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RESEARCH INTERESTS

***Emergent interests**

Language and content

Disciplinary literacy
Technical and academic vocabulary
Teaching strategies & equity
*Teacher preparation & practices
*Teaching beliefs, attitudes, and self-concepts

Individual differences

Attitudes (interest, motivation)
Self-concepts (anxiety, self-efficacy)
Learning strategies
Background (age, L1, L2)
Achievement

EDUCATION

- 2010 Ph.D. in Curriculum and Instruction, TESOL, University of Louisville, Louisville, KY. *English Language Learners in Focus: Predictors of English Proficiency and Academic Achievement.*
- 1995 M.A., French, Perm State Pedagogical University, Perm, Russia.
- 1995 B.A., Secondary Education, Perm State Pedagogical University, Perm, Russia.

ACADEMIC APPOINTMENTS AND EXPERIENCES

- 2013 – present *Assistant Professor in ESL/Bilingual Education*, Department of Teaching and Learning, Washington State University Tri-Cities, WA.
- 2011 – 2013 *Lecturer*, Department of Teaching and Learning, University of Louisville, KY.
- 2007 – 2010 *Teaching Assistant/Guest Lecturer*, Department of Teaching and Learning; Department of Applied Linguistics, University of Louisville, KY.
- 1997 – 2000 *French Teacher* (Grades 5-11), Secondary Municipal School #7, Perm, Russia.

Postdoctoral Research

- 2012 – 2013 *Research Associate, Sr.*, Gheens Science Hall and Rauch Planetarium, University of Louisville, Louisville, KY.
Responsibilities: Develop study proposals, protocols, and instruments; coordinate project logistics and school/district administration communication; provide PD; lead research team, article generation, and reporting.
- 2011 – 2013 *Research Associate*, Department of Teaching and Learning, University of Louisville, Louisville, KY.
Responsibilities: Develop study proposals, protocols, and instruments; lead research team, article generation, and reporting.

PUBLICATIONS**Work published since WSU employment*****Refereed Journals***

29. **Ardasheva, Y.**, Newcomer, S. N., Ernst-Slavit, G., Morrison, S. J., Morrison, J. A., Carbonneau, K. J., & Lightner, L. K. (in press). Decision-making practices of experienced upper-elementary teachers during small group instruction to support English learners. *The Elementary School Journal*.
28. **Ardasheva, Y.**, Newcomer, S. N., Firestone, J. B., & Lamb, R. L. (2019). Contributions of language-specific and metacognitive skills to science reading comprehension of middle school English learners. *Bilingual Research Journal*. Published online: <https://doi.org/10.1080/15235882.2019.1597774>
27. Tretter, T. R., **Ardasheva, Y.**, Morrison, J. A., & Roo, A. K. (2019). Strengthening science attitudes for newcomer middle school English learners: Visually enriched integrated science and language instruction. *International Journal of Science Education*. Published online: <https://doi.org/10.1080/09500693.2019.1585993>
26. Zhang, X., **Ardasheva, Y.**, Egbert, J. L., & Ullrich-French, S. C. (2019). Building assessments for self-efficacy in English Public Speaking in China. *The Asian-Pacific Education Researcher*. Preprint online: <https://doi.org/10.1007/s40299-019-00441-9>
25. Zhang, X., & **Ardasheva, Y.** (2019). Sources of college EFL learners' self-efficacy in the English public speaking domain. *English for Specific Purposes*, 53, 47-59.
24. Roo, A. K., & **Ardasheva, Y.** (2018). Demystifying the science report: How to help non-native English speaking students write better laboratory reports. *TESOL Journal*. Preprint published online: <https://onlinelibrary.wiley.com/doi/abs/10.1002/tesj.404>
23. Roo, A. K., **Ardasheva, Y.**, Newcomer, S. N., & Magaña, M. V. (2018). Contributions of tracking, literacy skills, and attitudes to science achievement of students with varied English proficiency. *International Journal of Bilingual Education and Bilingualism*. Preprint published online: <https://doi.org/10.1080/13670050.2018.1434125>
22. **Ardasheva, Y.**, Carbonneau, K. J., Roo, A. K., & Wang, Z. (2018). Relationships among prior learning, anxiety, self-efficacy, and science vocabulary learning of middle school students with varied English language proficiency. *Learning and Individual Differences*, 61, 21–30.
21. **Ardasheva, Y.**, Wang, Z., Roo, A. K., Adesope, O. O., & Morrison, J. A. (2018). The effects of representational visuals on science interest and reading comprehension of adolescent English learners. *Journal of Educational Research*, 111(5), 631–643.
20. Carbonneau, K. J., Zhang, X., & **Ardasheva, Y.** (2018). Pre-service educators' perceptions of manipulatives: The moderating role of mathematics teaching self-efficacy. *School Science and Mathematics*. *School Science and Mathematics*, 118(7), 300-309.

