

Kelly M. Moser  
Curriculum Vitae

Department of Classical & Modern Languages and Literatures  
Mississippi State, MS 39762  
Mississippi State University  
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**EDUCATION**

- Ph.D. Department of Curriculum, Instruction, & Special Education, Mississippi State University, 2011  
Concentration: Curriculum and Instruction  
Minor: Foreign Language
- M.S. Department of Theory and Practice in Teacher Education, The University of Tennessee, 2007  
Concentration: World Language Education
- M.A. Department of Modern Foreign Languages and Literatures, The University of Tennessee, 2003  
Concentration: Spanish Literature
- B.A. Department of Literature and Language, East Tennessee State University, 2001  
Major: Spanish

**ACADEMIC APPOINTMENTS**

- 2020-present Associate Professor of Spanish and Pedagogy, Mississippi State University
- 2018-2020 Assistant Professor of Spanish and Pedagogy, Mississippi State University
- 2012-2018 Assistant Professor of Secondary Education, Mississippi State University
- 2011-2012 Lecturer of Secondary Education, Mississippi State University
- 2010-2011 Instructor of Spanish, Mississippi State University
- 2007-2010 Lecturer of Spanish, Mississippi State University
- 2006-2007 Spanish Teacher, Seymour High School, Seymour, TN
- 2003-2004 Spanish Teacher, McMinn Central High School, Etowah, TN

**TEACHING LICENSE** AAAA Mississippi Teaching License (Spanish, K-12)

## PUBLICATIONS

### Peer-Reviewed Empirical Research

- Coda, J., **Moser, K.M.**, & Detwiler, L. (forthcoming 2023). Queer Theories and Pedagogies in Spanish Language Education: Current Status and Future Directions. *Journal of Critical Multilingualism Studies*. Special Issue (invited).
- Moser, K.M.** & Wei, T. (2023). Co-existing with COVID-19: Language teacher resiliency in rural schools. *The Rural Educator*, 44(2).
- Moser, K.M.** & Wei, T. (2023). Professional development in collaborative online spaces: Supporting rural language teachers in a post-pandemic era. *The New Educator*. 19(1), 1–32. <https://doi.org/10.1080/1547688X.2023.2174279>
- Moser, **K.M.**, & Wei, T. (2021). COVID-19 and the pre-existing language teacher supply crisis. *Language Teaching Research*. Rate of acceptance: 10%; *Q1 Journal for Linguistics and Language; Education according to SCIMAGO*. Impact Factor 4.815
- Moser, K.M.**, Wei, T., & Brenner, D. (2021). Remote Teaching During COVID-19: Implications from a National Survey of Language Educators. *System*, 97. Rate of acceptance: 10%; *Q1 Journal for Linguistics and Language; Education according to SCIMAGO*
- Moser, K.**, Chambless, K., & Miller, N. (2020). Creating a virtual space in world language teacher preparation? Considerations for practice-based rehearsals. *Journal of Technology and Teacher Education*, 28(4), 613-638. Rate of acceptance: 15%; *Q1 Journal for Education according to SCIMAGO*
- Javorsky, K.H., & **Moser, K.M.** (2020). The impact of exploratory French instruction on child and family attitudes and aptitudes for learning world languages in preschool. *Early Childhood Education Journal*. Doi: <https://doi.org/10.1007/s10643-020-01084-y>
- Moser, K.**, Davis-Wiley, P., García, P., & Hernández, T. (2019). A survey of world language cooperating teachers: Implications for teacher development. *Foreign Language Annals*, 52(4), 873-890. Impact factor: 0.802; Rate of acceptance: 20%; *Q1 Journal for Linguistics and Language according to SCIMAGO*
- García, P., **Moser, K.M.**, & Davis-Wiley, P. (2019). Facing Reality: A survey on methods instructors' perspectives on world language teacher development. *Foreign Language Annals* 52, 1-19. Impact factor: 0.802; Rate of acceptance: 20%; *Q1 Journal for Linguistics and Language according to SCIMAGO*
- Moser, K.**, Ivy, J., Hopper, P. (2019, 2020). Rethinking content teaching at the middle level: An interdisciplinary approach. *Middle School Journal*, 50(2), 17-27. Reprinted in *Integrative and interdisciplinary curriculum in the middle school: Integrated approaches in teacher preparation and practice*. Routledge Press.
- Moser, K.**, Zhu, D.\*, Nguyen, H.\*, & Williams, E\*. (2018). Teaching English language learners: A mainstream response to rural teacher education. *International Journal of Teacher Education and Professional Development*, 1(1), 58-75.
- Fogle, L. & **Moser, K.** (2017). Language teacher identities in the southern United States: Transforming rural schools. *Journal of Language, Identity, and Education*. Doi: 10.1080/15348458.2016.1277147 Impact factor: 0.511; Rate of acceptance 15% [cited by 2]; *Q1 Journal for Linguistics and Language according to SCIMAGO*
- Moser, K.** (2014). From praxis to program development. *Foreign Language Annals*, 47(1),

