

SARA E.N. KANGAS

College of Education
Iacocca Hall, Room A109
Lehigh University
Bethlehem, Pennsylvania 18015
Phone: 610-758-3235
Email: sara.kangas@lehigh.edu
Website: <http://www.sarakangas.com>

EDUCATION

- Ph.D. Education, Applied Linguistics Concentration, Temple University.
- Dissertation: Special Education Trumps ESL: Policy as Practice for ELs with Disabilities
- Committee: Yasuko Kanno, Chair; Maia Cucchiara; Matthew Tincani; Kristina Najera; Nelson Flores (University of Pennsylvania)
- Specialization: English learners (ELs) with disabilities, educational equity, critical ethnography
- M.S.Ed. Teaching English to Speakers of Other Languages, Temple University.
- B.A. Psychology, Temple University, summa cum laude.

PROFESSIONAL APPOINTMENTS

- Assistant Professor** (tenure track) 2016 – present
Teaching, Learning, and Technology Program
Department of Education and Human Services, College of Education
Lehigh University
- Lecturer** 2015 – 2016
TESOL Program
Educational Linguistics Division, Graduate School of Education
University of Pennsylvania
- Adjunct Assistant Professor** 2014 – 2015
TESOL Program
Department of Teaching and Learning, College of Education
Temple University
- Teaching & Research Assistant** 2010 – 2014
TESOL Program
Department of Teaching and Learning, College of Education
Temple University

PUBLICATIONS

Refereed Journal Articles

- Kangas, S.E.N., Hammond, T.C., Bodzin, A.M. (in press). Using geospatial technology to teach language and content to English learners. *TESOL Journal*.
- Kangas, S.E.N. (2018). Breaking one law to uphold another: Service provision for English learners with disabilities. *TESOL Quarterly*, 52(4), 877–910. doi:10.1002/tesq.431
- Schissel, J., & Kangas, S.E.N. (2018). Reclassification of emergent bilinguals with disabilities: The intersectionality of improbabilities. *Language Policy*, 17(4), 567–589. doi:10.1007/s10993-018-9476-4
- Kangas, S.E.N. (2018). Why working apart doesn't work at all: Special education and English learner teacher collaborations. *Intervention in School and Clinic*, 54(1). 31–39. doi:10.1177/1053451218762469
- Kangas, S.E.N. (2017). A cycle of fragmentation in an inclusive age: The case of English learners with disabilities. *Teaching and Teacher Education*, 66, 261–272. doi:10.1016/j.tate.2017.04.016.
- Kangas, S.E.N. (2017). "That's where the rubber meets the road": The intersection of special education and bilingual education. *Teachers College Record*, 119(7), 1–36. <http://www.tcrecord.org> **Winner of the 2018 James E. Alatis Prize for Research on Language Policy and Planning in Educational Contexts.**
- Kangas, S.E.N. (2014). When special education trumps ESL: An investigation of service delivery for ELLs with disabilities. *Critical Inquiry in Language Studies*, 11(4), 273–306. doi:10.1080/15427587.2014.968070
- Kanno, Y., & Kangas, S.E.N. (2014). "I'm not going to be, like, for the AP": English language learners' limited access to advanced college-preparatory courses in high school. *American Educational Research Journal*, 51(5), 848–878. doi:10.3102/0002831214544716. **Winner of the TESOL 2015 Award for Distinguished Research.**
- Kangas, S.E.N. (2014). What can software tell us about political candidates?: A critical analysis of a computerized method for political discourse. *Journal of Language and Politics*, 41(1), 77–97. doi:10.1075/jlp.13.1.04kan

Chapters in Edited Volumes

- Kangas, S.E.N. (2018). English learners with disabilities: Linguistic development and educational equity in jeopardy. In A. Gao, C. Davison, & C. Leung (Eds.), *International handbook of English language teaching*. New York, NY: Springer.

Book Reviews

- Kangas, S.E.N., & Goss, J. (2012). Review of book: *Why do English language learners struggle with reading?: Distinguishing language acquisition from learning disabilities*. by J. Klingner, J.J. Hoover, & L.M. Baca, [Eds.]. *TESOL Quarterly*, 46(2), 422–425. doi:10.1002/tesq.27

Works in Progress*(*student collaboration)*

Kangas, S.E.N. (in preparation). "Is it language or disability?": A powerful and problematic question. Invited submission for *TESOL Quarterly*.

Kangas, S.E.N., & Cook, M.* (in review). Academic tracking of English learners with disabilities in middle school.