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- `19. **Ardasheva, Y.**, Wang, Z., Adesope, O. O., & Valentine, J. C. (2017). Exploring effectiveness and moderators of language learning strategy instruction on second language and self-regulated learning outcomes. *Review of Educational Research*, 87(3), 544–582.
- `18. **Ardasheva, Y.**, Newcomer, S. N., Firestone, J. B., & Lamb, R. (2017). Mediation in the relationship among EL status, vocabulary, and science reading comprehension. *Journal of Educational Research*, 110(6), 665–674.
- `17. **Ardasheva, Y.**, & Tretter, T. R. (2017). Developing science-specific, technical vocabulary of high-school newcomer English learners. *International Journal of Bilingual Education and Bilingualism*, 20(3), 252-271.
- `16. Wang, Z., Sundararajan, K., Adesope, O.O., & **Ardasheva, Y.** (2017). Moderating the seductive details effect in multimedia learning with note-taking. *British Journal of Educational Technology*, 48(6), 1380-1389.
- `15. **Ardasheva, Y.** (2016). A structural equation modeling investigation of relationships among school-aged ELLs' individual difference characteristics and academic and second language outcomes. *Learning and Individual Differences*, 47, 194–206.
- `14. **Ardasheva, Y.**, Howell, P. B., & Magaña, M. V. (2016). Accessing the classroom discourse community through Accountable Talk: English learners' voices. *TESOL Journal*, 7(3), 667–699.
- `13. Lamb, R. L., Firestone, J., & **Ardasheva, Y.** (2016). A computational modeling of rapid attitude formation during surveys about immigrants and immigration. *Computers in Human Behavior*, 63, 179–188.
- `12. **Ardasheva, Y.**, Norton-Meier, L., & Hand, B. (2015). Negotiation, embeddedness, and non-threatening learning environments as themes of science and language convergence for English language learners. *Studies in Science Education*, 51(2), 201–249.
- `11. **Ardasheva, Y.**, Bowden, J. O., Morrison, J. A., & Tretter, T. R. (2015). Comic relief: Using comic and illustrated trade books to support science learning in first year English language learners. *Science Scope*, 38(6), 39–47.
- `10. **Ardasheva, Y.**, Norton-Meier, L., Tretter, T. R., & Brown, S. (2015). Integrating science and literacy for young English language learners: A pilot study. *NYS TESOL Journal*, 2(1), 3–16.
- `9. Tretter, T., **Ardasheva, Y.**, & Bookstrom, E. (2014). A brick and mortar approach: Scaffolding use of specific science language structures for first year English language learners. *The Science Teacher*, 81(4), 39–44.
- `8. **Ardasheva, Y.**, & Tretter, T. R. (2013). Strategy Inventory for Language Learning—ELL Student Form: Testing for factorial validity. *Modern Language Journal*, 97(2), 472–487.

7. **Ardasheva, Y.**, & Tretter, T. R. (2013). Contributions of individual differences and contextual variables to reading achievement of English learners: An empirical investigation using Hierarchical Linear Modeling. *TESOL Quarterly*, 47(2), 323–351.
6. Norton-Meier, L.A., Hand, B., & **Ardasheva, Y.** (2013). Examining teacher actions supportive of cross-disciplinary science and literacy development among elementary students. *International Journal of Education in Mathematics, Science and Technology*, 1(1), 43–55.
5. **Ardasheva, Y.**, Tretter, T. R., & Kinny, M. (2012). English language learners and academic achievement: Revisiting the threshold hypothesis. *Language Learning*, 62(3), 769–812.
4. **Ardasheva, Y.**, Tong, S., & Tretter, T. R. (2012). Validating the English Language Learner Motivation Scale (ELLMS) to measure language learning motivational orientations among school-aged ELLs. *Learning and Individual Differences*, 22(4), 473–483.
3. **Ardasheva, Y.**, & Tretter, T. R. (2012). Perceptions and use of language learning strategies among ESL teachers and ELL students. *TESOL Journal*, 3(4), 552–585.
2. Howell, P. B., Thomas, S., & **Ardasheva, Y.** (2011). Talk in the classroom: Meeting the developmental, cultural, and academic needs of middle school students. *Middle Grades Research Journal*, 6(1), 47-63.
1. **Ardasheva, Y.**, & Brown, S. L. (2011). Content-area teachers seeking ELL Preparation: What motivates them? *Career Educator*, 1(2), 17–41.

Book Chapters

6. **Ardasheva, Y.**, & Sabelnikova, N. V. (under contact). English as an additional language (EAL) teacher preparation in Russia. In N. Polat, Mahalingappa, L., & Kayi-Aydar, H. (Eds.). *Preparation of teachers of English as an additional language (EAL) around the world: Research, policy, curriculum, and practice*. Multilingual Matters.
5. **Ardasheva, Y.**, Hao, T., & Zhang, X. (forthcoming). Pedagogical implications of current SLA research for vocabulary skills. In N. Polat, P. MacIntyre, & T. Gregersen (Eds.), *Research-driven pedagogy: Implications of SLA theory and research for the teaching of language skills*. New York, NY: Routledge.
4. **Ardasheva, Y.**, Carbonneau, K. J., & Zhang, X. (forthcoming). Factor analysis and statistical modeling in applied linguistics: Current issues and possibilities. In H. Rose, & J. McKinley (Eds.), *Routledge handbook of research methods in applied linguistics*. New York, NY: Routledge.
3. **Ardasheva, Y.**, & Kochetov, A. (2018). A glimpse into Russian history, culture, and language. In Egbert, J., & Ernst-Slavits, G. (Eds.), *Views from inside: Languages, cultures, and schooling for K-12 educators* (pp. 417-433). Charlotte, NC: Information Age Publishing.

2. **Ardasheva, Y.** (2017). Scaffolding science vocabulary for middle school newcomer ELLs. In L. C. de Oliveira, & K. Campbell Wilcox (Eds.), *Teaching science to English language learners: Preparing pre-service and in-service teachers* (pp. 219-241). Basingstoke, United Kingdom: Palgrave Macmillan.
1. Tretter, T. R., **Ardasheva, Y.**, Bookstrom, E., Bowden, J., & Duckwall, M. (2015). Planetarium-based science visualizations to support complex science learning for first-year middle and high school English language learners. In K. D. Finson, & J. Pedersen (Eds.), *Application of visual data in K-16 science classrooms* (pp. 3-26). Charlotte, NC: Information Age Publishing.

Conference Proceedings

1. **Ardasheva, Y.** (2016). What research has to say about teaching vocabulary to young language learners? In *International Educational Partnership—Nishinomiya, Japan with WSU College of Education: The 20th Education Seminar Proceedings* (pp. 26-40). [Published in English and Japanese]. Nishinomiya, Japan: Nishinomiya Board of Education, School Education Division.

GRANT/AWARD ACTIVITIES

Leading Roles on Grants (funds secured since WSU employment: \$2,332,913)

Pending Grants

Norton-Meier, L., Tretter, T. R., Morrison, J. A., **Ardasheva, Y.**, & Austin, B. W. (2019-2023; Pending). *Collaborative Research: Science Inquiry Centered Argumentation Model (SciCAM): Enhancing Science Learning and Reasoning for Young Children, Including English Learners (ELs)*. National Science Foundation, Discovery Research PreK-12 (DRK-12) program, \$1,255,712, Role on grant: Co-PI.

