

Mary Shepard Wong

Azusa Pacific University
Azusa, California, USA

Education

- Ph.D. International & Intercultural Education, University of Southern California
- MA Teaching English to Speakers of Other Languages (TESOL), Azusa Pacific University
- MA East Asian Languages and Cultures, University of California at Los Angeles
- BA Psychology, Westmont College

Professional Work Experience

- Director TESOL Field-based Program, Azusa Pacific University, Azusa CA USA (2000-present)
- Director TESOL Online Programs, Azusa Pacific University, Azusa CA USA (2008-2012)
- Professor, Azusa Pacific University, Azusa CA USA (2009-present)
- Associate Professor, Azusa Pacific University, Azusa USA (2000-2008)
- Professor (started as Assistant Professor) El Camino College, Torrance CA USA (1990-2001)

- Assistant Lecturer, University of Southern California, Los Angeles CA USA (1996-2000)

- ESL Instructor, Pasadena City College, Pasadena CA USA (1996-2000)
- ESL Instructor, Glendale Community College, Glendale CA USA (1985-1991)
- Chinese Instructor, University of California at Los Angeles Extension USA (1983-1984)
- EFL Instructor, Beijing Medical College, Beijing, PRC (1981-1982)

Professional Affiliations

- TESOL International Association: Member (1992-2019, with a few years missing); Presenter (1992, 1993, 1995-98, 2001-07, 2009-10, 2012, 2013, 2015, 2018); Invited Speaker at TESOL Affiliate Leaders' Advocacy Workshop (2018); Reviewer TESOL Award for Outstanding Paper on NNEST Issues (2014-15); Elected TESOL Caucus Leadership Council Member (2006-08); Appointed TESOL Ad hoc Committee on Member Entity Transition (2007-08); Proposal Reviewer for the TESOL Teacher Education IS (2005-07); Appointed TESOL Caucus Review Committee Member (2006); Chair, Christian English Teachers Caucus (2004).
- CATESOL: Member & Speaker (2001-05, 2008-09); Board Member (2003-06); Public Relations Coordinator (2003-06); Coordinator of the Intercultural Communications IG (2003-05); Continuing Education Chair (2003-05).
- TESOLFrance: Invited Keynote speaker (2018).
- ThaiTESOL: Featured Speaker (2019); Presenter (2002, 2008, 2011, 2013, 2018).
- CamTESOL: Member & Presenter (2008); Editorial Board Member for LEiA (2009-12).
- TESOL/Pan-Asian Consortium: Member & Presenter (2007).
- Comparative International Education Society (CIES): Member & Presenter (1997, 1999, 2010-12, 2017, 2019).
- American Educational Research Association (AERA): Member & Presenter (1998-99, 2015, 2018).
- International Institute of Peace Education (IIPE): Member & Presenter (2017).
- American Association of Applied Linguistics (AAAL): Member & Presenter (2009, 2013, 2014).
- Culture in Language Learning Conference (CLaSIC) Member & Presenter (2012).
- AsiaTEFL: Member & Presenter (2008).

Selected Research and Publications

- Lead editor of three books. One co-edited with A. Mahboob: *Spirituality & English language teaching: Religious explorations of teacher identity, pedagogy, and context*, Multilingual Matters, (2018); another co-edited with C. Kristjánsson & Z. Dörnyei: *Christian faith and English language teaching and learning: Research on the interrelationship of religion and ELT*, Routledge, (2013); and the last co-edited with S. Canagarajah: *Christian and critical English language educators in dialogue: Pedagogical and ethical dilemmas*, Routledge, (2009).
- ELT textbook author: *You said it! Listening/speaking strategies and activities* Cambridge University Press, (1998).
- Author and lead co-author of several journal articles and chapters on language education in Asian countries, such as these published in the last three years: The peace dividend of valuing non-dominant languages in language-in-education policies in Myanmar. *The Forum for International Research in Education Special Topics Issue*, (2019); Early Christian English teachers in Korea: Imperialists or advocates? Exploring the lesser known other truth. *International Journal of Christianity & Education*, (2018); English language teacher education in Myanmar: Challenges, opportunities, and recommendations for Myanmar and the ASEAN region. Routledge (2018); Linguistic, religious, and ethnic identities as pathways to peace: Views from eight Lisu, Karen, Kachin, and Chin seminary teachers in Myanmar. *Asian Englishes Special Issue: English and Language-in-education Policy in ASEAN Plus Three*, (2017).
- Author of journal articles and book chapters in TESOL and TESOL affiliate publications including: Fifty ways to develop professionally: What language educators need to succeed. *Language Education in Asia*, (2011); Dialogues around Japanese culture constructed by discourses: Implications for applied linguistics. *The TESOL quarterly dialogues: Rethinking issues of langue, culture, and power*. TESOL, (2003); Teaching English as a sexist language: Assessing and addressing gender bias in English language teaching. *The CATESOL Journal*, (1999); Three-minute conversations. *New ways in teaching speaking*. TESOL, (1994).
- Principal Investigator of two large grants commissioned by the Hong Kong Education Bureau: Evaluation of the Enhanced Native-speaking English Teacher Scheme in Secondary Schools (ENET) (2016-2017); and Evaluation of the Native-speaking English Teacher Scheme in Primary Schools (PNET) (2014-2016).
- Two Fulbright Senior Scholar Awards for research in Burma (2015-2016) and Hong Kong (2012- 2013).

Candidate's Statement

TESOL International Association needs a diversity of leaders who are responsive to the needs and concerns of its members, knowledgeable of the current research and issues related to our field, and experienced, qualified, and willing to serve. I believe I am a good candidate to identify these leaders due to the network of international colleagues I have had the privilege to engage with through my Fulbright awards, sponsored research, publications, and participation in multiple conferences each year.

For almost three decades, I have presented at and served in various capacities at TESOL conventions and enjoyed reuniting with colleagues, staying current on TESOL research, and becoming inspired by scholars such as David Harrison who spoke on Endangered Languages this year. More specifically, I have presented at TESOL conferences 50 times, 25 times at the annual TESOL conventions from 1992-2019, and 25 times at TESOL affiliate conferences, many of them international.

TESOL has offered me opportunities to take on leadership positions including serving as a caucus chair for TESOL and as a board member for CATESOL. I have appreciated the Association's service to its stakeholders by making sound policy. I support the positions the Association takes on issues such as NNEST rights and valuing multilingualism, and was pleased to receive the Award for the Outstanding paper on NNEST issues in 2013. My motivation for serving on the TESOL nomination committee comes from a desire to partner with language educators to advance the Association to better meet the needs of our stakeholders. At TESOL 2018 in Chicago, I facilitated the full-day workshop for TESOL Affiliate leaders on advocacy and was inspired by the affiliate leaders to become more active in TESOL. Then the following year in Atlanta, I was approached and asked to consider applying for this role. After a 38-year career as a teacher, teacher-educator, author, researcher, and two-time Fulbright scholar, I am ready to give back by serving on the TESOL nominating committee.