

JULIET NELLY ADRIANA LANGMAN  
Tel: (210) 458-6459  
Fax: (210) 458-5962  
email: [Juliet.Langman@utsa.edu](mailto:Juliet.Langman@utsa.edu)

Department of Bicultural-Bilingual Studies  
University of Texas at San Antonio  
1 UTSA Circle, 1604 West  
San Antonio, TX 78249-0653

---

#### ACADEMIC TRAINING

- Ph.D. School of Education, Stanford University 1989  
Language, Literacy & Culture Program  
Dissertation title: *The Role of Institutional Structure and Agents of Change in Ethnic Group Development: The Yugoslav Community in the Netherlands.*
- M.A. Linguistics, Stanford University 1987  
Thesis title: *Stable and Variable Conversational Competence: Five-Year-Olds' Interactions with Familiar and Unfamiliar Peers.*
- B.S. French, Georgetown University 1980  
School of Languages and Linguistics

LANGUAGES: Bilingual Dutch/English; highly proficient in French, German, Hungarian

#### ACADEMIC POSITIONS HELD

- Associate Professor 2002- present  
*Division of Bicultural-Bilingual Studies, UTSA, San Antonio, Texas*
- Assistant Professor 1998 - 2002  
*Division of Bicultural-Bilingual Studies, UTSA, San Antonio, Texas*
- Guest Lecturer July 2001; July 2002  
*Summer University, Central European University, Budapest, Hungary*
- Co-taught course on Language and Gender to teachers and graduate students from universities across Central and Eastern Europe as well as graduate students from the United States
- Senior Lecturer 1997 - 1998  
*Department of English, Linguistics & Speech, Mary Washington College, Fredericksburg, Virginia*
- Teaching undergraduate courses in linguistics, psycholinguistics, and linguistics and text; advising and providing independent study work for linguistics majors.

Visiting Associate Professor 1995 - 1997

*Psychology Department, Loránd Eötvös University, Budapest, Hungary*

Teaching courses in the sociolinguistics and psycholinguistics of bilingualism and language acquisition. Advising undergraduate and graduate students. Conducting research in Chinese-Hungarian and Slovak-Hungarian minority communities.

Visiting Assistant Professor 1993 - 1995

*Psychology Department, Loránd Eötvös University, Budapest, Hungary*

Teaching courses in sociolinguistics and psycholinguistics. Advising undergraduate and graduate students. Conducting research on Chinese-Hungarian and Slovak-Hungarian minority communities.

Visiting Scholar 1993

*Linguistics Institute, National Academy of Sciences, Budapest, Hungary*

Teaching courses in Discourse Analysis and Sociolinguistics. Working with research associates at the Institute and undergraduate students in theoretical linguistics. Conducting preliminary research on language and identity in Hungarian minority communities.

Visiting Assistant Professor 1991 - 1992

*Linguistics Department, University of Delaware, Newark, Delaware*

Teaching graduate and undergraduate courses in linguistics and second language acquisition. Advising graduate students in second language acquisition.

Project Associate 1988 - 1991

*Language, Socialization and Neighborhood-based Organizations, Stanford University*

Directing and conducting on-site on identity formation and problem-solving, training student ethnographers, collecting and analyzing data on organizational structure and public policy affecting youth.

Principle Investigators: Shirley Brice Heath and Milbrey Wallin McLaughlin. Spencer Foundation grant.

Research Assistant 1985 & 1988

*Child Phonology Project, Linguistics Department, Stanford University*

Audio and video data collection and transcription of child language data (ages 3 & 5), data analysis focusing on pragmatics and conversational competence.

Principle Investigators: Charles Ferguson and Lorraine McCune-Nicolich.

TEACHING/ADMINISTRATIVE POSITIONS HELD

- ESL Teacher 1996-1997  
*Élőnyelvi Szeminárium [=Living Language Seminar], Budapest, Hungary*  
 Taught TOEFL and Cambridge English Examination Preparatory courses. Tester for Cambridge Certificate. (Supplemental job in addition to Visiting Associate Professor position.)
- ESL Teacher 1994-1995  
*Rozsa TérEnglish School, Budapest, Hungary*  
 Taught beginning and intermediate English to young adults. (Supplemental job in addition to Visiting Assistant Professor position.)
- Literacy Director 1990 - 1991  
*Center for Community Literacy, Pittsburgh, Pennsylvania*  
 Writing grants, developing curricula for youth literacy programs, facilitating HELP – a pilot project teaching writing and construction to teens, evaluating program effectiveness. (Supplemental job in addition to Project Associate position.)
- Coordinator, Special Languages Program (SLP) 1984 - 1985  
*Linguistics Department, Stanford University*  
 Administered all aspects of language instruction program covering over 30 languages; budget, personnel, materials acquisition, scheduling, and teacher evaluation.
- Dutch teacher 1984-1985  
*Linguistics Department, Stanford University*  
 Taught beginning Dutch to students at Stanford within the Special Languages Program (SLP).
- Assistant to the Director, English for Foreign Students (EFS) 1983 - 1984  
*Linguistics Department, Stanford University*  
 Administrative assistant and teacher in summer Intensive English as a Second Language program.
- Linguistic Technical Consultant 1980 - 1982  
*IBM, Office Products Division, Gaithersburg, Maryland*  
 Designing and testing spell checking software.

