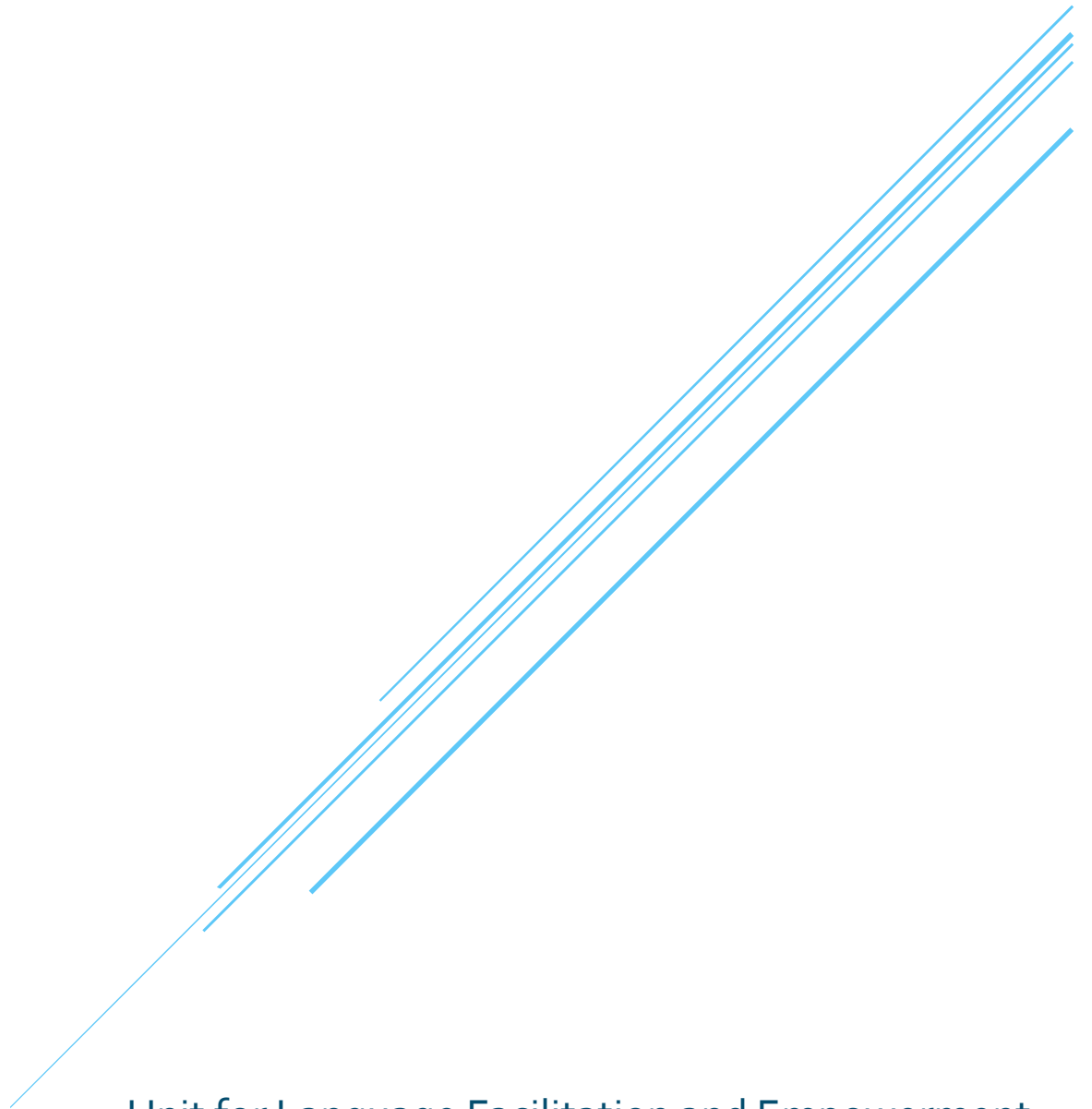


# ANNALENE VAN STADEN

## CURRICULUM VITAE



Unit for Language Facilitation and Empowerment  
University of the Free State

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## 2 PERSONAL PROFILE

I completed my tertiary education training and graduated as an educator in 1988. My post-graduate qualifications were completed between 1989 and 2006, within the fields of Special Needs Education and Educational Psychology (i.e. a Specialist Diploma in Remedial Education; and BEd Hons, MEd and PhD in Psychology of Education, UFS). With regard to my professional career, I held two teaching posts from 1990 to 1998. In 1999 I was appointed at the Bloemfontein Child Guidance Clinic as a First Education Specialist: Psychological and Support Services. In 2004 I accepted a position as lecturer in the Department of Psychology of Education, UFS and was promoted to senior lecturer in 2010. In 2015 I successfully applied for a position as Senior Lecturer/Researcher at the Unit for Language Facilitation and Empowerment, in the Faculty of Humanities, at the UFS. My key responsibilities and professional achievements from 2010 to date (as senior lecturer), are management (including project management), research, supervision of post-graduate students and lecturing (the latter on an ad hoc basis since 2016). My current position at the Unit for Language Facilitation and Empowerment mainly entails research and supervision of post-graduate students. I work collaboratively and inter-disciplinarily with colleagues and students in the Faculty of Humanities, and other Faculties, such as Education and Health Sciences. One of my key responsibilities at the ULFE is the development of short learning programmes, aimed at the facilitation and empowerment of languages in a multi-lingual context. In this regard I have already developed a short learning programme during 2016, entitled 'Facilitating and supporting language-literacy problems', which commenced in February this year. We aim to present this SLP on three occasions during 2017.

