panel for the 18th Annual Second Language Acquisition Student Symposium, Madison, WI, April 19.
18. **Back, M.** (2024). Using ChatGPT and generative AI for language teaching and learning. Brown bag Discussion for Yale University's Center for Language Study, February 22.
17. **Back, M.** (2024). Using ChatGPT and AI in Portuguese, Quechua, and Spanish language instruction. Workshop for The Ohio State University's Center for Latin American Studies, February 12.
16. **Back, M.** & Ramirez, A. (2023). Making ChatGPT a friend, not a foe, for language teaching and learning. Workshop for the 2023 ACTFL Convention, Chicago, IL, November 16.
15. **Back, M.** (2023). Performing knowledge and identity in native/heritage Spanish peer tutoring interactions. Presented at Temple University's Department of Spanish and Portuguese's Hispanic Heritage Month Event Series, Philadelphia, PA, October 18.
14. **Back, M.** (2022). "*Nunca olvides de donde vienes*:" Cultural excavation for language teachers' critical global competence. Presented as part of the invited colloquium, "Reckoning and Change in Language Teacher Education: A Critical, Inclusive Approach," The Wilga Rivers Language Pedagogy Colloquium, annual meeting of the American Association of Applied Linguistics, Pittsburgh, PA, March 19.
13. **Back, M.** (2022). Identity work and intercultural awareness through cultural excavation: Preservice teachers studying abroad. Presented at the Department of Curriculum and Instruction, University of Wisconsin, Madison, February 2.
12. **Back, M.** & Franco, R. (2021). "*Siempre adistanciados*:" Ideology, equity, and access in Peruvian emergency distance education for Spanish as a second language. Presented at Arizona State University's

Computer-Assisted Language Learning Club (AZCALL), virtual, October 16th.

11. **Back, M.** (2020). Developing global competence through cultural excavation: Implications for language education. Presented at the Department of Teacher Education, Michigan State University, Feb. 20. Also presented at Fordham University's Department of Modern Languages and Literatures, Jan. 14.
10. **Back, M.** (2018). *Hablemos de raza*: Discourses of racialization in Peru and Latin America. Presented at Encuentros Iberoamericanos en Berkeley: 20 Years. University of California, Berkeley, Sept.19.
9. **Back, M.** (2018). How world language teachers perform and position agency in classroom target language use. Presented at the University of Wisconsin, Madison's Program in Second Language Acquisition Speaker Series, March 5.
8. **Back, M.** (2017). Using Facebook data to analyze learner interaction during study abroad. Presented to students and faculty in the doctoral course GERM 727: The Study Abroad Experience, University of Wisconsin, Madison, March 15.
7. **Back, M.** (2016). Epistemics in interaction: Implications for world language tutoring programs. Presented at the Language Resource Center, Cornell University, Ithaca, NY, September 20.
6. **Back, M.** (2016). Citizen sociolinguistics and attitudes towards Quechua on Twitter in Peru. Presented at Portland State University's Student Organization of Applied Linguistics (SOAL), January 16.
5. **Back, M.** (2013). Co-constructing and resisting symbolic competence in peer tutoring groups. Presented at the University of California, Santa Barbara's Language, Interaction and Social Organization Research Focus Group, April 12.
4. **Back, M.** (2013). Symbolic competence in communities of practice: Implications for language learners and educators. Presented at the Department of Curriculum and Instruction, the Pennsylvania State University, January 15. Also presented at Texas Tech's Department of Classical & Modern Languages & Literatures, January 26.
3. **Back, M.** (2012). Performing and positioning linguistic prescriptivism in Peruvian CMC. Presented at the Latin American Studies Seminar, University of California, Riverside, March 8.
2. **Back, M.** (2010). *Bellas Melodías*: Failed reification and competing discourses of expertise in a target language community. Presented at the University of California, Santa Barbara's Language, Interaction and Social Organization Research Focus Group, January 29.
1. **Back, M.** (2009). Positioning language and identity in interviews: Examples from a multilingual indigenous Ecuadorian. Presented at the University of California, Los Angeles Anthropology Discourse Lab, November 4.