Intern

January - May 1979

*Center for Applied Linguistics, Washington, D.C.*

Worked for Dr. Tracy Gray, preparing materials for a seminar on the educational and language needs of recent immigrants to be attended by linguists, education specialists and politicians.

## REFEREED PUBLICATIONS

### *Books*

McLaughlin, Milbrey W., Merita A. Irby & Juliet Langman. 2001. *Urban Sanctuaries: Neighborhood Organizations in the Lives and Futures of Inner-City Youth*. Paperback edition. San Francisco: Jossey-Bass.

László Kürti & Juliet Langman (eds.) 1997. *Beyond Borders: Remaking Cultural Identities in the New East and Central Europe*. Boulder: Westview Press.

McLaughlin, Milbrey W., Merita A. Irby & Juliet Langman. 1994. *Urban Sanctuaries: Neighborhood Organizations in the Lives and Futures of Inner-City Youth*. San Francisco: Jossey-Bass.

### *Book Chapters*

Langman, Juliet. 2008. The Effects of ESL Endorsed Instructors: Reducing middle school students to incidental language learners. In Denise Murray (ed.) *Planning change; changing plans: Innovations in Second Language Teaching*. University of Michigan Press, pp. 108-121.

Langman, Juliet and Robert Bayley. 2007. Untutored Acquisition in the Content Classroom. In Zhu Hua, Paul Seedhouse, Li Wei and Vivian Cook (eds.) *Language Learning and Teaching as Social Interaction*. New York: Palgrave MacMillan, pp. 218-234.

Langman, Juliet. 2003. Growing a (bányavirág) rock crystal on barren soil: Forming a Hungarian identity in Eastern Slovakia through joint (inter)action. In Robert Bayley & Sandra R. Schecter (eds.) *Language Socialization in Bilingual and Multilingual Societies*. Multilingual Matters, pp. 182-199.

Langman, Juliet. 2002. A kétnyelvűség kutatásának modern irányzatai [= Recent trends in bilingualism research]. In A. Jászó Anna & Bódi Zoltán (eds.) *Szociolingvisztikai Szöveggyűtemény. Segédkönyvek a nyelvészet tanulmányozásához XII* [= Sociolinguistics Collection: Linguistics Reader XII.]. Budapest: Tinta, pp. 143-151 [ Reprinted from Ilona Kassai (ed.) *Kétnyelvűség, és Magyar Nyelvhasználat*. [= *Bilingualism and the Use of*