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134-146. *Impact factor: 0.802; Rate of acceptance 20% [cited by 7] Q1 Journal for Linguistics and Language according to SCIMAGO*

- Moser, K.** & Ivy, J. (2013). World language teachers: Self-perceptions of their TPACK. *Modern Journal of Language Teaching Methodology*, 3(2), 166-189.
- Moser, K.** (2013). The Praxis II world language test: Perspectives of Spanish faculty and teacher candidates at one university. *Modern Journal of Language Teaching Methodology*, 3(2), 190-209.
- Moser, K.**, Weir, J., & Chambless, K. (2013). A snapshot of their beliefs and practices: Perspectives of Mississippi and Alabama Spanish teachers. In P. Swanson & K. Hoyt (Eds.), *Dimension 2013 World Language Learning: Setting the Global Standard* (pp. 121-134). Decatur, GA: Southern Conference on Language Teaching.
- Moser, K.** (2012). “Frustrated” or “Surprised?” An examination of the perspectives of Spanish teacher candidates regarding the Praxis II subject-matter tests. *Current Issues in Education*, 15(2), 1-14.

### Peer-Reviewed Practitioner Articles

- Moser, K.M.**, & Javorsky, K.H. (2021). Learning a World Language in Preschool: Guiding STEPs for working with young children. *The Language Educator*, Summer, 29-35.
- Miller, N., McKissick, B., Ivy, J., & **Moser, K.** (2017). Supporting diverse young adolescents: Cooperative grouping in Inclusive middle level settings. *The Clearing House Journal*, 90(3), 86-92. *Impact factor: 0.33; Rate of acceptance 30% [cited by 2]*
- Moser, K.** & Ivy, J. (2016). *Setting the stage with high leverage teaching practices*. *ASCD Express*, 11(4). <http://www.ascd.org/ascd-express/vol11/1124-ivy.aspx>
- Moser, K.**, & Miller, N. (2016). Why teach foreign language at the middle level. *AMLE Magazine*, 4(1), 19-21.
- Ivy, J., Miller, N., **Moser, K.**, & McKissick, B. R. (2015). Bell ringers: Considerations for immediate learner engagement. *New Teacher Advocate*, 22(4) 6-7.
- Moser, K.** (2012). Does Praxis make perfect? A personal journey through the Praxis II World Language Test. *The Clearing House*, 85(4), 123-128. *Impact factor: 0.33; Rate of acceptance 30% [highlighted in the Mississippi World Readiness Standards for teachers; cited by 2]*
- Moser, K.** (2010). The Praxis II for world language teachers: An overview. *TFLTA Journal*, 2(1), 10-24.

### Book Chapter

- Chambless, K., Moser, K.M., & Hope, S. (2022). Teacher training and online teaching: Bridging the gap. In P. Swanson and J. LeLoup (Eds.) *Effective Online Language Teaching in a Disruptive Environment*.

### RESEARCH IN PROGRESS

- Coda, J. & **Moser, K.M.** Gender Identities in WLE. Special Issue *TESOL Quarterly*. (June 2023). (invited)
- Moser, K.M.**, & Coda, J. Inclusive Language Teaching: ALLY in the WL Classroom. Submitted to *The Language Educator* (March 1, 2023) for Summer 2023 focus issue.
- Coda, J., & **Moser, K.M.** LGBTQIA+ World Language Teachers in the Rural South. To be Submitted to the *Journal of Language, Identity, and Education* (April 2023)
- Moser, K.M., Anthony, K.A., & Wei, T. Language Teacher Resiliency.