<u>International</u>

9. **Back, M.** (2022). Bilingualism, translanguaging, and student success: Examples from U.S. primary school contexts. Workshop for the course *Didáctica de la lengua inglesa*, November 29 and December 12, University of Seville, Spain.
8. **Back, M.** (2022). Bilingualism, translanguaging, and student success in U.S. ESL contexts. Workshop for the course *English in the World*, October 26, University of Lisbon, Portugal.
7. **Back, M**. (2022). La inclusión en la educación: dimensión lingüística y cultural [Inclusion in education: Cultural and linguistic dimensions]. Workshop for the course *Abordaje de la inclusión en la formación docente* [Approaches to inclusion in teacher preparation], October 21, Pontificia Universidad Católica del Perú, Lima, Peru (virtual).
6. **Back, M.** (2022). Identidad e interculturalidad: Las tareas de "excavación cultural" y la enseñanza de ELE. [Identity and interculturality: "Cultural excavation" activities and the teaching of Spanish as a foreign language]. Presented at the Instituto de Lengua y Cultura Española (ILCE)'s speaker series, October 7, Universidad de Navarra, Pamplona, Spain.
5. **Back, M.** (2020). Negotiating Participant Distress and Negative Perceptions in Multilingual Research. Presented as part of the panel, "Focusing on the Processes and Policies of Researching Multilingually." Southern Region of Sumatra Teaching English as a Foreign Language (SRS-TEFLIN) International Research Symposium, virtual, December 12.

4. Zavala, V. & **Back, M.** (2017). Presentation of the book *Racismo y lenguaje* (Lima: PUCP). Feria Internacional del Libro, Lima, Peru, August 5.
3. **Back, M.** (2014). Language, globalization, and transcultural practices. Presented at the University of KwaZulu-Natal's Department of Linguistics, Durban, South Africa, November 12.
2. **Back, M.** (2011). Del aprendizaje situado a la competencia simbólica [From situated learning to symbolic competence]. Remarks at the presentation of S. Frisancho, M.T. Moreno, P. Bravo, & V. Zavala, (Eds.), *Aprendizaje, Desarrollo y Cultura*. (Lima: PUCP). Feria Internacional del Libro, Lima, Peru, August 1.
1. **Back, M.** (2011). La Orquesta: Competing symbolic competences in a target language community. Presented at the Pontificia Universidad Católica del Perú, Lima, Perú, August 20.