- Hungarian*]. A 6. Élőnyelvi Konferencia Előadásai. [= The 6th Modern Language Conference Proceedings]. Budapest: MTA Nyelvtudományi Intézet, 11-25.
- Langman, Juliet. 2002. Language and identity in a Hungarian minority dance group. In István Lanstyák & Szabolcs Simon (Eds.) *Tanulmányok a Kétnyelvüségről*. [= Studies in Bilingualism]. Pozsony: Kalligram, pp. 57-70.
- Langman, Juliet. 1998. 'Aha' as Communication Strategy: Chinese Speakers of Hungarian. In Vera Regan (ed.) *Contemporary Approaches to Second Language Acquisition in Social Context: Crosslinguistic Perspectives*. Dublin: University College Dublin Press, 32-45.
- Kürti, László & Juliet Langman. 1997. Introduction: Searching for identities in the new East Central Europe. In László Kürti & Juliet Langman (eds.) *Beyond Borders: Remaking Cultural Identities in the New East and Central Europe*. Boulder: Westview Press, 1-16.
- Langman, Juliet. 1997. Expressing Identity in a Changing Society: Hungarian Youth in Slovakia. 1997. In László Kürti & Juliet Langman (eds.) *Beyond Borders: Remaking Cultural Identities in the New East and Central Europe*. Boulder: Westview Press, 111-131.
- Heath, Shirley Brice & Juliet Langman. 1994. Shared Thinking and the Register of Coaching. In Douglas Biber & Edward Finegan (eds.), *Sociolinguistic Perspectives on Register*. Oxford: Oxford University Press, 82-105.
- Langman, Juliet & with Milbrey W. McLaughlin. 1993. Collaborate or Go It Alone?: Tough Decisions for Youth Policy. In Shirley Brice Heath and Milbrey Wallin McLaughlin (eds.), *Identity and Inner-city Youth: Beyond Ethnicity and Gender*. New York: Teacher's College Press, 147-175.
- Journal Articles*
- Langman, Juliet. 2004. (Re)constructing gender in a new voice: An Introduction. *Journal of Language, Identity, and Education* 3:4, 235-243.
- Bayley, Robert & Juliet Langman. 2004. Comparing Variation in the Group and the Individual: Evidence from Second Language Acquisition. *IRAL* 42:4;303-319.
- Langman, Juliet. 2003. The effects of ESL-trained content-area teachers: Reducing middle school students to incidental language learners. *Prospect* 18:1;14-26.
- Langman, Juliet. 2002. Mother Tongue Education versus Bilingual Education: Shifting Ideologies and Policies in the Republic of Slovakia. *IJSL* 154. Special Issue edited by Terrence Wiley and Thomas Ricento.
- Langman, Juliet & Bayley, Robert. 2002. The Acquisition of Verbal Morphology by Chinese Learners of Hungarian.. *Language Variation and Change*. 14:55-77.

- Langman, Juliet & István Lanstyák. 2000. Language negotiations in Slovakia: Views from the Hungarian minority. 2000. *Multilingua* 19-1/2, 55-72 (with István Lanstyák).
- Sándor, Klára, Juliet Langman, & Csaba Pléh. 1998. Egy magyarországi "ügynökvizsgálat" tanulságai: A nyelvátzatok hatása a személypercepcióra. [= Lessons from a Hungarian Matched Guise Experiment: The effects of language variables on perceptions of people]. *Valóság* [= *Truth*] 8, 29-40.
- Langman, Juliet. 1997. Analyzing Second Language Learners' Communication Strategies: Chinese Speakers of Hungarian. *Acta Linguistica Hungarica* 44, 277-299.
- Langman, Juliet. 1995-1996. The Role of Code-switching in Achieving Understanding: Chinese speakers of Hungarian. *Acta Linguistica Hungarica* 43(3-4) 323-344.

*Guest Editor*

- Langman, Juliet (Ed.) 2004. Special Issue: (Re)constructing Gender in a New Voice. *Journal of Language, Identity and Education* 3:4.

NON-REFEREED PUBLICATIONS

*Conference Proceedings*

- Langman, Juliet & Carmen Fies. (2007). Technology-mediated science inquiry: Moving from everyday to classroom science, moving from native language to English. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2007* (pp. 3434-3436). Chesapeake, VA: AACE.
- Bayley, Robert, Holly Hansen-Thomas, and Juliet Langman. 2005. Language Brokering in a Middle School Science Class. In Cohen, J., McAlister, K., Rolstad, K., & MacSwan, J. (Eds.), *ISB4: Proceedings of the 4th International Symposium on Bilingualism*. Somerville, MA: Cascadilla Press, pp. 223-232.
- Langman, Juliet, Holly Hansen-Thomas, and Robert Bayley. 2005. Bilingual Negotiations in the Science Classroom. In Cohen, J., McAlister, K., Rolstad, K., & MacSwan, J. (Eds.), *ISB4: Proceedings of the 4th International Symposium on Bilingualism*. Somerville, MA: Cascadilla Press, pp. 1286-1298.
- Langman, Juliet. 1997. Identitás és nyelv: Fiatal magyarok a felvidéken [= Identity and language: Young Hungarians in Slovakia]. In István Lanstyák & Gizella Szabómihály (eds.) *Nyelvi Érintkezések a Kárpátmedencében, különös tekintettel a 'magyarpáru' kétnyelvűségre* [= *Language contacts in the Carpathian Basin, with particular attention to 'Hungarian-*

*paired' bilingualism.*] Bratislava: Magyar Köztársaság Kulturális Intézete and Kalligram., 102-112.

Langman, Juliet. 1995. A kétnyelvűség kutatásának modern irányzatai [= Recent Trends in Bilingual Research]. 1995. In Ilona Kassai (ed.) *Kétnyelvűség, és Magyar Nyelvhasználat.* [= *Bilingualism and the Use of Hungarian*]. A 6. Élőnyelvi Konferencia Előadásai. [= The 6th Modern Language Conference Proceedings]. Budapest: MTA Nyelvtudományi Intézet, 11-25.