## 3 CONTACT DETAILS

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## 4 RESEARCH EXPERTISE

My research expertise and areas of specialisation (i.e. niche or research focus) address issues related to language and literacy development for first- and second language learners. My research is informed by a very strong cognitive- and applied linguistic viewpoint, and the majority of my publications address issues related to language and literacy challenges and empowerment (or specialised support). Based on the key responsibilities listed above, the following are my most important professional research achievements:

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NRF-RATED RESEARCHER	I received a C3 rating in 2012
PUBLICATIONS 2008–2016	Five articles in internationally accredited journals (ISI accredited); 24 articles in DoE-accredited and/or peer-reviewed journals; and two chapters in books (one in press). See the detailed section on <a href="#">‘Publications’</a> .
PAPERS DELIVERED AT INTERNATIONAL AND NATIONAL CONFERENCES	Since 2005 I have delivered 21 papers at international conferences and 12 papers at national conferences.
SUPERVISION OF POST-GRADUATE STUDENTS	Between 2006 and 2015, 14 PhD and/or master’s students successfully graduated under my supervision and/or co-supervision. One master’s student submitted her dissertation in July 2016 (results pending). In addition to the above, I am currently supervising eight PhD and eight master’s students (see section on <a href="#">‘Supervision’</a> for detailed information concerning these students).
PROJECT MANAGEMENT	<p>I have extensive experience in project management and community-based research. Between 2010 and 2015 I managed two UFS/DoE community research projects; and in 2014, I successfully applied for the competitive NRF research grant for rated researchers (CPRR, grant number 87728), which is currently in its third-year cycle (see the section on <a href="#">‘Project management’</a> for detailed information about these projects).</p> <p>In May 2016 I applied for two NRF-funded projects, in collaboration with national and international co-workers (in SA, in other African countries and in Spain). The first project is an extension of the current project funded by the NRF (mentioned above): Competitive Programme for Rated Researchers 2016, entitled: <i>Cognitive-linguistic</i></p>

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*processing and literacy development of learners in multi-lingual education contexts.*

The second project we applied for, entitled: *The facilitation and empowerment of language and literacy in a multilingual environment*, is also being funded by the NRF and focuses on community engagement. Both projects mentioned above will involve co-workers and colleagues from the faculties of Humanities (i.e. the Unit for Language Facilitation and Empowerment, and the Departments of Psychology and English), as well as a colleague from the Faculty of Education, and three co-workers from Spain, Zimbabwe and Zambia.

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SHORT LEARNING PROGRAMMES AND COURSES

As mentioned (see [‘Personal profile’](#)), I am responsible for the development of short learning programmes and courses, which are also aligned to my current research focusing on language and literacy empowerment.

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## 5 CAREER OBJECTIVES

My career objectives for the next five years are the following:

My immediate goal is to be successful in my application for the position of associate professor. At the same time I also aspire to excel in my field of research via highly rated, publications and participation in conferences, whilst also strengthening and developing close research ties with scholars nationally and abroad. In doing so I will endeavour to improve my current NRF evaluation/rating in the near future.

I aim to improve my research standing, within both the national and international research communities by means of sustained quality publications in ISI-accredited and international journals with high impact factors, continued networking, active conference participation and delivering post-graduate master’s and PhD students whose research and work make noteworthy contributions to the field, not only in South Africa, but also abroad.

I am committed to making significant contributions to the body of scholarly knowledge in my niche area (i.e. literacy/language challenges and empowerment of both L1 and L2 learners) and in this way also make a significant contribution to the ULFE's accredited

publication series, and to the research outputs of the Faculty of Humanities. Since my appointment at the ULFE in January 2016, I have already published 6 articles — two articles in accredited journals and four articles in peer-reviewed conference proceedings (please refer to the section on ‘[Publications](#)’).

## 6 EDUCATION (POST-GRADUATE QUALIFICATIONS)

<b>PhD</b> Psychology of Education	University of the Free State	2004-2006
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**Title:** *Die belewenisproblematiek van dowe leerders te Bartimea skool met spesifieke verwysing na taalverwerwing, lees- en spellingagterstande en selfkonsepontwikkeling.*

<b>MEd (cum laude)</b> Psychology of Education	University of the Free State	2003-2004
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**Title:** *Visuele beelding as spellingonderrigstrategie vir Afrikaanssprekende Graad 3-leerders met spellingprobleme*

<b>BEd Hons (cum laude)</b> Psychology of Education	University of the Free State	2001- 2002
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<b>Specialist Diploma:</b> Remedial Education	University of the Free State	1989
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## 7 EMPLOYMENT HISTORY

<b>2016 to date</b>	Senior Lecturer	Unit for Language Facilitation and Empowerment, Faculty of Humanities, University of the Free State
<b>2010 - 2015</b>	Senior Lecturer, Psychology of Education	School of Education Studies, Faculty of Education, University of the Free State
<b>2004-2010</b>	Lecturer, Psychology of Education	School of Education Studies, Faculty of Education, University of the Free State
<b>1999 - 2004</b>	First Education Specialist	Bloemfontein Child Guidance Clinic
<b>1991-1998</b>	Primary Educator Credence Primary School, Heidedal	Free State Department of Education
<b>1990-1991</b>	Primary Educator Hendrik Potgieter High School, Reddersburg	Free State Department of Education

## 8 WORK EXPERIENCE

### 8.1 LECTURER AND SENIOR LECTURER: 2004-2016

The primary responsibilities since my appointment at the UFS in 2004, involve teaching, research, supervision of post-graduate students and management responsibilities.

#### 8.1.1 SUPERVISION OF POSTGRADUATE STUDENTS

##### 8.1.1.1 EXTERNAL EXAMINER OF DISSERTATIONS AND THESES

I have also examined numerous external dissertations/theses from other universities, for example: UNISA, the University of Stellenbosch, the University of Johannesburg, the Nelson Mandela Metropolitan University and the University of Deakin in Melbourne, Australia.

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### 8.1.1.2 ACADEMIC ACHIEVEMENTS OF STUDENTS UNDER MY SUPERVISION

Many of my post-graduate students have graduated *cum laude*. Fourteen postgraduate students have graduated successfully during this period. Eight master's and eight PhD students are currently under my supervision.

In order to highlight the most significant student contributions that enhance my niche area, I list a few academic achievements of some of my postgraduate students:

- In 2010 one of my master's students (Ansa Tolmie) received a number of outstanding awards, including the Dean's Medal and Kovsie Alumni Award, for her noteworthy contributions to research and an outstanding dissertation on dyslexic learners' literacy challenges.
- In 2012 another master's student (Miriam Tumo) received an award for the best master's student in the discipline, Psychology of Education, Faculty of Education.
- In 2013 we successfully applied for an Erasmus Mundus Scholarship for one of my master's students, Nemize Jeftha;
- In 2014 I successfully applied for additional funding to contract in a post-doctoral fellow working on the current NRF project, mentioned before (i.e. Dr Ansa Tolmie).