Kangas, S.E.N., & Schissel, J. (in preparation). What shifting reclassification policies mean for English learners with disabilities.

Kangas, S.E.N. (in preparation). How English learners with disabilities see themselves: Counter-narratives to deficit-based perspectives in education.

AWARDS & RECOGNITIONS

Kangas, S.E.N. (2018). James E. Alatis Prize for Research on Language Policy and Planning in Educational Contexts, The International Research Foundation for English Language Education (TIRF).

Kangas, S.E.N. (2016). Dissertation Award Finalist, American Educational Research Association, Second Language Research SIG.

Kangas, S.E.N. (2016). Dissertation Award Finalist, American Association for Applied Linguistics.

Kanno, Y., & Kangas, S.E.N. (2015). TESOL Award for Distinguished Research, TESOL.

Kangas, S.E.N. (2015). Wilga Rivers Memorial Graduate Student Award, American Association for Applied Linguistics.

Kangas, S.E.N. (2013). "Best Teaching Assistant" Nomination, College of Education, Temple University.

Nyce, S.E. (2008). Temple University President's Scholar Award.

GRANTS & FUNDING

External Grants

Kangas, S.E.N. (2017 & 2018 semifinalist). Intersecting labels: When English learners with disabilities become long-term English learners. NAEd/Spencer Postdoctoral Fellowship, \$70,000.

Internal Grants

Kangas, S.E.N. (2017). Supporting the academic and linguistic needs of long-term English learners. Lehigh University, Fast Track Faculty Research Grant, \$4,721.

Kangas, S.E.N. (2015). Dissertation Completion Grant, Temple University. Awarded: \$10,000.

Kangas, S.E.N. (2011). Philadelphia Experience Teaching Grant, Temple University. Awarded: \$1,000.

PRESENTATIONS

Refereed Conference Presentations

- Kangas, S.E.N. (2019). The tradeoffs of service provision of service provision for middle school English learners with disabilities. Educational Research Association (AERA) Conference, Toronto, Canada. (Symposium: "English learners with disabilities: Equity, opportunity, and pathways forward," organized by Sara E.N. Kangas with Soyoung Park, Karen Thompson, Jamey Burho, & Katherine Rodela.)
- Kangas, S.E.N. (2019). *Gaining and losing opportunities to learn a second language: The impact of being labeled an English learner with a disability*. American Association for Applied Linguistics (AAAL), Atlanta, GA.
- Kangas, S.E.N. (2019). *Getting stuck in ESL: Reclassification of English learners with disabilities*, Teaching English to Speakers of Other Languages (TESOL) International Convention, Atlanta, GA.
- Kangas, S.E.N., & Schissel, J. (2018). *Can English learners with disabilities be reclassified?*, American Association for Applied Linguistics (AAAL), Chicago, IL.
- Schissel, J., & Kangas, S.E.N. (2018). *Oppression in discourses of reclassification: A nexus approach to intersectionality*, The Georgetown University Round Table (GURT) on Languages and Linguistics, Washington, D.C.
- Kangas, S.E.N. (2017). *When language services become optional for English learners with disabilities*, American Educational Research Association (AERA) Conference, San Antonio, TX.
- Kangas, S.E.N. (2017). *Service provision for ELs with disabilities: Fact vs. fiction*, Teaching English to Speakers of Other Languages (TESOL) International Convention, Seattle, WA.
- Kangas, S.E.N. (2017). *When beliefs become facts: The role of educators' ideologies in policies for ELs with disabilities*, American Association for Applied Linguistics (AAAL) Annual Conference, Portland, OR.
- Kangas, S.E.N. (2016). *Dual language and special education: An interface of conflicting ideologies, policies, and practices*, American Educational Research Association (AERA) Conference, Washington, D.C.
- Kangas, S.E.N. (2016). *"That's where the rubber meets the road": The intersection of dual language and special education*, National Association for Bilingual Education (NABE) Conference, Chicago, IL.
- Kangas, S.E.N. (2015). *Dissipating ESL: Practices and policies for ELs with disabilities*, American Educational Research Association (AERA) Conference, Chicago, IL.
- Kangas, S.E.N. (2015). *Divorcing language and disability: Educating ELs with special needs in a two-way bilingual school*, American Association for Applied Linguistics (AAAL) Annual Conference, Toronto, Canada.
- Kangas, S.E.N. (2014). *Ethnography as a window into the positioned identities of English language learners with special needs*, American Anthropological Association (AAA) Annual Conference, Washington, D.C.