Refereed Conference Papers

National/Local

37. **Back, M.** (2026). Co-creating solutions for world language teacher recruitment and retention. Presented at the annual meeting of the Connecticut Council of Language Teachers, New Haven, CT, October 15.
36. **Back, M.** (2026). Curious, cautious, and confident: Language teacher identity and expertise in the age of Generative AI. Presented at the annual meeting of the American Association of Applied Linguistics, Chicago, IL, March 23. Also presented at the annual TESOL convention, Salt Lake City, Utah, March 25.
35. **Back, M.** (2025). Instructor moves towards decolonial multiliteracies: Insights from English language teaching in Spain and Portugal. Presented as part of the panel "Decolonial approaches to the teaching of English and world languages," at the annual meeting of the American Educational Research Association, Denver, CO, April 24.
34. **Back, M.** & Dickey, A. (2025). Empowering heritage language learners through human rights education in a Spanish for Heritage Speakers course. Presented at the annual meeting of the American Association of Applied Linguistics, Denver, CO, March 22.
33. **Back, M.** & Russell, V. (2024). How can you help increase and diversify the language teacher pipeline? (Roundtable). Presented at the annual convention of the American Council for the Teaching of Foreign Languages (ACTFL), Philadelphia, PA, November 23.
32. Ramírez, A. & **Back, M.** (2024). Generative AI redux: What's new for language teaching and learning? Presented at the annual convention of the American Council for the Teaching of Foreign Languages (ACTFL), Philadelphia, PA, November 22.
31. Simmons, J., Kaufman, D., Moss, D. & **Back, M.** (2024). "I have more awareness of myself in context": A comparative analysis of pre-service teachers' engagement with race in study abroad. Presented at the annual meeting of the American Educational Research Association, Philadelphia, PA, April 12.
30. **Back, M.** & Kabulis, K (2024). The role of authentic versus AI-generated texts in language learner motivation and engagement. Presented at the annual meeting of the American Association of Applied Linguistics, Houston, TX, March 16. A version was also presented at the Connecticut Council of Language Teachers' Fall Conference, New Haven, CT, October 19, 2023.
29. **Back, M.** (2023). Using ChatGPT for language teaching and learning. Connecticut Council of Language Teachers Fall Conference, New Haven, CT, October 19.
28. **Back, M.**, Griswold, J., & Tubbs, M. (2022). Recruiting teachers in the target language. Presented at the annual conference of the Connecticut Council on Language Teaching (CT COLT), New Haven, CT, April 2.
27. **Back, M.**, Fadl, L., Yilma, B., & Tubbs, M. (2021). The Future Language Educators Recruitment Project (FLERP). Presented at the annual convention of the American Council of the Teachers of Foreign Languages (ACTFL), virtual, November 19.
26. **Back, M.**, George, M., Scarbrough, M., & Torres, K. (2021). Mead Project: Recruiting teachers in the target language: Resources for teacher recruitment. Presented at the Northeast Conference on the Teaching of Foreign Languages (NECTFL), virtual, April 25.
25. **Back, M.** (2021). The complexities of racialized discourses in a preservice teacher study abroad program.

Presented at the annual meeting of the American Association of Applied Linguistics (AAAL), virtual, March 20-23.

24. **Back, M.** (2020). When multilingualism fails: Working through distress and negative perceptions of language in multilingual research. Annual meeting of the American Educational Research Association (AERA), San Francisco, CA, April 20. https://www.aera20.net/ (Conference canceled).
23. **Back, M.** & Dean, J. (2020). Recruiting world language teachers through Early College Experience courses. Annual meeting of the American Educational Research Association (AERA), San Francisco, CA, April 21. https://www.aera20.net/ (Conference canceled).
22. Wagner, M., Perugini, D., & **Back, M.** (2020). Strategies for Equitable Language Learning for All Language Learners. Workshop at the Northeast Conference on the Teaching of Foreign Languages (NECTFL), New York, NY, February 13.
21. **Back, M.** & Wagner, M. (2020). Making connections-Educating world language teachers to support all language learners. Presented at the Northeast Conference on the Teaching of Foreign Languages (NECTFL), New York, NY, February 15.
20. Sidorova, O., Campbell-Montalvo, R. & **Back, M**. (2019). Accuracy and implications in measurement of student data (AIMS): How language, race/ethnicity, and migrant status are constructed in schools. Center for Behavioral and Education Research 9th Annual Graduate Research Symposium. Storrs, CT, May 9.
19. **Back, M.** (2019). Using student home languages for academic and socioemotional success. Presented at the fourth annual Leadership in Diversity conference, Storrs, CT, March 30.
18. **Back, M.** (2019). *¡Profesores adelante!* Recruiting teachers in the target language. Presented at the 13th CCSU Conference for Language Teachers, New Britain, CT, March 23. Also presented at the annual convention of the American Council of the Teachers of Foreign Languages (ACTFL), New Orleans, LA, Nov. 16, 2018.
17. **Back, M.** (2019). Enacting culturally relevant and sustaining pedagogies through global education: Case stories from the Global Teacher Education Initiative. Presented at the annual meeting of the American Association of Colleges for Teacher Education (AACTE), Louisville, KY, Feb. 23.
16. **Back, M.** (2018). World language teacher agency and classroom target language use: A comparative case study. Presented at the annual meeting of the American Educational Research Association, Teaching and Teacher Education/Division K-Section 03: Focus on the Lives of Teachers. New York, April 17.
15. **Back, M.** (2018). Interlocutor differences and social others: Mediating expertise in a Spanish peer tutoring context. Presented as part of the colloquium "Explorations of Interlocutors and Their Individual Differences: The Intersection of Acquisition Theory, Empirical Inquiry, and Methodological Rigor." Annual meeting of the American Association of Applied Linguistics, Chicago, IL; March 27.
14. **Back, M.** & Wagner, M. (2017). The role of languages and languaging in the world language classroom: An intercultural approach. Presented at the 2017 conference of the American Association of Applied Linguistics, Portland, OR.
13. **Back, M.** (2015). Individual differences in knowledge among peer tutors of Spanish: Epistemics in interaction. Presented at the Inaugural Symposium on Individual Interlocutor Differences, Bloomington, Indiana, October 1.
12. **Back, M.** (2015). Legitimacy and language loss: Positioning transcultural Quichua speakers. Presented at the Georgetown University Round Table (GURT), Washington, DC, March 13-15.
11. **Back, M.** (2014). Co-constructing expertise in learner-tutor interaction. Presented at the 33rd annual meeting of the Second Language Research Forum (SLRF), Columbia, SC, October 23. Also presented at the fourth annual meeting of the Language and Social Interaction Working Group (LANSI), New York, NY, October 4.
10. **Back, M.** (2014). Learner-tutor histories and the co-construction of symbolic competence. Presented as part of the colloquium "What we know and what we learn: Personal histories in L2 classroom discourse" at the annual meeting of the American Association of Applied Linguistics, Portland, OR, March 22.