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### 8.1.1.3 COMPLETED SUPERVISION

The following students were successfully supervised and/or graduated between 2005 and 2016:

**2016:** E. Vorster (Master's dissertation) (Supervisor) (Graduated in 2016)

Title: *The value of visual imagery for Grade 4 second language learners with spelling impairments.*

**2016:** L. Paquet (Master's dissertation) (Supervisor) (Interdisciplinary with the Department of Paediatrics – Prof. A. Venter) (*Cum laude*, graduated in December 2016)



Title: *Utilising Independent Event-Related Potentials to determine if learners can be classified as ADHD based on their auditory difficulties.*

**2015:** Dr Ansa Tolmie (Post-doctoral studies) (Promoter)

Between 2014 and 2015 I acted as promoter for Dr Ansa Tolmie's post-doctoral study, which was completed at the end of 2015.

**2014:** F. Ilongo (PhD) (Co-promoter, in collaboration with Dr Swanepoel, Department of Psychology).

Title: *Workplace bullying as psychological violence in institutions of higher learning: Impact on the stress levels, coping and psychological wellness of staff.*

**2014:** L. Eksteen (MEd) (*cum laude*) (Supervisor)

Title: *Mathematical learning difficulties in Grade 1: The role and interrelatedness of cognitive processing, perceptual skills and numerical abilities.* Available: <http://scholar.ufs.ac.za:8080/xmlui/handle/11660/1058>

**2014:** A. Kitching (MEd) (Supervisor) (in collaboration with Dr Swanepoel, Department of Psychology).

Title: *Beroepsanning onder intermediêrefase leerkrigte in Bloemfontein skole.*

**2013:** Ansa Tolmie (PhD) (Promoter)

Title: *Die beleweniswêreld van leerders met meervoudige gestremdhede.* Translated title: *Exploring the experiences of learners with multiple impairments.*

**2013:** Beau Bruwer (MA) (Co-supervisor) (Interdisciplinary with the ULFE – Prof. Theo du Plessis)

Title: *An evaluation of the effectiveness of bilingual and biliterate education for lower primary deaf learners in the Khomas region of Namibia in terms of the sociolinguistic and socio-educational principles of bilingual education.*

**2012:** M. Tumo (MEd) (*cum laude*) (Supervisor)

Title: *Reading and spelling challenges of Grade 4 English second language learners in Lesotho.*

**2009:** A. Tolmie (MEd) (*cum laude*) (Supervisor)

Title: *Remediërende intervensiestrategieë vir Afrikaanssprekende, intermediêre leerders met disleksie* Translated title: *Remedial intervention strategies for Afrikaans-speaking intermediate phase learners with dyslexia.* Available: <http://scholar.ufs.ac.za:8080/xmlui/handle/11660/1731>

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**Note:** This student received the Dean's medal for the best master's student in the Faculty of Education, including the KOVSIE Alumni award as best UFS student.

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**2008:** I. Nel (MEd) (Supervisor)

Title: *Die invloed van egskeiding op die emosionele, sosiale en akademiese beleweniswêreld van grondslagfase-leerders* Translated title: *The effect of divorce on the emotional, social and academic experiences of foundation phase learners*).

**2007:** G. Myburgh (MEd) (Supervisor)

Title: *'n Leesontwikkelingsprogram vir Sotho-sprekende Graad 2-leerders met leesagterstande.* Translated title: *A reading development programme for Sotho-speaking Grade 2 learners with reading delays.*

**2007:** T. Victor (MEd) (Co-supervisor)

Title: *Effects of divorce on the socio-emotional functioning of foundation phase learners.*

**2005:** B. Ngozwana (MEd) (Co-supervisor)

Title: *Learners' attitudes towards maths as predictor of academic performance in maths with reference to Form E learners in Maseru High Schools.*

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#### 8.1.1.4 CURRENT SUPERVISION

The following students are currently enrolled for postgraduate qualifications: 2013 – 2016, under my supervision/co-supervision:

#### PHD CANDIDATES

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**A. van Rijn** (Promoter)

Title: *Literacy development and self-concept of English second language learners: an exploratory study*

**L. Eksteen** (Promoter)

Interdisciplinary collaboration with Prof Esterhuyse, from the Department of Psychology, UFS.

Title: *The development and standardisation of a time-efficient assessment tool for Foundation Phase Mathematics in the Free State Province*

**T. Louw** (PhD) (Promoter)

Title: *Enhancing theory of mind, language abilities and social interaction skills of hearing-impaired learners with cochlear implants.*

**C. Labuschagne** (PhD) (Promoter)

Title: *Disleksie as taalgestremdheid: Die opstel en implementering van 'n fonologiese intervensieprogram ter ondersteuning van taalgestremde Afrikaanssprekende primêre skool leerders.*

**A. Pienaar** (PhD) (Co-promoter)

Interdisciplinary with the Department of Psychology – Dr Zandre Swanepoel.

Title: *Defensive dysregulation and externalising behaviour in preschool children's play narratives: An attachment theory perspective.* Title has been registered.

**M. Zwiegiers** PhD (Co-Promoter) (Interdisciplinary with Faculty of Education and Prof Luwes, from the Drama Department, UFS)

Title: *A narrative journey of children with Autism Spectrum Disorder: the effect of structured drama intervention on functionality in education.*

**B. Bruwer** (Promoter)

Title: *An Investigation into how attitudes toward deafness can affect the bilingual and biliterate education of deaf learners in Namibia.*

## MASTER'S STUDENTS

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**W. Mashuro** (Co-supervisor).

Interdisciplinary, with the Department of Linguistics, and Language Practice.

**N. Jeftha** (Supervisor) International cooperation with the Prof. Serrano – University of Granada, Spain.

Title: *Exploring the quality of early childhood classroom environments for English second-language learning: South Africa and Spain – a comparative study.*

**M. Louw** (Supervisor)

Title: *Die verband tussen selfkonsep, motivering en Engels Tweedetaalprestasie onder graad 10- en 11-leerders in die Noord-Kaap.*

**N. Purcell** (Supervisor)

Title: *Multi-sensory coding and finger-spelling as intervention therapy for hearing learners with auditory processing delays and spelling impairments.*

**A. Venter** (Supervisor)

Title: *Exploring the benefits of animal assisted therapy as an intervention strategy for learners with reading impairments.*

**S. Taljaard** (Supervisor)

Title: *Value of multi-sensory therapy training for foundation phase children with reading and spelling impairments.* [Title not yet registered.]