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**GRANT PROPOSALS: EXTERNAL—FUNDED**

Spencer Foundation. QUEERING the K-12 World Language Classroom. Requested \$56,848. [submitted March 2023]. Role: PI.

Governor’s Emergency Education Response (GEER)/CARES Act. “MSU Support for Online Language Teaching,” US Department of Education. Award \$104,683. Role: PI. [submitted November 2020; funded]

“Educating Migrant Children in Mississippi,” US Department of Education. Award \$850,000 for three years. Role: Co-PI. [submitted February 2017; funded]

**GRANT PROPOSALS: EXTERNAL—NOT FUNDED**

National Professional Development Grant: “ESL-Teaching Educators to Advance Mississippi,” US Department of Education. Award \$2.59 million. Role: Co-PI. [submitted April 2017; not funded]

Walton Family Foundation: “Teacher Supply and Demand: The State of Mississippi’s Teachers in the Mississippi River Delta.” Award \$205,000. Role: Co-PI. [submitted March 2017; not funded]

American Council on the Teaching of Foreign Languages Research Priorities: “Supporting Rural World Language Teachers through Professional Development.” Award \$2500. Role: PI. [submitted November 2016; not funded].

American Council on the Teaching of Foreign Languages Research Priorities: “Rural Language Teachers: Lessons from Rural Teacher Preparation.” Award \$2500. Role: PI. [submitted November 2015; not funded]

Undergraduate International Studies and Foreign Language (UISFL): “Arabic Studies.” Role: Co-PI. [Submitted Spring, 2014; not funded]

International Working Group Grant: “International Language Research Group.” Award \$2500. Role: Co-PI. [Submitted December 2014; not funded]

Spencer Foundation: “Project GOAL.” Award \$50,000. Role: PI. [submitted Fall 2013; not funded]

**GRANT PROPOSALS: INTERNAL—FUNDED**

College of Arts & Sciences SEED Funding: “Rural Language Teachers: Resiliency in Disrupted Contexts.” Award \$10000. Role: PI. [submitted October 2022]

Ottillie Schillig Special Teaching Projects: “Studio for Integrating Technology for Teacher Effectiveness (SITE).” Award \$3000. Role: PI. [submitted March 2019]

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Office of Research and Economic Development Cross-College Grant: “Language teacher identities and ideologies: Addressing needs in Mississippi.” Award \$3000. Role: Co-PI [submitted 2013]

### **GRANT PROPOSALS: INTERNAL—NOT FUNDED**

Graduate Assistant Recruitment Grant (GRAG): “Graduate Assistance for CMLL graduate teaching assistants and recruitment.” Award \$19000. Role: Co-PI. [Submitted September 2022; not funded]

Ottillie Schillig Special Teaching Projects: “Technology Integration to Improve Spanish 1 Instruction.” Award \$3000. [submitted March 2018; not funded]

Graduate Assistant Recruitment Grant (GRAG): “Graduate Assistance for MATS students.” Award \$30000. Role: Co-PI. [Submitted November, 2015; not funded]

Office of Research and Economic Development Cross-College Grant: “Middle Eastern Studies with Arabic.” Award \$3000. Role: Co-PI [submitted 2014; not funded]

Office of Research and Economic Development Cross-College Grant: “Language teacher identities and ideologies: Addressing needs in Mississippi, Year 2.” Award \$3000. Role: Co-PI. [submitted 2014; not funded]

SEC Visiting Faculty Travel Grant: “Creating a FLEX/FLES Program in Teacher Education.” Award \$1250. Role: PI. [submitted 2013; not funded]

### **CONFERENCE PRESENTATIONS**

**Moser, K.M., & Coda, J.** “Smaller than Atlanta”: Examining the Intersections Between LGBTQ+ Teachers’ Identities in the Rural South. American Association of Applied Linguistics (AAAL 2023). Portland, Oregon.