Funded Grants

11. Ernst-Slavit, G., Morrison, J. A., **Ardasheva, Y.**, Newcomer, S. N., & Carbonneau, K. J. (2017-2022). *Equity for Language Learners—Improving Practices and Acquisition of Culturally Responsive Teaching (ELL-IMPACT)*. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, National Professional Development program, **\$2,274,430** awarded. Role on grant: Co-PI.
10. **Ardasheva, Y.**, & Newcomer, S. N. (2018-2019). *Infusing Teacher-Preparation Curriculum with Case-Based Instruction Focused on Culturally Responsive Pedagogy*. Samuel H. and Patricia W. Smith Teaching and Learning Endowment, Grant from the Vice Provost for Undergraduate Education, Washington State University, **\$6,000** awarded. Role on grant: PI.
9. Rougée, A., Danielson, R., Ramazan, O., & **Ardasheva, Y.** (2019). *Effects of School Climate on Immigrant and Linguistically Diverse Students' PISA Scores in Mathematics*. College of Education Collaborative Research Retreat Funding Awards, Washington State University, **\$643** awarded. Role on grant: Co-PI.

8. Carbonneau, K. J., Barrio, B. L., Newcomer, S. N., & **Ardasheva, Y.** (2017-2018). *Case Based Instruction for Culturally Responsive Teaching*. Berry Family Fellowship, Washington State University, **\$20,000** awarded. Role on grant: Co-PI.
7. **Ardasheva, Y.**, Firestone, J. B., & Lamb, R. L. (2015-2016). *Science and Literacy Integration: Developing Science Vocabulary Support Program for Middle School English Language Learners—Year 2*. College of Education Faculty Research Funding Awards, Washington State University, **\$8,779** awarded. Role on grant: PI.
6. **Ardasheva, Y.**, & Adesope, O.O. (2014-2015). *Language Learning Strategy Instruction Effectiveness: A Meta-Analysis*. New Faculty Seed Grant Competition, Office of Research, Washington State University, **\$14,460** awarded. Role on grant: PI.
5. **Ardasheva, Y.**, Firestone, J. B., & Lamb, R. L. (2014-2015). *Science and Literacy Integration: Developing Science Vocabulary Support Program for Middle School English Language Learners*. College of Education Faculty Research Funding Awards, Washington State University, **\$8,601**. Advisory Board: Drs. Judith A. Morrison and Thomas L. Salsbury. Role on grant: PI.
4. Tretter, T. R., & **Ardasheva, Y.** (2012–2013). *Immersed in Science: Planetarium-Based Scientific Visualizations for Middle and High School English Language Learners*. Sutherland Foundation, **\$75,000** awarded. Role on grant: Co-Author, Senior Personnel.
3. Norton-Meier, L. A., & **Ardasheva, Y.** (2011–2013). *Science Inquiry Centered Argumentation Model (ScICAM) for Young English Language Learners: A Pilot Study*. Intramural Research Incentive Grants: Competitive Enhancement Grant Program, University of Louisville, **\$14,940** awarded. Role on grant: Co-Author, Senior Personnel.
2. Norton-Meier, L. A., & **Ardasheva, Y.** (2011–2012). *Questions, Claims, and Evidence Book Project*. College of Education and Human Development Research & Faculty Development Grants, University of Louisville, **\$3,000** awarded. Role on grant: Co-Author, Senior Personnel.
1. **Ardasheva, Y.** (2009–2010). *English Language Learners in Focus: Predictors of Academic Achievement* [Dissertation]. Intramural Research Incentive Grant: Study Initiation Program, University of Louisville, **\$2,000** awarded. Faculty Advisor: Dr. Penny Howell. Role on grant: Author.

Technical Support Roles on Grants

- Data Analyst (2009-2010), *Evaluation of Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) KY II*. Grant from the Kentucky Council on Postsecondary Education (CPE), 2006-2010, \$400,000. PI: Dr. William Bush.
- Data Analyst for Program Evaluation (2007-2008), *Community-Based Science for Teachers, Improving Educator Quality*. Grant from the Kentucky Council on Postsecondary Education (CPE), 2007-2008, \$120,000. PI: Tedy Phillipson-Mower.
- Data Coordinator (2006-2007), *Groundwork Education in Mathematics and Science (GEMS)*. National Science Foundation (NSF), Graduate Teaching Fellows in K-12 Education (GK-12) program, 2004-2007, \$1.8 million. PI: Dr. Sherri L. Brown.

CONFERENCE PRESENTATIONS**Work presented since WSU employment.***National/International Conferences*