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### 8.1.2 MANAGEMENT RESPONSIBILITIES

From 2005 I have been the coordinator of BEd Honours support teaching practical programme – this includes teaching and facilitating the practical modules in this programme; facilitating and coordinating the placement of post-graduate students at schools (i.e. students completing their internships); financial management of this postgraduate programme, and setting up of annual budgets.

I am also the project manager of an NRF-funded research project for competitive researchers and two registered community-based projects with the Free State Department of Education. (Please refer to the section on [Project management](#) for more information).

I was acting disciplinary co-ordinator in 2011; and appointed for another two years until 2013. I did not make myself available for another cycle due to the successful application of the NRF project for rated researchers, which commenced in 2014.

Since my appointment at the ULFE in January 2016, my main duties and responsibilities have been the following:

- Service postgraduate qualifications in the ULFE's field of specialisation, at master's and doctoral level.

- Render supervision to master's and doctoral students on an interdisciplinary level (also refer to detailed supervision information, presented below).
- Development (and presentation) of short learning programmes, offered by the ULFE.
- Delivery of accredited research outputs in keeping with the ULFE's above-average research outputs.
- Contribute to popular publications, resulting from the ULFE's community-based research involvement.
- Participation and involvement with community projects related to the ULFE's research areas (including coordinating these projects).
- Writing of project proposals to obtain third-stream income, relevant to the development and running of innovative third-stream community-based projects.

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### 8.1.3 TEACHING RESPONSIBILITIES (2015 – 2016)

During 2015 I was responsible for teaching the following undergraduate and postgraduate modules in the discipline of Psychology of Education:

- PLR 122 Learning readiness (Leergereedheid);
- ETV classes (Guest lecture sessions involving first- and second-year students; Topic: Planning a research project);
- \*EDU 653 (Teaching methodologies for special needs);
- EDU643 (Support to learners with special needs);
- \*POO 604 and POD 604: Co-ordinator of the BEd Hons practice teaching including lecturing in these modules for full-time internship students and part-time practical students in support teaching. These are one-year modules which are presented for both full-time and part-time BEd honours students in Psychology of Education. These modules entail, inter alia, twelve five-hour workshops, scheduled annually between February and November. In addition “intern-support

teachers” are visited and assessed at the different schools where they complete their practice teaching for the year.

- Practice teaching: Undergraduate – in 2015 my involvement concerned four experimental and two micro classes on Wednesdays and Mondays respectively, including the assessment of students at schools during April and July.
- Current supervision: Eight master’s and eight PhD candidates\*

\*I still taught these modules in 2016, and am also responsible for postgraduate students in the Faculty of Education.

Since my appointment in 2004 I have taught numerous modules on both undergraduate and postgraduate level. This information, including peer evaluations of the modules that were taught, is available on request.

## 8.2 FIRST EDUCATION SPECIALIST: 1999-2004

I was part of the multi-disciplinary team (i.e. psychologists, therapists, learning-support therapists/subject advisors and district managers) that coordinated service delivery at more than 400 schools in the Motheo and Xhariep districts in the Free State province. This mainly included the coordination and delivery of quality learning and learner-support programmes for educators, school managers, including assessment, the appropriate placement of learners, and learner and parental support for learners who experience barriers to learning.

As part of the multi-disciplinary team at the Bloemfontein Child Guidance Clinic, we were directly responsible for service delivery and monitoring of schools in the Motheo and Xhariep districts. Some of the main job descriptions included:

- Establishing and managing site-based support teams at these schools; induction and orientation courses on inclusive education; in-service training and educator/professional development of support teachers, life-skills educators and general classroom educators. For example, this also included presenting educator

development workshops; in-service training on pertinent educational issues, such as life skills and HIV/AIDS, literacy and numerical skills development, early childhood development, and school readiness.

- Coordinating and facilitating learner support: This included the psycho-educational assessment and support of learners who experience barriers to learning; the development of appropriate support programmes; and parental support through parents' workshops and meetings.
- More specialised learner support, for example, the development, writing and compiling of school readiness, support teaching and special needs educational programmes; as well as life skills and HIV/AIDS support programmes for learners with special educational needs, including learners who require specialised support (e.g. dyslexic, mentally and severely mentally challenged learners with autism spectrum disorders and ADHD).

### 8.3 PRIMARY EDUCATOR: 1991-1998

As primary educator at Credence Primary School, Heidedal and Hendrik Potgieter High School, Reddersburg, my main responsibilities were:

- identifying learners with barriers to learning in close collaboration with general educators;
- assessing and rendering support to learners who experience barriers to learning, these included:
  - developing individualised support programmes for learners with barriers to learning, including classroom support for learners who experience barriers to learning;
  - monitoring and re-structuring of support programmes – utilising a variety of strategies and support techniques; and
  - stimulating positive learning experiences, including drawing on learners' own experiences and resources.

- establishing and coordinating a didactic assistance team at the school (i.e. site-based support team);
- assisting the principal to arrange parental meetings and coordinate presentations on learner support and learner challenges;
- catering for the welfare of learners;
- assisting in learner counselling and guidance, including arranging for additional learner support and assistance, for example assessments by occupational therapists, paediatricians and other health professionals;
- sharing in extra and co-curricular activities;
- coordinating subject area academic activities;
- performing non-teaching administrative duties;
- participating in the appraisal process;
- contributing to the professional development of fellow educators in the school, e.g. for in-service support and teacher training to empower educators to cater for the needs of learners who experience barriers to learning;
- cooperating with colleagues in maintaining high-quality teaching and learning;
- chairing parental meetings, discussions and feedback on learners' progress;
- conducting parental workshops on how to incorporate and render support programmes at home;
- networking and collaborating with professional committees, cultural and community organisations;
- attending workshops on professional development, including liaising and networking with other support educators in the field, and colleagues at tertiary institutions to improve the teaching and learning in the school; and
- establishing community support networking organisations, e.g. the Heidedal Learner Support and Reading Forum, in collaboration with other support and general educators in the immediate community to render support to learners and parents of learners who experience reading and literacy-related challenges. We



conducted annual workshops in the community, together with other professionals such as occupational and speech therapists, psychologists, early childhood specialists and peers from the University of the Free State.