9. **Back, M.** (2014). Symbolic competence and symbolic dissonance in learner-tutor interaction. Presented at the Georgetown University Round Table, Washington, DC, March 15.
8. **Back, M.** (2013). Síganme los buenos: Co-constructing symbolic competence in a peer tutoring session. Presented at the IADA Workshop "Dialogue in Multilingual, Multimodal, and Multicompetent Communities of Practice," Austin, TX, March 23.
7. **Back, M.** (2012). "Chiquito pero más rico:" Performing transnational multilingual masculinities. Presented at the 18th Annual Conference on Language, Interaction, and Culture, University of California, Los Angeles, May 12.
6. **Back, M.** (2012). From LOL to rsrsrs: Measuring the impact of study abroad through social media data. Presented at the annual conference of the American Association of Applied Linguistics, Boston, March 27, and the University of California Language Consortium's Biennial Conference, San Diego, April 22. A version was also presented at the Fall AATSP Conference of the Roger Antón Chapter, Redlands, CA, November 12, 2011.
5. **Back, M.** (2011). La Orquesta: Competing symbolic competences in a target language community. Presented at the annual conference of the American Association of Applied Linguistics, Chicago, IL, March 26.
4. **Back, M.** & Zepeda, M. (2010). Strategic orthographies: Performing and positioning linguistic prescriptivism in Peruvian CMC. Presented at the Georgetown University Round Table, Washington, DC, March 11. A poster version was also presented at the 15th Annual Conference on Language, Interaction, and Culture, University of California, Los Angeles, May 7, 2009.
3. **Back, M.** (2009). Bellas Melodías: Failed Reification of a Newcomer's Experience in a Target Language Community. Presented at the Second Language Research Forum as part of the colloquium **"**Gaining Access / Granting Access: Participation and non-Participation in Target Language Communities." East Lansing, MI, October 31.
2. **Back, M.** (2008). Self-stories as mediators of language acquisition: Narratives from Ecuadorian transnational musicians. Presented at the Georgetown University Round Table as part of the colloquium "Narratives Across Borders: Identity and Language Learning in Transnational Contexts." Washington, DC, March 16.
1. **Back, M.** (2007). Maintenance of minority languages: The role of identity. Presented at the annual conference of the American Association of Applied Linguistics, Costa Mesa, CA, April 24.