52. Newcomer, S. N., Ernst-Slavit, G., Morrison, S. J., Morrison, J. A., Lightner, L. K., **Ardasheva, Y.**, & Carbonneau, K. J. (2019, April). "This was the first time anybody had ever invited me:" The power of school/family engagement. Paper presented at the annual meeting of American Educational Research Association (AERA), Toronto, Canada.
51. **Ardasheva, Y.**, Crosson, A. C., Carbonneau, K. J., & French, B. F. (2019, April). *Unpacking contributions of morphosyntactic awareness and vocabulary to science reading comprehension among linguistically diverse students*. Roundtable paper presented at the annual meeting of American Educational Research Association (AERA), Toronto, Canada.
50. **Ardasheva, Y.**, Carbonneau, K. J., & Zhang, X. (2019, April). *Factor analysis and statistical modeling in applied linguistics: Current issues and possibilities*. Roundtable paper presented at the annual meeting of American Educational Research Association (AERA), Toronto, Canada.
49. Zhang, X., Austin, B., & **Ardasheva, Y.** (2019, April). *Alternative model comparison for English public speaking self-efficacy: Bifactor versus second-order models*. Roundtable paper presented at the annual meeting of American Educational Research Association (AERA), Toronto, Canada.
48. Zhang, X., & **Ardasheva, Y.** (2019, April). *Individual differences' impacts on English public speaking self-efficacy*. Roundtable paper presented at the annual meeting of American Educational Research Association (AERA), Toronto, Canada.
47. Hao, T., Wang, Z., & **Ardasheva, Y.** (2019, April). *Investigating the effects of dual-language subtitles on EFL vocabulary learning and listening of TED talks*. Roundtable paper presented at the annual meeting of American Educational Research Association (AERA), Toronto, Canada.
46. **Ardasheva, Y.**, Newcomer, S. N., Ernst-Slavit, G., Morrison, S. J., Morrison, J. A., Carbonneau, K. J. & Lightner, L. K. (2018, November). *Experienced teachers' small group instruction decision-making practices*. Session paper presented at the annual meeting of the American Anthropological Association, San Jose, CA.
45. Newcomer, S. N., Ernst-Slavit, G., Morrison, S. J., **Ardasheva, Y.**, Morrison, J. A., Lightner, L. K., & Carbonneau, K. J. (2018, November). *Exploring our educational imagination: Stories of journeying toward teaching*. Session paper presented at the annual meeting of the American Anthropological Association, San Jose, CA.
44. Carbonneau, K. J., Barrio, B., Newcomer, S. N., & **Ardasheva, Y.** (2018, October). *Case-based instruction for culturally responsive teaching: Understanding individual differences*. Structured poster presented at the 40th International Conference on Learning Disabilities, Council for Learning Disabilities, Portland, OR.
43. **Ardasheva, Y.**, Newcomer, S. N., Ernst-Slavit, G., Morrison, S. J., Carbonneau, K. J., Morrison, J. A., & Lightner, L. K. (2018, April). *Upper-elementary teachers' use of small group strategies across content areas to support English learners*. Roundtable paper presented at the annual meeting of American Educational Research Association (AERA), New York, NY.

42. **Ardasheva, Y.**, Carbonneau, K. J., Roo, A. K., & Wang, Z. (2018, April). *Anxiety and self-efficacy contributions to science vocabulary learning of secondary students with varied English proficiency*. Roundtable paper presented at the annual meeting of American Educational Research Association (AERA), New York, NY.
41. Zhang, X., **Ardasheva, Y.**, Egbert, J. L., & Ullrich-French, S. C. (2018, April). *Validation of two English public speaking self-efficacy scales*. Roundtable paper presented at the annual meeting of American Educational Research Association (AERA), New York, NY.
40. Roo, A. K., **Ardasheva, Y.**, Newcomer, S. N., & Magaña, M. V. (2018, April). *Contributions of attitudes, literacy skills, and tracking to English learners' science achievement*. Roundtable paper presented at the annual meeting of American Educational Research Association (AERA), New York, NY.
39. Van Orman, D. S. J., **Ardasheva, Y.**, & Carbonneau, K. J. (2018, April). *Effectiveness of extended vocabulary instruction on vocabulary learning and science reading comprehension in mixed-English-proficiency classrooms*. Roundtable presented at the annual meeting of American Educational Research Association (AERA), New York, NY.
38. Hellman, A. B., Ernst-Slavit, G., **Ardasheva, Y.**, Newcomer, S. N., Bell, A. B., Uribe-Zarain, X., Morrison, S. J., & Rojas-McWhinney, J., & Gonzalez, A. (2018, March). *Designing professional development for pre- and in-service educators*. Session presented at the annual meeting of the 2018 Teachers of English to Speakers of Other Languages (TESOL) Convention, Chicago, IL.
37. Zhang, X., **Ardasheva, Y.**, Egbert, J. L., & Ullrich-French, S. C. (2018, March). *Validation of two English public speaking self-efficacy scales*. Poster presented at the annual meeting of the 2018 Teachers of English to Speakers of Other Languages (TESOL) Convention, Chicago, IL.
36. **Ardasheva, Y.**, Roo, A. K., Wang, Z., O., Adesope, O., & Morrison, J. (2017, April-May). *Impacts on science reading comprehension and interest: Do pictures always help English learners?* Paper presented at the annual meeting of American Educational Research Association (AERA), San Antonio, TX.
35. **Ardasheva, Y.**, Newcomer, S. N., Firestone, J. B., & Lamb, R. (2017, April-May). *Does vocabulary knowledge mediate the EL status effect in science reading comprehension?* Roundtable paper presented at the annual meeting of American Educational Research Association (AERA), San Antonio, TX.
34. **Ardasheva, Y.**, & Green, J. (2017, March). *Technology in service of visual vocabulary scaffolding for ELs*. Session presented at the annual meeting of the 2017 Teachers of English to Speakers of Other Languages (TESOL) Convention, Seattle, WA.
33. Roo, A. K., **Ardasheva, Y.**, with Wang, Z., Adesope, O., Newcomer, S. N., Firestone, J. B., & Lamb, R. (2017, March). *Contributors to science reading comprehension: Study 1 and Study 2*. Poster presented at the annual meeting of the 2017 Teachers of English to Speakers of Other Languages (TESOL) Convention, Seattle, WA.
32. **Ardasheva, Y.**, Wang, Z., & Adesope, O. (April, 2016). *Exploring effectiveness and moderators of language learning strategy instruction on second language and self-regulation outcomes*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Washington, DC.