## 9 INSTITUTIONAL COLLABORATION/NETWORKING

### 9.1 AT UNIVERSITY LEVEL

- Inter-disciplinary collaboration with the Department of Paediatrics to address the needs of learners with special educational needs, e.g. learners with early childhood deprivation, autism, dyslexia, ADHD, and those with intellectual challenges.
- Member of the Research Committee of the School of Nursing from 2005–2007.
- Annually, I am invited by other departments such as Occupational Therapy, to act as a member of the evaluation committee reviewing postgraduate students' research proposals/research protocols.

### 9.2 AT FACULTY LEVEL (APPLICABLE TO MY APPOINTMENT AT THE FACULTY OF EDUCATION)

- **2009-2011:** Member of the Research Committee of the Faculty of Education
- **2007–2014:** Member of the Faculty of Education's Service Learning Committee.
- **2014–2016:** Member of the Ethics Committee, Faculty of Education, UFS
- **2011-2013:** Discipline coordinator, Psychology of Education Coordinator of all postgraduate master's and doctoral applicants/candidates in the discipline Psychology of Education, UFS.
- **2009–2015:** Member of the BEd Hons. Restructuring Committee in the discipline Coordinator of the BEd Hons. Practical programme (part-time and full-time).
- **2005–2009:** Arrange and coordinate various workshops on an annual basis, for example, the Autumn and Winter Schools for honours students and educators.
- Develop the following modules in our discipline:

- **BEd Hons** modules: PLR 622 (revise annually); PSH 622 (revise annually); POO 604 (developed three training modules in 2005, focusing on the identification, assessment and support of learners with special educational needs – revise this on an annual basis).
- **PGDE**: RCP 702 (developed a module focusing on quantitative research methodology in Psychology of Education); EDU 726 (developed an addendum to this module that focused on the identification, assessment and support of learners with special educational needs); as well as numerous undergraduate and honours modules (information available on request).

## 10 PROFESSIONAL MEMBERSHIPS

- International Association for Cross Cultural Psychology (IACCP)
- South African Applied Linguistics Association (SAALA)
- Education Association of South Africa (EASA)
- South African Association for Learning and Educational Differences (SAALED) – member no: 2694
- South African Education Research Association (SAERA)

## 11 REVIEWER OF ACCREDITED JOURNALS

I am actively involved as a reviewer for both DoE- and ISI-accredited academic journals. These include the following journals:

### **Department of Education (DoE) accredited journals**

- *Per Linguam*
- *Perspectives in Education*
- *Curationis*
- *African Education Review*

## ISI journals

- *Disability and Rehabilitation*,
- *Annals of Dyslexia*,
- *Cultura y Educación*,
- *Reading and Writing: An Interdisciplinary journal and Scientific Studies of Reading*.

## 12 PUBLICATIONS

### 12.1 CHAPTERS IN BOOKS

Van Staden, A. (2016). Exploring the quality and inequality in the literacy development opportunities of South African pre-schoolers. In: Voyer, Benjamin, Boski, Pawel, Denoux, Patrick, Gabrenta, Bill, and Roland-Lévy, Christine (Eds). *Unity, Diversity and Culture*, pp. 376-282. Reims, France: International Association of Cross-Cultural Psychology.

Van Staden, A. and Badenhorst, M.G. (2010). Prerequisites for reading success among Sotho-speaking learners: The importance of mother-tongue instruction and phonological awareness skills. In: Papanikos, G.T. and Pappas, N.C.J. (Eds.). *Horizons in Education*, pp. 407-419. (ISBN 978-960-6672-88-0).

### 12.2 ISI-ACCREDITED AND INTERNATIONAL PEER-REVIEWED JOURNALS

Van Staden, A. and Purcell, N. (2016). Multi-sensory learning strategies to support spelling development: a case study of second-language learners with auditory processing difficulties. *International Journal on Language, Literature and Culture in Education*, 3(1):40-61. ISSN: 2453-7101. DOI: [10.1515/llce-2016-0003](https://doi.org/10.1515/llce-2016-0003)

Van Staden, A. (2013). An evaluation of an intervention using sign language and multi-sensory coding to support word learning and reading comprehension of deaf

signing children, *Child Language Teaching and Therapy*, 29(3): 305-328. DOI: [10.1177/0265659013479961](https://doi.org/10.1177/0265659013479961)

Van Staden, A. (2011). Put reading first: Positive effects of direct instruction and scaffolding for ESL learners struggling with reading. *Perspectives in Education*, 29(4):10-21. ISSN 0258-2236. Available: [https://www.researchgate.net/publication/286169561\\_Put\\_reading\\_first\\_Positive\\_effects\\_of\\_direct\\_instruction\\_and\\_scaffolding\\_for\\_ESL\\_learners\\_struggling\\_with\\_reading](https://www.researchgate.net/publication/286169561_Put_reading_first_Positive_effects_of_direct_instruction_and_scaffolding_for_ESL_learners_struggling_with_reading).

Van Staden, A. (2010). Comparing native-signing, late-signing and orally trained deaf children's 'theory of mind' abilities. *South African Journal of Psychology*, 40(1):97-106. ISSN 0081-2463. DOI: 10.1177/008124631004000110. Available: [https://www.researchgate.net/publication/258185103\\_Comparing\\_Native\\_Signing\\_Late-Signing\\_and\\_Orally\\_Trained\\_Deaf\\_Children's\\_Theory\\_of\\_Mind\\_Abilities](https://www.researchgate.net/publication/258185103_Comparing_Native_Signing_Late-Signing_and_Orally_Trained_Deaf_Children's_Theory_of_Mind_Abilities)

Van Staden, A. and Le Roux, N.A. (2010). The efficacy of fingerspell coding and visual imaging techniques in improving the spelling proficiency of deaf signing elementary-phase children: A South African case study. *Journal of Developmental and Physical disabilities*, 22(6):581-594. DOI [10.1007/s10882-010-9196-y](https://doi.org/10.1007/s10882-010-9196-y).