**Moser, K.M., & Chambless, K.** Integrating reading: Guiding steps for college elementary language programs. American Council on the Teaching of Foreign Languages (ACTFL 2022). Boston, MA.

García, P., Davis-Wiley, P., Hernández, T. & **Moser, K.** Dissonance in World Language Teacher Education. American Council on the Teaching of Foreign Languages (ACTFL 2021). Virtual due to COVID-19.

**Moser, K.** COVID-19 and the Existing Language Teacher Supply Crisis. American Council on the Teaching of Foreign Languages (ACTFL 2021). Virtual due to COVID-19.

**Moser, K., & Wei, T.** Remote Teaching During COVID-19: Findings from a National Survey of Language Educators. American Educational Research Association (AERA 2021). Virtual due to COVID-19.

**Moser, K.** Language Teaching During COVID-19: Implications from a National Survey of PreK-12 Educators. American Association of Applied Linguistics (AAAL 2021). Virtual due to COVID-19.

**Moser, K.** Language Teaching During COVID-19: Implications from a National Survey. (December 2020). Mississippi Foreign Language Association (MFLA). Virtual due to COVID.

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- Garcia, P., **Moser, K.** Davis-Wiley, P., & Hernández, T. (November 2020). Data from Key Stakeholders: Dissonance and Equity in Teacher Preparation. Presentation at the American Council on the Teaching of Foreign Languages (ACTFL). Virtual due to COVID-19.
- Huhn, C., & **Moser, K.**, Chambless, K. The Teacher shortage: What can WE do? (November 2020). Presentation at the American Council on the Teaching of Foreign Languages (ACTFL). Virtual due to COVID-19.
- Moser, K.**, & Chambless, K. (July 2020). Making the switch: Integrated Performance Assessment. Paper presentation at the American Association of Teachers of Spanish and Portuguese (AATSP), San Juan, Puerto Rico.  
\*cancelled due to COVID-19
- Moser, K., Fondren, C., & King, L. (March 2020). Reaching 90%: Strategies for Teaching in the Target Language. Southern Conference on Language Teaching (SCOLT), Mobile, AL.  
\*cancelled due to COVID-19
- Moser, K.** & Javorsky, K. (November 2019). Early World Language Learning Perspectives and Practice: Short-Burst French Instruction in the Preschool Classroom. Poster Presentation at the National Association for the Education of Young Children (NAEYC), Nashville, TN.
- Moser, K.**, & Javorsky, K. (November 2019). *Early language learning—Experiences of Preschoolers, Parents, and Teachers*. Presentation at the American Council on the Teaching of Foreign Languages (ACTFL), Washington, D.C.
- Garcia, P., Hernández, T., Davis-Wiley, P., & **Moser, K.** (November 2019). *Cooperating Teachers' Perspectives: Data to Improve WL Teacher Education*. Presentation at the American Council on the Teaching of Foreign Languages (ACTFL), Washington, D.C.
- Moser, K. (November, 2019). Perspectives of early French learning. Presentation at the Mississippi Foreign Language Association (MFLA), Starkville, MS.
- Garcia, P., & **Moser, K.**, & Davis-Wiley, P. (November 2018). *For the sake of a dream: Educating tomorrow's world language teachers*. Presentation at the American Council on the Teaching of Foreign Languages (ACTFL), New Orleans, LA.
- Moser, K.**, Fondren, C., King, L. (October 2018): *Reaching 90%: Strategies for teaching in the target language*. Presentation at the Mississippi Foreign Language Association Annual Conference. Hattiesburg, MS. AWARD: **BEST OF MISSISSIPPI for paper/presentation.**
- Moser, K.** & Chambless, K. (November 2017). Rural World Language Teacher Education. Presentation at the Mid-South Education Research Association, Starkville, MS.
- García, P., Davis-Wiley, P., **Moser, K** & Hernández, T. (November 2017). Which Road Do We Take? Which Experiences Count for WL Teacher Educators? Presentation at the American Council on the Teaching of Foreign Languages (ACTFL), Nashville, TN.
- Moser, K.**, Chambless, K., & Davis-Wiley, P. (November 2017). An Experiential Model of Professional Development in WL Teacher Development. Co-presenters: Dr. Krista Chambless (The University of Alabama at Birmingham) and Dr. Patricia Davis-Wiley (The University of Tennessee at Knoxville). Presentation at the American Council on the Teaching of Foreign Languages (ACTFL), Boston, MA.
- Moser, K.** & Chambless, K. (July 2017). How to Make the Most Out of Your Professional