<u>International</u>

7. **Back, M.** (2024). Decolonial approaches to language teacher education (colloquium organizer/discussant). Presented at the 12th International Language Teacher Education Conference, Minneapolis, MN, June 1.
6. **Back, M.** (2023). When multilingualism fails: Working through distress and negative perceptions of language in multilingual research. Presented at the International Association of Applied Linguistics, (AILA), Lyon, France, July 18.
5. **Back, M.** (2023). Translanguaging as an inclusive practice for world language learning: Insights from teachers and teacher candidates. Presented at the International Association of Applied Linguistics, (AILA), Lyon, France, July 20.
4. **Back, M.** (2021). "My whiteness is very prominent in Cusco": Cultural excavation among teacher candidates studying abroad in Peru. Presented at the International Association of Applied Linguistics, (AILA), virtual, August 9.
3. **Back, M.** & Wagner, M. (2019). Making connections-Educating world language teachers to support all language learners. Presented at the 11th International Language Teacher Education Conference, Minneapolis, MN, June 1.
2. **Back, M.** (2015). La legitimidad y la pérdida lingüística: Los quichuahablantes transculturales [Legitimacy and language loss: Transcultural Quichua speakers]. Presented at the VI Symposium of Bilingualism and Bilingual Education in Latin America (BilingLatAm), Lima, Peru, August 14.
1. **Back, M.** (2015). Legitimacy and language loss: Positioning transcultural Quichua speakers. Presented at the joint meeting of the American Association of Applied Linguistics and the Canadian Association

of Applied Linguistics, Toronto, Canada, March 22.

(INTER)NATIONAL SERVICE

Leadership and committee positions

- 2026- Higher Ed group, ACTFL Professional Education and Certification Committee
- 2024- Scholar-Member, International and Comparative Bilingual Education Research Group (ICBERG)
- 2024-2026 Advisory Board, Applied Linguistics Press
- 2023-2026 Chair and co-chair, ACTFL Teacher Recruitment and Retention Committee
- 2023-2025 At-large member representing Higher Education, board of the American Council for the Teaching of Foreign Languages (ACTFL)
- 2023-2025 Editorial Board, SCOLT *Dimensions*
- 2023-2024 Chair, AAAL Dissertation Award Committee
- 2022-2023 Co-chair, AERA SLR SIG Mid-Career Award
- 2022- CT state liaison, Language Leadership Council, National Museum of Language

Manuscripts, proposals, and recommendations reviewed for:

Awards committees

- 2024-2025 ACTFL Research Priorities Grants
- 2022-2023 AAAL Dissertation Award
- 2022 ACTFL Lead with Languages Scholarship
- 2022 AERA SLR SIG Mid-Career Award
- 2018, 2020 ACTFL Paul Pimsleur Award for Research in World Language Education

Funding organizations

- The National Science Foundation (NSF)

Publishers

- Routledge
- Bloomsbury

Journals

- *American Educational Research Journal (AERJ)*
- *Annual Review of Applied Linguistics*
- *Applied Linguistics*
- *Children and Society*
- *Chinese Language and Discourse*
- *Foreign Language Annals*
- *Hispania*
- *International Journal of Intercultural Relations*
- *International Journal of Multilingualism*
- *Language Awareness*
- *Language, Culture, and Curriculum*
- *The Language Educator*
- *Linguistics and Education*
- *The Modern Language Journal*
- *The New Educator*
- *Multicultural Perspectives*
- *Open Education Studies*
- *Review of Educational Research*
- *Revista Ikalá*
- *Revista peruana de investigación educativa [Peruvian Journal of Educational Research]*