### 12.3 DOE ACCREDITED AND PEER-REVIEWED ARTICLES

Van Staden, A. (2016). Reading in a second language: Considering the "simple view of reading" as a foundation to support ESL readers in Lesotho, Southern Africa. *Per Linguam*, 32(1): 21-40. (ISSN 0259-2312). DOI: <http://dx.doi.org/10.5785/32-1-661>.

Tolmie, A. and Van Staden, A. (2015). Lees- en spellingagterstande van leerders met serebrale gestremdhede: Interaksie van werkgeheue, fonologiese prosessering en visueel-ruimtelike aspekte tot leer. *Journal for Language Teaching*, 49(1); 11-31. DOI: <http://dx.doi.org/10.4314/jlt.v49i1.1>

- Van Staden, A. (2012). Optimising reading development in ESL learners: Positive outcomes of a South African literacy pilot project. *International Journal of Arts and Sciences*, 5(5):11-21. Available: <http://www.universitypublications.net/ijas/0505/pdf/FIR154.pdf>.
- Van Staden, A. and Griessel, D.J. (2011). Turning the tide on illiteracy: A search for early childhood language stimulation among Free State pre-schoolers. *The Turning the tide on illiteracy*, 52:59-90. (ISSN 0259-479X).
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#### 12.4 WORK-IN-PROGRESS

Bruwer, B., Du Plessis, T. and Van Staden, A. (2016). 'n Sosiolinguistiese en sosio-opvoedkundige evaluasie van die effektiwiteit van tweetalige en bilaterale onderwys vir laer-primêre dowe leerders in die Khomasstreek van Namibië. *Litnet*. [Peer-reviewed, currently being reworked.]

#### 12.5 CONFERENCE PAPERS - PRINT-PUBLISHED AS CONFERENCE PROCEEDINGS AND PEER-REVIEWED

Some online peer-reviewed conference papers delivered at international conferences, were also published in paper format. For these, please jump to [Print-published, peer-reviewed conference papers](#) below.

## 13 CONFERENCE PARTICIPATION

### 13.1 NATIONAL AND INTERNATIONAL CONFERENCES: ADVISORY BOARDS

I have served on the advisory boards/scientific committees involved in the organisation of national and international conferences, for example, the Kenton Conference in Golden Gate in 2010; the INTED Conference in 2015 and 2016; and the scientific committee of the International Conference on Education and New Developments 2015 in Porto, Portugal 2015.

### 13.2 INTERNATIONAL CONFERENCES: PAPERS PRESENTED

#### 13.2.1 INTERNATIONAL PRINT-PUBLISHED AND PEER-REVIEWED

##### CONFERENCE PAPERS

Van Staden, A. (2016). Developing a short-term memory intervention programme for second-language learners: Can it enhance word reading and spelling abilities? *EduLearn16 Proceedings: 8th International Conference on Education and New Learning Technologies, Barcelona, Spain. 4-6 July, 2016*, pp. 5339-5347. (ISBN: 978-84-608-8860-4). DOI: [10.21125/edulearn.2016.2275](https://doi.org/10.21125/edulearn.2016.2275).

Van Staden, A. (2016). Proficient reading and spelling in English as a second language: Considering evidence-based strategies from the national reading panel. *EduLearn16 Proceedings: 8th International Conference on Education and New Learning Technologies, Barcelona, Spain. 4-6 July, 2016*, pp. 8952-8957. (ISBN: 978-84-608-8860-4) DOI: [10.21125/edulearn.2016.0095](https://doi.org/10.21125/edulearn.2016.0095).

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Van Staden, A. and Tolmie, A. (2016). Supporting the numerical development of CP children with delayed language development: a Pilot study amongst Grade 4, CP learners in South Africa. *INTED2016 Proceedings: 10th International Technology, Education and Development Conference, Valencia, Spain, 7-9 March, 2016*, pp. 4853-4857. (ISBN: 978-84-608-5617-7; ISSN: 2340-1079). DOI: [10.21125/inted.2016.2199](https://doi.org/10.21125/inted.2016.2199)

Van Staden, A. and Kitching, A. (2015). Exploring occupational stress amongst primary school teachers: a South African case study. *EDULEARN15 Proceedings: 7th International Conference on Education and New Learning Technologies, 6-8 July, 2015, Barcelona, Spain*, pp. 7925-7931. (ISBN: 978-84-606-8243-1; ISSN: 2340-1117). Available: <https://library.iated.org/view/VANSTADEN2015EXP>

Van Staden, A. and Tolmie, A. (2015). Visual perceptual and working memory training to develop reading and spelling competency amongst elementary phase children with cerebral palsy. *EDULEARN15 Proceedings: 7th International Conference on Education and New Learning Technologies, 6-8 July, 2015, Barcelona, Spain*, pp. 8000-8008. (ISBN: 978-84-606-8243-1; ISSN: 2340-111). Available: <https://library.iated.org/view/VANSTADEN2015VIS>.

Van Staden, A., Jeftha, N. and Serrano, F. (2015). Challenges facing emergent bilingual learners' English literacy development in South Africa and Spain. *INTED2015 Proceedings: 9th International Technology, Education and Development Conference, Madrid, Spain*, pp. 4675-4683. (ISBN: 978-84-606-5763-7; ISSN: 2340-1079). Available: <https://library.iated.org/view/VANSTADEN2015CHA>

Eksteen, L., Van Staden, A. and Tolmie, A. (2015). Early intervention for first-grade students at risk for developing mathematical learning difficulties: exploring the role and inter-relatedness of cognitive factors, visual perceptual and early



numeracy skills. *INTED2015 Proceedings: 9th International Technology, Education and Development Conference, Madrid, Spain*, pp. 4741-474. (ISBN: 978-84-606-5763-7; ISSN: 2340-1079). Available: <https://library.iated.org/view/EKSTEEN2015EAR>.

Van Staden, A., Tumo, M., Tolmie, A., Vorster, E. and Swart, E. (2014). Visual imagery to enhance L2 spelling proficiency: a case study of L2 spellers in Lesotho, Southern Africa, *EDULEARN 2014 Proceedings: 6th International Conference on Education and New Learning Technologies, Barcelona, Spain, 7-9 July, 2014*, pp. 4694-4699. (ISBN 978-84-617-0557-3 / ISSN: 2340-1117). Available: <https://library.iated.org/view/VANSTADEN2014VIS>.