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- Development. Presentation at the American Association of Teachers of Spanish and Portuguese (AATSP). Chicago, IL.
- García, P., Davis-Wiley, P., & Moser, K. (November 2016). Preparing Tomorrow's World Language Teacher Educators: Challenge and Proposals. Presentation at the American Council on the Teaching of Foreign Languages (ACTFL), Boston, MA.
- Moser, K., Miller, N., & Ivy, J. (November 2016). Standards-based units for middle level instruction. Presentation at the American Council on the Teaching of Foreign Languages (ACTFL), Boston, MA.
- Davis-Wiley, P., & Moser, K. (November 2015). The Cloud Ate My Homework: Inspiring and Engaging Today's World Language Teachers. Presentation at the American Council on the Teaching of Foreign Languages (ACTFL), San Diego, CA.
- Moser, K., Stanback, C., Allen, J., Friesen, H., & Garrett, M. (November 2015). Mentoring New Teachers. Presentation at the Mississippi Foreign Language Association (MFLA). Starkville, MS.
- Moser, K., Chambless, K., & Miller, N. (November 2013). Using Second Life in Teacher Development. Paper presented at the American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL.
- Davis-Wiley, P., & Moser, K. (November 2013). World Language Programs: New Realities for TN and MS. Paper presented at the American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL.
- Moser, K. & Fogle, L. (November 2013). Language Teacher Identities: Implications for Teacher Training. Paper presented at the American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL.
- Moser, K., Chambless, K., & Weir, J. (April 2013). FL Teacher Beliefs and Practices: Where do we go from here? Paper presented at the Southern Conference on Language Teaching (SCOLT), Birmingham, AL.
- Moser, K. (2010, November). *What do foreign language teachers need to know? Test-taker perceptions of the Praxis*. Paper presented at the Mid-South Educational Research Association (MSERA), Mobile, Alabama.

## INVITED LECTURES

*Language teaching during COVID-19: A snapshot of educators' experiences and implications for moving forward*. The University of Texas at Austin (Texas Language Center and COERLL). February 25, 2021.

*High Leverage Teaching Practices for WL Educators*. Keynote Address at the Tennessee Foreign Language Association Annual Conference. Knoxville, TN. April 2016.

## HONORS AND AWARDS

Mississippi State University Research Award, College of Arts & Sciences, Humanities. 2022

America's Languages Fellows. Academy of Arts and Sciences. 2020

Southern Conference on Language Teaching (SCOLT) 2020 Educator of Excellence. Awarded at SCOLT. Mobile, AL.

Moser, K.M.

Mississippi Educator of Excellence in 2019. Awarded at the Mississippi Foreign Language Association Conference. Starkville, MS.

“Best of Mississippi” for 2018 Mississippi Foreign Language Association Annual Conference. *Reaching 90%: Strategies for Teaching in the Target Language*. Hattiesburg, MS. October 12, 2018.

### **TEACHING PROGRAMS MODIFIED or DEVELOPED**

2019 MA in Foreign Languages—added Campus 5 (online delivery)

2022 World Language Teaching Minor and Post-Graduate Certificate

2011 World Language Education undergraduate program

### **COURSES TAUGHT and DEVELOPED**

FL 8693 Advanced Foreign Language Pedagogy [developed, taught]

EDS 3663 Foreign Language Teaching Methods I [developed, taught]

EDS 4683 Foreign Language Teaching Methods II [developed, taught]

EDS 6683 Advanced Methods in FL Teaching (online) [developed, taught]

EDS 8103 Advanced Methodologies in Middle/Secondary Education [modified, taught]

EDS 8613 Middle and Secondary School Curriculum (Face-to-Face, online) [modified, taught]

EDS/FL 8693 Advanced Foreign Language Pedagogy [developed, taught]

EDS 8243 Advanced Planning and Classroom Management (online) [modified, taught]