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31. **Ardasheva, Y.**, Firestone, J. B., Lamb, R., & Newcomer, S. N. (April, 2016). *Contributions of strategies, self-efficacy, and general and technical vocabulary to science reading comprehension among ELLs*. Roundtable presented at the annual meeting of the American Educational Research Association (AERA), Washington, DC.
30. **Ardasheva, Y.**, & Green, J. (April, 2016). *Relative contributions of language learning strategies to reading and mathematics achievement of English learners*. Roundtable presented at the annual meeting of the American Educational Research Association (AERA), Washington, DC.
29. **Ardasheva, Y.**, & Green, J. (April, 2016). *Scaffolding academic vocabulary for adolescent newcomer and long-term ELLs*. Session presented at the annual meeting of the 2016 Teachers of English to Speakers of Other Languages (TESOL) Convention, Baltimore, MD.
28. Green, J., D., Wright-Maley, C., **Ardasheva, Y.**, Gonzalez, E. M., & Slayton, J. (April, 2016). *Making content accessible for ELLs through an immersion simulation experience*. Session presented at the annual meeting of the 2016 Teachers of English to Speakers of Other Languages (TESOL) Convention, Baltimore, MD.
27. **Ardasheva, Y.**, & Tretter, T. (2015, May). *Science Vocabulary Support (SVS) program development, refinement, and preliminary effectiveness evaluation*. A paper session in Guerrettaz, A. M., Ardasheva, Y., George-Hirons A., & Murie, R. *Processes and practices of materials development in content-based language teaching* [symposium] presented at the Ninth International Conference on Language Teacher Education, Center for Advanced Research on Language Acquisition (CARLA) Minneapolis, MN.
26. **Ardasheva, Y.**, & Tretter, T. (2015, April). *Addressing science vocabulary needs of high school newcomers*. Roundtable presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
25. Green, J., **Ardasheva, Y.**, Slayton, J., & Devore, T. (2015, March). *Making the language standards come alive for preservice teachers*. Session presented at the annual meeting of the 2015 Teachers of English to Speakers of Other Languages (TESOL) Convention, Toronto, Ontario, Canada.
24. Tretter, T., **Ardasheva, Y.**, & Morrison, J. (2015, January). *Visually rich integrated science and language instruction to strengthen science attitudes for newcomer middle school English learners*. Paper presented at the annual meeting of the Association for Science Teacher Education (ASTE), Portland, OR.
23. Bowden, J., & **Ardasheva, Y.**, Tretter, T. R., & Bookstrom, E., (2014, October). *Scaffolding academic vocabulary development for newcomer and SIFE adolescent ELLs*. Session presented at the World-Class Instructional Design and Assessment (WIDA) 2014 National Conference, Atlanta, GA.
22. Norton-Meier, L., **Ardasheva, Y.**, Tretter, T. R., & Brown, S. (2014, April). *Science Inquiry Centered Argumentation Model (SciCAM) for young English language learners*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia.
21. Tretter, T. R., & **Ardasheva, Y.** (2014, April). *Strengthening science attitudes: Planetarium-based scientific visualizations for middle and high school English language learners*. Poster presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.

20. Tretter, T. R., **Ardasheva, Y.**, Norton-Meier, L., & Brown, S. (2014, March-April). *Science Inquiry Centered Argumentation Model (SciCAM) for young English language learners*. Poster presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Pittsburg, PA.
19. Tretter, T. R., & **Ardasheva, Y.** (2014, March-April). *Strengthening science attitudes: Planetarium-based scientific visualizations for middle and high school English language learners*. Poster presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Pittsburg, PA.
18. **Ardasheva, Y.**, Bowden, J., Tretter, T. R., Bookstrom, E., & Morrison, J. (2014, March). *Comic relief for newcomer and interrupted-formal-education ELLs*. Session presented at the annual meeting of the 2014 Teachers of English to Speakers of Other Languages (TESOL) Convention, Portland, OR.
17. Bowden, J., **Ardasheva, Y.**, Bookstrom, E., Tretter, T. R., & Duckwall, M. (2013, October). *Trade and comic books to support newcomer ELLs' science learning*. Session presented at the World-Class Instructional Design and Assessment (WIDA) 2013 National Conference, Milwaukee, WI.
16. **Ardasheva, Y.**, & Tretter, T. (2013, April-May). *Validating Oxford's Strategy Inventory for Language Learning (SILL) for use with school-aged English language learners (ELLs)*. Paper presentation at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
15. **Ardasheva, Y.**, Norton-Meier, L., & Hand, B. (2013, April-May). *Science and language convergence for English learners*. Paper presentation at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
14. **Ardasheva, Y.**, Tong, S., & Tretter, T. R. (2012, April). *Measuring language learning motivational orientations among pre-college ELLs: An instrument validation study*. Paper presentation at the annual meeting of the American Educational Research Association (AERA), Vancouver, British Columbia, Canada.
13. **Ardasheva, Y.**, & Tretter, T. R. (2012, April). *Perceptions and use of language learning strategies: Results from a survey study*. Paper presentation at the annual meeting of the American Educational Research Association (AERA), Vancouver, British Columbia, Canada.
12. **Ardasheva, Y.**, & Tretter, T. R. (2012, March). *Diagnosing learning strategies to inform professional development for ESL teachers*. Paper presentation at the 46th Annual Teachers of English to Speakers of Other Languages (TESOL) Convention, Philadelphia, PA.
11. **Ardasheva, Y.**, & Tretter, T. R. (2011, April). *The relationships among individual differences, school characteristics, and L2 reading achievement of school-aged ELL students*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
10. **Ardasheva, Y.** (2011, March). *Examining the lower level Threshold Hypothesis in a secondary ESL context*. Paper presented at the 45th Annual Teachers of English to Speakers of Other Languages (TESOL) Convention, New Orleans, LA.
9. **Ardasheva, Y.**, Tretter, T. R., & Kinny, M. (2010, April-May). *Re-designated fluent English proficient students: Closing the academic achievement gap?* Paper presented at the

- annual meeting of the American Educational Research Association (AERA), Denver, CO.
8. **Ardasheva, Y.**, & Howell, P. B. (2010, April-May). *Building academic capital among English language learners through Accountable Talk*. Roundtable presentation presented at the annual meeting of the American Educational Research Association (AERA), Denver, CO.
 7. Howell, P. B., & **Ardasheva, Y.** (2009, November). *Teaching early adolescents how to talk: Creating productive class discussion in any content area*. Paper presented at the 36th National Middle School Association Annual Conference, Indianapolis, IN.
 6. **Ardasheva, Y.**, Tretter, T. R., & Kinny, M. (2009, October). *Academic achievement among middle school re-designated fluent English proficient students: Closing the gap?* Paper presented at the 15th National Evaluation Institute, Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE), Louisville, KY.
 5. **Ardasheva, Y.**, & Brown, S. (2009, April). *Content-area teachers and ESL preparation: Motivational considerations*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
 4. Howell, P. B., & **Ardasheva, Y.** (2009, April). *Accountable talk in the middle school math classroom*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
 3. Howell, P. B., Thomas, S., Holman, T., & **Ardasheva, Y.** (2008, March). *Talk in the classroom: Meeting the developmental, cultural, and academic needs of middle school students*. Paper presented the annual meeting of the American Educational Research Association (AERA), New York, NY.
 2. **Ardasheva, Y.**, & Brown, S. (2008, January). *Motivation of general and content area teachers seeking training in educating English Language Learners*. Paper presented at the Association for Science Teacher Education (ASTE) conference, St. Louis, MO.
 1. Hulan, N., Vanderhaar, J. E., & **Ardasheva, Y.** (2007, November). *Culturally responsive teaching*. Workshop presented at the National Kappa Delta Pi Bi-Annual Convocation, Louisville, KY.