Van Staden, A., Jeftha, N. and Serrano, F. (2014). Exploring language and literacy development of English as a second language amongst early childhood learners in South Africa and Spain: comparative study, *GLIT 2014 Proceedings: Global Conference on Language Practice and Information Technology*, pp.78-88. (ISBN E-ISBN: 978-967-11768-6-3). Available: [https://worldconferences.net/proceedings/glit2014/toc/papers\\_glit2014/GL%20065%20Annalene%20Van%20Staden%20%20Nemize%20Jeftha.pdf](https://worldconferences.net/proceedings/glit2014/toc/papers_glit2014/GL%20065%20Annalene%20Van%20Staden%20%20Nemize%20Jeftha.pdf)

Van Staden, A., Jeftha, N., Serrano, F., Tolmie, A., Swart, E. (2014). Exploring the quality of early language stimulation and literacy environments among Grade 1 children in South Africa. *EDULEARN 2014 Proceedings: 6th International Conference on Education and New Learning Technologies, Barcelona, Spain, 7-9 July, 2014*, pp. 5446-5452 (ISBN 978-84-617-0557-3 / ISSN: 2340-1117). Available: <https://library.iated.org/view/VANSTADEN2014EXP>.

- Van Staden, A. (2016). Exploring the role and inter-relatedness of working memory in L2 reading and spelling development: a South African case-study. *2nd International Conference on Literature and Linguistics, 14 - 16 July 2016 Rome, Italy.*
- Van Staden, A., Tolmie, A; Vorster, E. (2016). Cognitive linguistic features underlying spelling development in a second language: a case study of 12 spellers in South Africa. *ICELL 2016: 18th International Conference on English Language and Linguistics, Paris, July 25-26, 2016.*
- Van Staden, A. (2015). The value of multi-sensory coding and short-term memory training to improve the reading and spelling abilities of second language learners with specific learning impairments in South Africa. *XIIth International Symposium of Psycholinguistics, Valencia, Spain, 1-4 July 2015.*
- Van Staden, A., Tolmie, A. and Taljaard, S. (2015). The effect of working memory therapy training on improving the memory abilities, cognitive functioning and reading/spelling skills of South African children with atypical patterns of development. [Poster presentation]. *International Journal Conference of Arts and Sciences, Barcelona, Spain, 23-26 June 2015.*
- Van Staden, A. (2015). Advancing the cognitive and literacy difficulties amongst children with specific learning impairments and dyslexia via short-term memory and perceptual training: a South African case study. *14th European Congress of Psychology, Milan, Italy, 7-10 July 2015*
- Van Staden, A. (2014). Exploring the literacy quality and inequality among South African pre-schoolers. *22nd Congress of the International Association for Cross-Cultural Psychology, Reims, France, 15–19 July 2014.*
- Van Staden, A. (2013). Meeting the literacy needs of South African pre-schoolers: reality or myth? *9th International Association for the Improvement of Mother-Tongue*

*Education (IAIMTE), Paris, France, 11–13 June 2013.* Abstract available: <http://arle.conference-system.com/reports/abstract?id=624>

Van Staden, A. (2012). Multiple effects of direct instruction and scaffolding for ESL learners: A South African case-study. *Florence Multidisciplinary Conference, Piazza Della Calza 6, Florence, Italy, 19 - 22 June, 2012.* [Organised by the editorial board of the *International Journal of Arts and Sciences*].

Swanepoel, Z.I. and van Staden, A. (2011). Hope vs despondency: voices of adolescents in post-apartheid South Africa. [Co-presentation]. *6th International Conference on Interdisciplinary Social Sciences, New Orleans, USA, 11–13 July, 2011.*

Van Staden, A. and Griessel, D. (2011). Utility of the Early Childhood Environment Rating Scale (ECERS-R) in identifying early language development opportunities in Grade R classes in the Free State Province: a pilot project. *International Conference on Research, Development and Training in Early Childhood/ Foundation Phase Education, Potchefstroom, South Africa, 1–3 February, 2011.*

Van Staden, A., Badenhorst, M.G. and Alexander, G. (2008). Prerequisites for reading success among Sotho-speaking learners: The importance of mother-tongue instruction and phonological awareness skills. [Co-presentation]. *10th International Conference on Education, Athens, Greece, 26 -29 May, 2008.*

Van Staden, A. (2007): The development and implementation of a visual literacy programme for deaf learners. *12th International Conference of the Society for Information Technology and Teacher Education, Higher Education Learning and Teaching Association of Southern Africa (HELTASA), CUT, Bloemfontein, 19 – 22 November, 2007.*

### 13.3 NATIONAL CONFERENCES (SOUTH AFRICA): PAPERS PRESENTED

- Van Staden, A., Serrano, F., Jetha, N., Swart, E. and Tolmie, A. (2015). Utilising the ELLCO observational instrument to explore the quality of early childhood literacy development: a comparative study amongst first- and second language Grade 3 classrooms in South Africa, Lesotho and Spain. *SAERA Conference, Bloemfontein 27 - 30 October 2015.*
- Van Staden, A. and Swanepoel, Z.I. (2010). Social Justice for ALL learners: Critiquing the case of learners who experience barriers to learning. *3rd Research Colloquium: Education for Social Justice, University of the Free State, Bloemfontein, 29 - 30 September, 2010.*
- Van Staden, A. (2010). The value of creating real world practical experiences for postgraduate students in Support Teaching. *EASA Conference. North West University, Vaal Triangle campus, Vanderbijlpark, South Africa, 12 – 14 January, 2010.*
- Van Staden, A. and Griessel, D. (2010). Improving the quality of early childhood language stimulation: A collaborative effort of academics, students and support personnel in the Free State Province. *EASA Conference. North West University, Vaal Triangle campus, Vanderbijlpark, South Africa, 12 – 14 January, 2010.*
- Van Staden, A. and Griessel, D. (2010). Re-imagining and reshaping early childhood education: Closing the gap between research and practice. *KENTON Conference, Golden Gate, South Africa, 28 – 31 October, 2010.*
- Van Staden, A. (2009). Creating a performance culture among postgraduate special needs education students through a community-based research project. *KENTON Conference, Stellenbosch, South Africa, 5 – 8 November, 2009.*
- Van Staden, A. (2006). The reading and spelling difficulties of deaf learners with specific reference to information processing and the selection of effective teaching

strategies. *EASA/KENTON International Conference, Wilderness, South Africa, 28 November – 1 December, 2006.*