EDS 8113 Classroom Management (online) [developed, taught]

EDS 8153 Professional Roles in Secondary Education (online) [developed, taught]

### **CURRICULUM DEVELOPMENT—new course proposals**

#### Department of Classical & Modern Languages and Literatures

Spring 2019 FL 8793 Foreign Language Planning, Instruction, and Assessment

Fall 2021 FL 4203/6203 Methods of Teaching K-8 World Languages

Fall 2021 FL 4213/6213 Methods of Teaching 9-12 World Languages

Fall 2021 FL 4223/6223 Foundations in Online Language Teaching

Fall 2021 EN/FL Studies in Second Language Acquisition (added FL prefix)

#### Department of Curriculum, Instruction, and Special Education

Fall 2012 EDS/FL 8693 Advanced Foreign Language Pedagogy

EDS 3663 Foreign Language Teaching Methods I

EDS 4683 Foreign Language Teaching Methods II

Spring 2013 EDS 6683 Advanced Methods in FL Teaching (online)

Fall 2015 EDS 8113 Classroom Management (online)

Fall 2015 EDS 8153 Professional Roles in Secondary Education (online)

### **WORKSHOPS DEVELOPED and OFFERED**

2021 Teaching Languages Online: SOLT [Funded through GEER grant]

Moser, K.M.

- 2019 Using the Swivl [Lunch and Learn]
- 2019 Input-based tasks for teaching in the TL (Univ. Southern MS) (invited)
- 2019 Teaching in the TL (Northeast MS CC) (invited)
- 2019 Integrated Performance Assessments
- 2018 Creating Professional Development Opportunities Online for Teachers
- 2018 Input and Interaction in the WL Classroom Workshop
- 2015 Integrated Performance Assessments: Using Assessment to Guide Instruction

### **Coordination**

- Fall 2021- Graduate Program Coordinator
- Fall 2018- present Spanish Language Program Director
- Fall 2018-present Spanish Teaching Assistant Coordinator
- Fall 2018-present Online Graduate Program Committee, Chair

### **SERVICE**

#### **Service to the Discipline**

- 2022 Editorial Board: CSCTFL Report
- 2012-present Editorial Board: Tennessee Foreign Language Teaching Journal

#### **Departmental Service**

##### Department of Classical & Modern Languages and Literatures

- Fall 2021 - present Department Awards Committee, Member
- Fall 2020- present Chair of Department Curriculum Committee
- Fall 2018-May 2019 Institutional Effectiveness—Writer for Undergraduate Report

##### Department of Curriculum, Instruction, and Special Education

- Summer Advisor for Secondary Education students
- Secondary Program Undergraduate Coordinator
- CISE Appeals Committee
- Kappa Delta Pi Co-Advisor
- Mentor, MAT-S

#### **Service in the College of Education**

- 2015-2017 Representative to Office of Clinical and Field-Based Instruction

Moser, K.M.

Fall 2015 Search Committee: Coordinator of Master of Arts-Teaching Programs  
Search Committee: Dept. of Instructional Systems and Workforce Dev.

2012-2015 College of Education Faculty Council

2013-2017 Teacher Education Committee

2011-2018 Supervisor to WLE teacher interns

**University Service**

2021- present Instructional Technology Committee

2020 Discussions of Online Teaching: Lecture for The Center for Teaching and Learning (invited)

2020 Volunteer Contact Person/Expert for CMLL—ERT Class Design

2018-2021 Institutional Effectiveness Committee—Member

2016-2017 Committee on Curricula—Reporting to the Provost (appointed)

2014-2016 Service Learning Committee (Member)

2013-2018 University Committee on Courses and Curricula (Member)

2013-2018 MSU General Education Committee (Member)

2011-2012 Institutional Review Board for the Protection of Human Subjects in Research (Member)

**State Service**

2019-2020 Vice President of Programs—Mississippi Foreign Language Association  
January 2019-2020

Fall 2018 French Exploratory PreK3 Program—Child Development and Family  
Studies Center

**National Service**

2017-2020 ACTFL Professional Learning Committee

2013-2017 ACTFL Language Learning for Children (LLC) Secretary