Regional Conferences

16. Ernst-Slavit, G., Morrison, J. A., Lightner, L. K., Morrison, S. J., Newcomer, S. N., **Ardasheva, Y.**, & Carbonneau, K. J. (2019, February/ March). *Alternative routes to teacher certification for paraprofessionals: One program example*. Paper presented at the 15th Annual Globalization, Diversity, and Education Conference, Airway Heights, WA.
15. Roo, A. K., **Ardasheva, Y.**, Newcomer, S. N. & Magaña, M. V. (2018, March). *Contributions of tracking, literacy skills, and attitudes to science achievement of students with varied English proficiency*. Poster session presented at Washington State University 2018 Showcase, Pullman, WA.
14. Carbonneau, K. J., Barrio, B., **Ardasheva, Y.**, Newcomer, S. N., Jin, G., & Sataraka, J. (2018, March). *Case-based instruction for culturally responsive teaching*. Poster session presented at Washington State University 2018 Showcase, Pullman, WA.
13. Roo, A. K., **Ardasheva, Y.**, & Magaña, M. V. (2017, November/December). *Contributions of attitudes, literacy skills, and tracking to English learners' science achievement*. Session presented at the 33rd Washington Educational Research Association

- (WERA)/Office of Superintendent of Public Instruction (OSPI) annual conference, Seattle, WA.
12. Van Orman, D. S. J., & **Ardasheva, Y.** (2017, November/December). *Improving science reading comprehension through vocabulary support*. Session presented at the 33rd Washington Educational Research Association (WERA)/Office of Superintendent of Public Instruction (OSPI) annual conference, Seattle, WA.
 11. Roo,¹ A. K., **Ardasheva,² Y.**, Carbonneau,² K. J., & Wang,³ Z. (2017, March). *Contributors to Science Vocabulary Learning: Study 1*. Poster session presented at Washington State University 2017 Showcase, Pullman, WA.
 10. **Ardasheva, Y.**, Van Orman, D. S. J., & Torres, J. (2017, March). *Contributors to Science Vocabulary Learning: Study 2*. Poster session presented at Washington State University 2017 Showcase, Pullman, WA.
 9. Wang, Z., **Ardasheva, Y.**, Adesope, O. O., & Valentine, J. C. (2016, March). *Exploring effectiveness and moderators of language learning strategy instruction*. Poster session presented at Washington State University 2016 Showcase, Pullman, WA.
 8. Roo, A. K., **Ardasheva, Y.**, Wang, Z., & Adesope, O. (2016, March). *Contributors to science reading comprehension: Study 1*. Poster session presented at Washington State University 2016 Showcase, Pullman, WA.
 7. **Ardasheva, Y.**, Newcomer, S. N., Firestone, J. B., & Lamb, R. (2016, March). *Contributors to science reading comprehension: Study 2*. Poster session presented at Washington State University 2016 Showcase, Pullman, WA.
 6. Lamb, R. L., Firestone, J., & **Ardasheva, Y.** (March, 2015). *Modeling of social pressure in rapid attitudinal formation concerning immigrants and immigration*. Poster session presented at WSU Academic Showcase 2015, Washington State University, Pullman, WA.
 5. **Ardasheva, Y.**, & Morrison, J. (2014, June). Integrating trade and comic books to support English learners' science learning. Workshop presented at the 2014 annual meeting of the Northwest Association of Teacher Educators (NWATE), Pullman, WA.
 4. Patton, E., & **Ardasheva, Y.** (2012, October). *Research for the classroom: Language Learning Strategy Instruction*. Paper presented at the Kentucky Teachers of English to Speakers of Other Languages (KY-TESOL), Louisville, KY.
 3. **Ardasheva, Y.**, & Patton, E. (2011, November). *Language learning strategy instruction: What we know and do not know?* Paper presented at the English Language Learners Indiana Southeast (ELL-SI) Conference, New Albany, IN.
 2. **Ardasheva, Y.**, & Brown, S. (2008, September). *Mainstream teachers' motivation to obtain ESL training*. Paper presented at the annual meeting of Southeast Teachers of English to Speakers of Other (SE-TESOL) Languages, Birmingham, AL.
 1. Howell, P. B., & **Ardasheva, Y.** (2008, April). *Accountable talk in middle school mathematics: Perspectives and practices*. Poster presented at the University of Louisville, University of Kentucky, and University of Cincinnati Spring Research Conference, University of Cincinnati, OH.

Invited Presentations

5. Ernst-Slavit, G., Carbonneau, K. J., **Ardasheva, Y.**, Morrison, J., & Newcomer, S. N. (November, 2017). *Equity for language learners - improving equity and acquisition of culturally responsive teaching*. Invited poster presentation, Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, National Professional Development Program, Project Director's Meeting, Arlington, VA.
4. **Ardasheva, Y.**, Norton-Meier, L., & Hand, B. (August, 2017). *Negotiation, embeddedness, and non-threatening learning environments as themes of science and language convergence for English language learners*. Invited symposium session based on contributions to *Studies in Science Education* at the European Science Education Research Association (ESERA) conference, Dublin, Ireland.
3. Hellman, A. B., Reynolds, K. M., Ernst-Slavit, G., **Ardasheva, Y.**, Morrison, S. J., Nutta, J., Mihai, F., Purmensky, K., & Davis, L. (March, 2017). *Successful program design in teacher professional development*. Invited symposium session at the annual meeting of the 2017 Teachers of English to Speakers of Other Languages (TESOL) Convention, Seattle, WA.
2. **Ardasheva, Y.** (October, 2016). *Studying bilingual and ELL education: History, trends, and programs of studies*. Invited presentation at the Language Learning Center, Whitman College, Walla Walla, WA.
1. **Ardasheva, Y.** (October, 2015). *What research has to say about teaching vocabulary to young language learners?* Invited presentation at the 20th WSU–Nishinomiya Education Seminar, Washington State University, Pullman, WA.