Van Staden, A. (2006). Die selfkonsepbeewing van dowe leerders in die intermediêre fase: 'n empiriese ondersoek. *EASA Conference, Faculty of Education, Bloemfontein, South Africa, 18 – 20 January, 2006.*

Van Staden, A. (2006). Die ontwikkeling en implementering van 'n visuele geletterdheidsprogram vir dowe graad 1- tot graad 3-leerders met lees- en spellingagterstande. *EASA Conference, Faculty of Education, Bloemfontein, South Africa, 18 – 20 January, 2006.*

Van Staden, A. (2005). Visuele beelding as spellingonderrigstrategie vir leerders met lees- en spellingprobleme. *EASA Conference, North West University, Potchefstroom campus, Potchefstroom, South Africa, 17 – 19 January, 2005.*

#### 13.4 KEYNOTES AND INVITED PRESENTATIONS

- Keynote delivered at the Stark Griffin Dyslexia Symposium in Cape Town: 4 to 5 June 2016.
- Keynote at a Dyslexia workshop for therapists and educators: Bloemfontein, November 2015.
- Guest speaker at a Speech Therapy Workshop, Universitas Hospital, Bloemfontein (May, 2006). Paper entitled: The role of a support teacher in the district-based support team.
- Guest speaker at the Department of Paediatrics, Universitas Hospital, Bloemfontein, August, 2006. Paper entitled: Addressing the needs of ADHD learners in the classroom.
- From 1999–2016: Actively involved in various presentations and workshops at schools in previously under-served communities, addressing topics such as early childhood development, school readiness, educator and learner support.

## 14 PROJECT MANAGEMENT

Summary of completed and ongoing projects:

### **NRF project/funding for competitive researchers (CPRR Grant number: 87728 )**

Entitled: *Cognitive-linguistic processing of L1 and L2 children with typical and atypical patterns of development: an exploratory study.*

In 2014 I was awarded NRF funding for this project. The programme has given me the opportunity to financially support numerous postgraduate (master's and PhD) students whose research is linked to this project (first cycle of project: 2014-2016). This project involves both national and international co-workers (colleagues from the UFS; US and an international co-worker from Spain, Prof Francisca Serrano from the University of Granada). Currently, 10 master's and PhD students' research is directly linked to this project.

Secondly, it has given me the opportunity to establish collaborative research linkages with internationally acclaimed researchers working in the field of developmental and educational psychology, as well as special education, both in South Africa and abroad.

Thirdly, since the core focus of this project is on advancing teaching and learning amongst learners with special educational needs, we actively work in various underprivileged communities, providing a service whilst at the same time collaborating with schools and teachers to empower and assist them through various endeavours, for example: school readiness and psycho-educational assessments as well as the interpretation thereof and rendering support afterwards; the implementation and constant monitoring of intervention programmes. Moreover, we also supply and develop educational workbooks and computer programmes to the two project schools who are currently aligned to this project. Our core focus is the in-service training of teachers to support and empower them to create classroom environments that can effectively support children who have language and literacy barriers/challenges to learning. The two project schools are visited on a weekly (or biweekly basis, depending

on my availability and faculty responsibilities) to monitor the children's progress. In addition, assessments are carried out twice per year (four week duration) with the assistance of the post-doctoral fellows and post graduate students aligned to the project.

#### Registered UFS/Free State Department of Education community-based research projects

##### **2009 – 2015**

Title: *Enhancing the quality of early childhood language stimulation.*

(Project in collaboration with Dr David Griessel, senior lecturer at the Department of Paediatrics, Faculty of Health Sciences, University of the Free State).

##### **2009 – 2015**

Title: *Enhancing the quality of early childhood language stimulation.*

## 15 PROFESSIONAL GROWTH ACTIVITIES

I attended the following workshops:

### **2012**

- Academic writing workshop, 4–5 May, 2012, Bloemfontein. Topic: Selecting material and planning articles from a thesis or dissertation, presented by Dr Christel Troskie-de Bruin.
- SAALED master's training workshop, 23–25 July, 2012, Cape Town. Topic: Creating Inclusive educational settings for 21st century learners, presented by Prof Loretta Giorcelli, Joy Ready and Frances Brown.

### **2011**

- SAALED workshop and conference, 30 March–2 April, 2011, Cape Town. Workshop theme: From Inclusion to belonging (attended various sessions on the

support of ESL learners, learners with dyslexia, ADHD, the visually and hearing-impaired).

- Academic writing seminar, 24–25 May, 2011, presented by Prof. Kobus Maree, Psychology Department, UFS.
- Autism workshop, Department of Paediatrics, November, 2011, Faculty of Health Sciences, UFS.
- Autism workshop – Autism South Africa, November, 2011, St Andrews School, Bloemfontein.
- Autism workshop – South African Teachers’ Union, Jim Fouché Primary School, November 2011, Bloemfontein.

## **2010**

- Advanced school readiness/assessment workshop, March 2010 – administering of the ASB Aptitude tests.
- Performance management training, UFS – June, 2010.
- DIR, Floortime Autism workshop, November, 2010, Cape Town.
- Blackboard training – November, 2010.

## **2009**

- Learning and school readiness workshop, presented by Dr Melodie de Jager, 3–5 September, 2009.
- Learner support workshop (Mind moves – ‘Weg met leerblokkasies’), presented by Dr Melodie De Jager, 2–3 October, 2009.

## **2008**

- Attended various PANDA workshops (Department of Paediatrics) during the past five years (2008–2012) – neurological and developmental delays in early childhood and related topics.



## **2007**

- UDRAW writing seminar, presented by Prof. Louis Venter.

## **2005**

- Sotho course (basic and advanced courses – six months).
- Sign language course (for six months), presented by the Department of Linguistics and Language Practice (UFS).

## **2004**

- School readiness workshop, presented by Dr Le Roux (University of Pretoria).
- AUDIBLOX – Master’s trainer workshop, presented by Marsj Arsjanian.

## 16 REFERENCES

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