- *SCOLT Dimensions*
- *Second Language Research & Practice*
- *Social Sciences & Humanities Open*
- *Study Abroad Research in Second Language Acquisition and International Education*
- *System*
- *Teaching and Teacher Education*
- *TESOL Quarterly*

Conferences

- Annual conventions of the American Council on the Teaching of Foreign Languages (ACTFL)
- Annual conferences of the American Association of Applied Linguistics (AAAL).
- Annual meetings of the American Educational Research Association (AERA), Second Language Research SIG, Division K.
- Annual Second Language Research Forum (SLRF).

Invited colloquium organizer: "Reckoning and change in language teacher education: A critical, inclusive approach" at the American Association of Applied Linguistic (AAAL)'s annual meeting, Pittsburgh, PA, March 19, 2022.

Colloquium organizer: "Decolonial approaches to the teaching of English and world languages" at the annual meeting of the American Educational Research Association (Division K), April 24, 2025.

Colloquium organizer: "Decolonial approaches to language teacher education" at the 12th International Language Teacher Education Conference, Minneapolis, MN, June 1, 2024.

Colloquium organizer: "Enacting culturally relevant and sustaining pedagogies through global education: Case stories from the Global Teacher Education Initiative" at the American Association of Colleges of Teacher Education (AACTE)'s annual meeting, Louisville, KY, February 23, 2019.

Colloquium organizer: "Gaining Access / Granting Access: Participation and non-participation in target language communities" at the Second Language Research Forum, Michigan State University, East Lansing, MI, October 31, 2009.

Colloquium organizer: "Narratives Across Borders: Identity and Language Learning in Transnational Contexts," at the Georgetown University Roundtable, Washington, DC, March 16, 2008.

National, Regional, and State Memberships

- American Association of Applied Linguistics (AAAL)
- American Council on the Teaching of Foreign Languages (ACTFL)
- American Educational Research Association (AERA)
- Joint National Committee for Languages-National Council for Languages and International Studies (JNCL-NCLIS)
- Northeast Conference on the Teaching of Foreign Languages (NECTFL)
- Connecticut Council of Language Teachers (CT COLT)

STATE SERVICE

- Member, Languages/Classical Humanities Working Group, Connecticut Educator Preparation and Certification Board, 2026
- Member, CT World Language Standards Review Team, 2024-2025
- Member, CT Seal of Biliteracy Guidelines Work Group, 2023-2024
- Higher Ed task force, CT COLT, 2024-
- Advocacy Coordinator, Connecticut Council of Language Teachers, 2020-2022
- Member, Higher Education Advocates for Language Learning (HEALL), 2016-

UNIVERSITY SERVICE/LEADERSHIP

- University Interdisciplinary Courses Committee, Neag Representative, 2025-

- UConn AAUP (American Association of University Professors) Department Representative, 2024-
- UConn AAUP Co-Chair, Representative Assembly, 2024-
- Member, Scholarship Committee, Neag School of Education, University of Connecticut, 2024-
- UConn AAUP Chair, Compensation Subcommittee, 2024-2025
- ECE EDCI 1100 faculty coordinator, UConn Office of Early College Programs, 2021-2022, 2025-2026
- Chair, EDCI Curriculum and Courses Committee, Neag School of Education, University of Connecticut, 2021-2022
- Co-chair, Second Language Education subcommittee, General Education Oversight Committee, University of Connecticut, 2020-2022
- Study Abroad Program Director, Cusco, Peru, Neag School of Education, University of Connecticut, 2018-
- SPA/CAEP accreditation program reporter for Integrated Bachelors/Masters (IB/M) world languages program, Neag School of Education, University of Connecticut, 2015-
- IB/M, TCPCG, and graduate admissions committee member, Department of Curriculum and Instruction, Neag School of Education, University of Connecticut, 2015-