Invited Workshops

1. **Ardasheva, Y.** (October, 2018). *Engaging ELL students with comic and trade books*. Invited workshop at Spokane Teachers Credit Union and College of Education WSU Tri-Cities Education Summit.

UNIVERSITY TEACHING**Washington State University** (2013 – present)

Master's-level and endorsement courses: **TCH LRN 504:** (ELL/BLE Endorsement) Linguistics for Teachers, **TCH LRN 414/514:** (ELL/BLE Endorsement) Methods and Materials for Bilingual/ELL Education, **EdPsych 505:** Introduction to Educational Research.

Undergraduate and certification courses: **TCH LRN 333:** (pre-program) Introduction to English as a Second Language, **TCH LRN 339:** (ELL/BLE Endorsement) Communicating in Diverse Classrooms, **TCH LRN 414/514:** (ELL/BLE Endorsement) Methods and Materials for Bilingual/ELL Education.

University of Louisville (Lecturer; 2011 – 2013)

Master's-level courses: **EDAP 521:** Teaching English Learners, **EDAP 678:** Language Knowledge and Acquisition, **EDTP 420/620:** Reading and Writing Across the Curriculum.

Undergraduate courses: EDTP 420/620: Reading and Writing Across the Curriculum.

University of Louisville (Teaching Assistant/Guest Lecturer; 2007 – 2010)

Doctoral-level courses: EDAP 694: Doctoral Professional Seminar: First Year.

Master's-level courses: ENG 625: The Teaching of English as a Second Languages, **EDAP 604:** Methods for Teaching & Assessing ELLs, **EDAP 610:** Literacy Research and Theory, **EDTP 420/620:** Reading and Writing Across the Curriculum.

Undergraduate courses: EDTP 420/620: Reading and Writing Across the Curriculum.

SERVICE

Profession

Awards Committee Co-Chair (2017-2019), American Educational Research Association (AERA), leading the 2017 & 2018 Mid-Career Award selection process, Second Language Research Special Interest Group

Secretary/Treasurer Advisor (2017-2018), of the Vocabulary Special Interest Group, American Educational Research Association (AERA)

Secretary/Treasurer (2015-2017), of the Vocabulary Special Interest Group, American Educational Research Association (AERA)

Guest Editor:

- *TESOL Journal*, Special Issue on K-12 Creativity (2017 – 2018)

Editorial Advisory Board Member:

- *TESOL Journal* (2016 – 2018)

Judge/Reviewer/Mentor:

- 2019 American Educational Research Association (AERA), Second Language Research Special Interest Group, Mentor
- 2016 American Educational Research Association (AERA), Second Language Research Dissertation Award, Reviewer
- 2016 American Educational Research Association (AERA), Student Vocabulary Research Paper Award, Reviewer
- 2016 Teachers of English to Speakers of Other Languages (TESOL), Ruth Crymes TESOL Academies Fellowships, Judge
- 2015 American Educational Research Association (AERA), Student Vocabulary Research Paper Award, Reviewer
- 2015 Teachers of English to Speakers of Other Languages (TESOL), Award for Distinguished Research, Judge

Journal Reviewer:

- *Journal of Engineering Education* (2019 – present)
- *Journal of Research in Science Teaching* (2018 – present)
- *English for Specific Purposes* (2018 – present)
- *Journal of Literacy Research* (2012, 2018 – present)
- *Learning and Individual Differences* (2018 – present)
- *Educational Policy* (2018 – present)
- *Language Learning* (2012, 2017 – present)

- *TESOL Quarterly* (2012, 2017 – present)
- *Applied Linguistics* (2016 – present)
- *International Journal of Bilingual Education and Bilingualism* (2016 – present)
- *Bilingual Research Journal* (2016 – present)
- *TESOL Journal* (2015 – present)
- *American Educational Research Journal* (2012 – 2014, 2016 – 2017)
- *Review of Educational Research* (2012 – 2016)
- *Modern Language Journal* (2013, 2015, 2017)
- *Educational Researcher* (2012)
- *Journal of Education for Students Placed at Risk*, Ad hoc reviewer (2009 – 2010)

Consulting editor:

- *Journal of Educational Research* (2014 – 2015, 2018 – present)

Conference Proposal Reviewer:

- American Association for Applied Linguistics (AAAL), Second Language Acquisition (SLA) Strand (2018)
- American Educational Research Association, Second Language Research SIG, Vocabulary SIG (2008, 2011- 2014)
- Teachers of English to Speakers of Other Languages (2009)
- Association for Science Teacher Education (Focus: ELLs and science education; 2008)
- University of Louisville, University of Kentucky, and University of Cincinnati 2009 Spring Research Conference (2009)

Conference Organizer:

- Program committee, University of Louisville, University of Kentucky, and University of Cincinnati 2009 Spring Research Conference (2009)

Washington State University**University**

WSU Graduate Studies Committee (2019 – 2023)

College of Education

COE Graduate Studies Committee (2019 – 2022)

Education Committee, Tri-Cities Urban Campus (2013 – present)

Diversity/International Committee (2016 – 2019)

Diversity Committee (2014 – 2016)

Grant and Research Advisory Committee (2014 – 2017)

Search Committees

- Assistant Professor of Mathematics Education search on the Tri-Cities campus (Fall 2016-Spring 2017)
- Associate/Full Professor of Educational Leadership search on the Tri-Cities campus (Spring 2016)