- Kangas, S.E.N. (2014). "*Special education trumps ESL*": An ethnographic investigation of service delivery for ELLs with disabilities, American Association for Applied Linguistics (AAAL) Annual Conference, Portland, OR.
- Kangas, S.E.N. (2014). *ELLs with disabilities: Constructed learner identities and educational realities*, 35th Annual Ethnography in Education Research Forum, Philadelphia, PA.
- Kanno, Y., & Kangas, S.E.N. (2013). *English language learners' limited access to high-level courses in high school: An ethnographic investigation*, American Educational Research Association (AERA) Conference, San Francisco, CA. (Symposium: "Language minority students and transitions to college: Insights from qualitative research," organized by Amanda Kibler with George C. Bunch and Manka Varghese.)
- Kangas, S.E.N. (2013). *Analyzing the language of contemporary political figures through computerized text analysis methodology*, American Association for Applied Linguistics (AAAL) Annual Conference, Dallas, TX.
- Nyce, S.E. (2011). *Teacher insight: Best practices for teaching ELLs with special needs*, New York TESOL & Applied Linguistics Winter Conference, New York, NY.
- Swavely, J., & Nyce, S.E. (2010). *Tutoring ESL writers: Approaches to reading the essay and setting priorities*, Mid-Atlantic Writing Center Association Annual Conference, Newark, DE.

Invited Presentations and Workshops

- Kangas, S.E.N. (2019). *Looking beyond the pieces to see the whole child*. Bilingual Therapies Symposium. San Juan, Puerto Rico.
- Kangas, S.E.N. (2019). *Bringing back the "I" in "IEP."* Bilingual Therapies Symposium. San Juan, Puerto Rico.
- Kangas, S.E.N. (2019). *Where do we begin?: Tackling the pitfalls and promises of supporting English learners with disabilities*. Department for Language and Literacy Education, Boston University. Boston, MA.
- Kangas, S.E.N. (2019). *English learners with disabilities: Rethinking "Is it language or disability?"* Lawrence Public Schools, Lawrence, MA.
- Kangas, S.E.N. (2017). *English learner education: Current issues*. Department of Education and Human Services. Educational Leadership Program, Lehigh University.
- Kangas, S.E.N., & Hellmich, E. (2015). *Navigating the job search: Getting started and staying organized*, American Association for Applied Linguistics (AAAL) Annual Conference, Toronto, Canada. (Discussion Panel: organized by Sara E.N. Kangas and Emily Hellmich with Emily Farrell, Troy Cox, Drew Fagan, Johanna Enns-Kananen, James Hartshorn, Pam Pearson.)
- Kangas, S.E.N. (2015). *From course project to published article*. Department of Teaching and Learning, Applied Linguistics Program, Temple University.
- Kangas, S.E.N. (2014). *Teaching ELLs with special needs: What do we know and where do we go from here?* Pan American Academy Charter School in collaboration with Temple University. Philadelphia, PA.

Kangas, S.E.N. (2014). *ELLs with special needs: How are services delivered?* Penn-TESOL East Spring Conference, Philadelphia, PA.

Kangas, S.E.N. (2014). *Abstract writing for AAAL: What are reviewers looking for?*, American Association for Applied Linguistics (AAAL) Annual Conference, Portland, OR. (Discussion Panel: organized by Sara E.N. Kangas with Laura Collins, Jean-Marc Dewaele, Patricia Duff, Erin Kearney, Anne Pomerantz, Matthew Prior, Jonathon Reinhardt, Jamie Schissel, Santoi Wagner.)

Kangas, S.E.N. (2014). *Researching ELLs with special needs: Recent findings, dilemmas, and implications*. Department of Teaching and Learning, TESOL Program, Temple University.

Kangas, S.E.N. (2013). *Teaching adult English language learners: Essential knowledge and strategies*, Drew University, Madison, NJ.

UNIVERSITY TEACHING & ADVISING

Courses Taught at Lehigh University

EDUC 419	Second Language Acquisition	Graduate; hybrid
EDUC 420	Contemporary Issues in English Language Learner Education	Graduate
TLT/SPED 404	Diversity, Families, and School Collaborations in K-12	Graduate
EDUC 405	Qualitative Research Methods	Graduate
EDUC 496	Doctoral Research Seminar: Advanced Qualitative Methods	Graduate

Courses Taught at University of Pennsylvania

EDUC 537	Educational Linguistics	Graduate
EDUC 674	Curriculum and Material Development for English Language Teaching	Graduate
EDUC 563	TESOL Seminar & Internship	Graduate