TEACHING EXPERIENCE

Southern Oregon University's Summer Language Institute, Guanajuato, Mexico, 2026-

FL 514: Action Research

University of Connecticut, 2015-

EPSY 6194: Mixed Methods
EDCI 5890: Educational Linguistics (asynchronous online and in-person)
EDCI 5830: Curriculum Laboratory: Action Research in Teacher Education
EDCI 5845: Seminar in International Education (asynchronous online and in-person)
EDCI 5094 and 5095: Seminar and Advanced Seminar: World Languages/Global Education
EDCI 5060: Social & Multicultural Foundations of Education (hybrid)
EDCI 4205W and EDCI 5085: Methods of World Language Instruction, Pre K-12
EGEN 4110: Student Teaching Seminar: World Languages
EGEN 4100: Seminar/Clinic in World Languages Education
EDCI 3125: Introduction to Methods and Clinical Practicum in World Language Instruction

George Mason University, 2013-2015

Spanish 500: History of the Spanish Language
Spanish 576/455: Spanish/English Translation (*combined graduate/undergraduate*)
Spanish 480: Research Methods in Applied Linguistics
Spanish 385: Introduction to Spanish Linguistics

University of California, Riverside, 2006-2012

Spanish 203: Second Language Acquisition
Spanish 190: Data Collection and Analysis Methods in Second Language Acquisition
Spanish 106A: Morphology and Syntax
Spanish 106B: Language Contact and Second Language Acquisition
Spanish 105: Phonetics and Phonology
Portuguese 101A, 101B, and 101C: Brazilian Portuguese for Speakers of Spanish

ADVISORY ROLES

Ph.D. Dissertation Advisor

Meredith Richters, University of Connecticut, Department of Curriculum and Instruction (current)
Gina Gallo, University of Connecticut, Applied Linguistics and Discourse Studies (current)
Joseph Dean, University of Connecticut, Department of Curriculum and Instruction (2023).

Ph.D. Dissertation Associate Advisor

Federico Giannuli, Department of Languages, Cultures, and Literatures (current)
Karen Lapuk, University of Connecticut, Department of Curriculum and Instruction (current).

Rae Alexander, University of Connecticut, Learning, Leadership and Education Policy (current).
Tamara Devine, University of Connecticut, Applied Linguistics and Discourse Studies (current).
Zhupeng Li, University of Connecticut, Applied Linguistics and Discourse Studies (current).
Monica Martinelli, University of Connecticut, Applied Linguistics and Discourse Studies (2025).
Hulya Emek Grosse, University of Connecticut, Applied Linguistics and Discourse Studies (2025).
Michael Li, University of Connecticut, Department of Educational Psychology (2023).
Elena Sada, University of Connecticut, Department of Curriculum and Instruction (2020).
Blair Izard, University of Connecticut, Department of Curriculum and Instruction (2020).
Mihyun Han, University of Connecticut, Department of Educational Psychology (2019).
Ruth Urbina-Lilback, University of Connecticut, Department of Curriculum and Instruction (2018).
Beomkyu Choi, University of Connecticut, Department of Educational Psychology (2017).

M.A. Thesis/Portfolio Advisor and Chair:

Oxana Sidorova, University of Connecticut, El Instituto Program in Latino/Latin Am. Studies (2021).
Julia Marchese, University of Connecticut, El Instituto Program in Latino/Latin Am. Studies (2020).
Shih-Chieh Weng, University of Connecticut, Department of Curriculum and Instruction (2019).
Roberto Brañez, Pontificia Universidad Católica del Perú, Department of Linguistics (2015).

LANGUAGES

- English (U.S.): Home language
- Spanish (Latin American variants): Near-native proficiency (C1 on CEFR)
- Portuguese (European and Brazilian variants): Advanced proficiency
- Ecuadorian Quichua (Unified and Imbabura variants): Intermediate proficiency
- French: Intermediate proficiency