Department of Teaching and Learning

Language Literacy and Technology (LLT) Graduate Program Committee (2014 – present);
Graduate Faculty for the LLT Doctoral Program (2015 – present)

ELL/BLE Program Committee (2013 – present)

Tri-Cities Campus

Undergraduate Education Committee (2013 – present)

High-Impact Practices Task Force (2016)

Judge

- Scholarship Reader's Committee (2013 – 2016)
- College of Education Scholarship Competition Challenge (Fall 2015, 2016)

University of Louisville, Department of Teaching and Learning**Administrative support**

- ESL Endorsement Program (2012 – 2013)
- Center for Environmental Education (CEE) (2006 – 2008)

Reader/rater, Doctoral student comprehensive examinations (2012 – 2013)

Consultant, Doctoral thesis development (2010 – 2013)

Research support, Center for Research in Mathematics and Science Teacher Development (CRMSTD) (2005 – 2006)

Community**Education Faculty Representative**

- Community guest reader in connection to Family Night and shared love of reading, Edison Elementary, Kennewick, WA (Spring 2019)
- Campus Engagement & Volunteer Fair, WSU Tri-Cities campus (Fall 2016, 2017)
- ESD 123 Benefit Fair, Pasco, WA (Spring 2017)
- Jingle & Jazz Dessert Dash fundraiser for Modern Living Services, Tri-Cities, WA (2014 - 2016)
- 2016 Martin Luther King Jr. Dinner and Jazz Festival hosted by the African American Community Cultural & Educational Society (AACCES), Kennewick, WA (2016)
- Eastern Washington Education Conference, Richland, WA (2015)
- Pasco School District Education Fair, Pasco, WA (2014, 2015)
- Read to Lead fundraiser for the Children's Reading Foundation of the Mid-Columbia, Richland, WA (2014, 2015)
- Ochoa Middle School Job Fair, Pasco, WA (2014)

Curriculum developer

- Ochoa Middle School: Developed language support curriculum materials for Grade 7 and 8 science units, Pasco, WA (2014-2016)

Volunteer

- Ochoa Middle School: Developed trial language support curricular materials for a Natural Disaster unit; assisted Grade 7 teacher in curriculum implementation and refinement, Pasco, WA (Spring 2013)

- Local Site Research Coordinator (LSRC), the National Writing Project/SRI International Partnership study (SEED Project), Louisville, KY (2012)
- ESL Newcomer Academy, Louisville, KY (2009)
- Alliance Française de Louisville, Louisville, KY (2005 – 2007)
- Every1Reads, Coleridge-Taylor Montessori Elementary, Louisville, KY (2004)

ADVISING

Washington State University

PhD committee (co)chair:

Xue Zhang, “*Self-efficacy and English public speaking*” (completed, fall 2018)
Anna Karin Roo, “*Exploring science literacy of English learners in K-16 learning environments*” (completed, fall 2018)
Tao Hao (in progress)
Samira Mukhtar Edres (in progress)

PhD committee member:

Margarita Vidrio Magaña (in progress)
Sandra Bancroft-Billings (in progress)
Dustin Sonny James Van Orman (in progress)
Adnan Mohamed (in progress)

EdM committee member:

Efren Mendoza (completed, Fall 2014)
Megan Juzeler (completed, Spring 2015)
Dalina Hoffman (completed, Spring 2016)
Kurtis Reser (completed, Spring 2016)
Michelle Granbois (completed, Summer 2016)
Joseph David Williams (completed, Fall 2016)
Francisco Lopez (completed, Fall 2017)
Elizabeth Hernandez-Osorio (completed, Fall 2017)
Richard Manka (completed, Fall 2017)
Ban Mohammed N. Al-Mahdawi (completed, Spring 2017)
Steven Morrison (completed, Spring 2017)
Guadalupe Ochoa (completed, Spring 2017)
Adnan Mohamed (completed, Spring 2017)
John Daniel Hunt (completed, Spring 2017)
John Kelly (completed, Spring 2017)
Lacey Elizabeth Igitol [Nerdig] (completed, Spring 2017)
Liesl Marie Batdorf (completed, Spring 2017)
Emily Lyman (Sanford) (completed, summer 2018)
Catherine Cholewa (completed, summer 2018)
Travis Hatke (completed, fall 2018)
Nancy Roe (completed, spring 2019)
Cristobal Adolfo Santoyo Sanchez (completed, spring 2019)
Lorena Hernandez (in progress)
Rachel Hicks (in progress)
Kelly Slocum Gable (in progress)
Samantha Bowen (in progress)
Gabriela Vargas (in progress)

Anthony Voelker (in progress)
Ana Munguia (in progress)
Bailey Carlson (in progress)
Tonya Goche (in progress)
Altagracia Leticia Mendoza (in progress)
Courtney Sund (in progress)

AWARDS

- 2018 Nominee, *Faculty Excellence in Research*, College of Education, Washington State University, Pullman, WA.
- 2017 Recipient, *Outstanding Review of Educational Research Reviewer*, American Educational Research Association (AERA) Journal Publications, AERA 2017 Annual Conference, San Antonio, TX.
- 2017 Recipient, *Berry Family Fellow*, College of Education, Washington State University, Pullman, WA.
- 2016 Recipient, *Martin Luther King Distinguished Service Award*, Washington State University, Pullman, WA.
- 2011 Nominee, *Relating Research to Practice Award*, American Educational Research Association (AERA), New Orleans, LA.
- 2010 Recipient, *English Language Learners in Focus: Predictors of English Proficiency and Academic Achievement*, Dean's Dissertation Research Citation, University of Louisville, Louisville, KY.
- 2010 Recipient, *Understanding Complex Ecologies in a Changing World* [Research Dissemination]. College of Education and Human Development Research & Faculty Development Grant, University of Louisville, Louisville, KY, \$695.
- 2006 – 2010 Recipient, Graduate Research Assistantship, Department of Teaching and Learning, University of Louisville, Louisville, KY.

PROFESSIONAL AFFILIATIONS

American Educational Research Association (2006 – present), Second Language Research SIG, Vocabulary SIG
Teachers of English to Speakers of Other Languages (2006 – present)