Courses Taught at Temple University

EDUC 0815	Language in Society	Undergraduate
EDUC 0915	Honors Language in Society	Undergraduate
TESL 8631	Foundations of Language Teaching: Meeting the Instructional Needs of ELLs	Graduate; online
TESL 8613	Understanding ELLs' Language and Literacy Development	Graduate
TESL 8621	Contexts for Teaching and Learning Language	Graduate; online

Dissertation Committee Membership

Wallace, Duane	<i>Creating Citizen Science Identity: Growing Conversation and Environmentally-minded STEM Interest through Mobile Learning and Authentic Practice</i> , 2018.
Kotsko, Adrienne	<i>A Professional Learning Community Approach to Improving ELA Curriculum Planning</i> , 2017.
Zhang, Yuanyuan	<i>A Qualitative Study of Higher Education Faculty's Instructional Decision Making Practices in Strongly Affective versus Strongly Cognitive and/or Behavioral Contexts</i> (proposal defended 2017).
Cheng, Oi Yee	<i>Partnerships between the United Nations Academic Impact (UNAI) and Tertiary Institutions in Hong Kong and the United States on the International Mindedness of the Undergraduate Students to Achieve the Sustainable Development Goals</i> (proposal defended 2018).
Farina, William	<i>The effectiveness of an online college chemistry unit utilizing a modified knowledge integration instructional design framework</i> (proposal defended 2019).

ADDITIONAL TEACHING EXPERIENCE

English Language Lecturer English Language Programs, University of Pennsylvania	2009 – 2013
Writing Center Teaching Assistant Writing Center, Temple University	2009 – 2010
Adjunct English Language Instructor English Language Academy, Harcum College	2009
ESL Teacher PCA in partnership with El Leon Language School, Sofia, Bulgaria	2009
Adult ESL Instructor Northeast High School, The School District of Philadelphia	2009

SERVICE TO THE PROFESSION

Leadership Positions

Chair (2019) and Committee Member (2018), Graduate Student Award Committee <i>American Association for Applied Linguistics</i>	2018 – present
Task Force Member, AERA–TESOL Task Force <i>Second Language Research SIG, American Educational Research Association</i>	2018 – present

Program Committee Member 2014 Annual Conference Planning & Organizing Team <i>American Association for Applied Linguistics</i>	2013 – 2014
--	-------------

Journal Leadership Positions

Editorial Board Member <i>TESOL Quarterly</i>	2019 – present
--	----------------

Editorial Board Member <i>TESOL Journal</i>	2017 – 2019
--	-------------

Article/Conference/Award Reviewer

James E. Alatis Prize for Research on Language Policy and Planning in Educational Contexts <i>The International Research Foundation for English Language Education (TIRF)</i>	2019
--	------

American Association for Applied Linguistics Annual Meeting (2018) <i>Second Language Research SIG</i>	2017
---	------

American Association for Applied Linguistics Annual Meeting (2017)	2016
--	------

American Educational Research Association Annual Meeting (2017) <i>Bilingual Education Research SIG and Second Language Research SIG</i>	2016
---	------

Journal of Language, Identity, and Education	2016 – 2019
--	-------------

Multicultural Perspectives	2016, 2017
----------------------------	------------

TESOL Quarterly	2018
-----------------	------

Editorial Assistance

Editorial English Proofreader <i>EuroAmerican Journal of Applied Linguistics and Language</i>	2015 – 2016
--	-------------

Editorial Proofreader <i>Journal of Language, Identity, and Education</i>	2015
--	------

Editorial Assistant, JLIE Forum and Research Notes <i>Journal of Language, Identity, and Education</i>	2013 – 2015
---	-------------

SERVICE TO THE UNIVERSITY

Lehigh University

Committee Member, Mentoring Committee	2017 – present
Faculty Liaison, Library Materials Committee	2016 – present
Committee Member, ESL Specialist Certificate Committee	2016 – 2017
Committee Member, Counseling Psychology Faculty Search Committee	2017
Committee Member, Graduate Student Leadership and Service Award Committee	2017
Committee Member, Dissertation Award Selection Committee	2017
Committee Member, ESL Director Search Committee	2016

Temple University

Graduate Student Representative, COE Faculty Development Committee	2013 – 2015
Curriculum Design, College of Education, Honors Curriculum	2013
Event Coordinator, TESOL Language and Linguistics Speaker Series	2011 – 2015

PROFESSIONAL MEMBERSHIPS

American Association for Applied Linguistics (AAAL)
 American Educational Research Association (AERA)
 Teaching English to Speakers of Other Languages (TESOL)