#### *Encyclopedia Entries*

Contrastive Analysis. (To Appear). In Josué M. Gonzalez, General Editor. *Encyclopedia of Bilingual Education*. Sage.

Language Socialization. (To Appear). In Josué M. Gonzalez, General Editor. *Encyclopedia of Bilingual Education*. Sage.

Pragmatics. (To Appear). In Josué M. Gonzalez, General Editor. *Encyclopedia of Bilingual Education*. Sage.

#### *Reviews*

Langman, Juliet. 2008. Science Education and Student Diversity: Synthesis and research agenda. By OKHEE LEE and AUROLYN LUYKX. New York: Cambridge University Press, 2006. Pp. v +198. *International Multilingual Research Journal* vol. 2, 109-112.

Langman, Juliet. 2006. Hungarian Language contact outside Hungary. Studies on Hungarian as a minority language. Anny Fenyvesi (ed.) *Impact. Studies in Language and Society* 20. Philadelphia: John Benjamins. *Estudios de Sociolingüística* 7:1; 105-109.

Langman, Juliet. 2005. Negotiating Bilingual and Bicultural Identities: Japanese returnees betwixt two worlds. Yasuko Kanno. Mahwah, NJ: Lawrence Erlbaum, 2003. *Journal of Language and Social Psychology* 24:3; 321-323.

Langman, Juliet. 2002. Miklós Kontra, Robert Phillipson, Tove Skutnabb-Kangas, and Tibor Várady, (eds.), *Language: A right and a resource; Approaching linguistic human rights*. Budapest: Central European Press, 1999. *IJSL* 154, 102-106.

Langman, Juliet. 2001. Code-switching in conversation: Language, interaction and identity. Edited by Peter Auer. London: Routledge, 1998. *Journal of Linguistics* 37:627-630.

Langman, Juliet. 2000. Multilingualism by John Edwards. *Canadian Review of Studies in Nationalism* XXVII, 179-180.

Langman, Juliet. 1999. Undoing and Redoing Corpus Planning. Edited by Michael Clyne. *Contributions to the Sociology of Language* 78. *Anthropological Linguistics* (1999) 41:2;272-274.

*Web materials.*

Juliet Langman. Bilingual Corpora. <http://talkbank.org/data/LIDES/>

Digital Audio and Transcribed Data of Hungarian-Chinese interview data.

The TalkBank database contains transcript and media data collected from conversations with adults and older children. Conversations with children are available from CHILDES. All of the data is transcribed in CHAT and CA/CHAT formats. The use of all CHILDES and TalkBank data is governed by the Gnu Public License (GPL).

Bilingual Corpora -- Langman. In. B. MacWhinney (ed.), *The Childes Project: Tools for Analyzing Talk*, vol. II: The Database (pp. 159-160). Mahwah, NJ: Erlbaum, 2000.

SELECTED PAPER PRESENTATIONS

Language brokering in the classroom: Expert identities in a community of practice. (Juliet Langman & Carmen Cacéda). ISB6, May 30 – June 2, 2007, Hamburg, Germany.

Metaphors of traditional gender practiced and contested through talk and dance.

AAAL 2007 April 20-24, 2007 Costa Mesa, CA.

Technology-mediated science inquiry: Moving from everyday to classroom science, moving from native language to English. (Juliet Langman & Carmen Fies). SITE 2007 March 26 – 30, 2007, San Antonio, TX.

Developing Multilingualism in the field: Researchers in multilingual communities. BLS 2007. February 9 – February 11, 2007, Berkeley, CA.

Second language learning & gender: Gender differences or the difference gender makes. AAAL Colloquium Organizer, Montréal, Canada, June 17-20, 2006

Shifting Teacher Talk in Science: Meeting the needs of English Language Learners, Division K paper, AERA, San Francisco, April 2006.

Drawing English Language Learners into Math and Science Tasks and Academic Literacy, Division G Symposium Organizer (with Robert Bayley) AERA, San Francisco, April 2006.

Exploring Language Minority Experiences: Multiple Approaches to Language Learning and Use. Guest Lecture. UMBC, Language, Literacy and Culture Program, Baltimore, Maryland. February 13, 2006.

Untutored English Language Acquisition in the Middle School Science Classroom (with Robert Bayley). AILA Madison, Wisconsin. July 24-29, 2005.

Exploring Untutored English Language Acquisition in Early Adolescence (with Robert Bayley & Veronica Betancourt). ISB5. Barcelona, Spain, March 20-23, 2005.

Bilingual Negotiations in the Middle School Science Classroom (with Holly Hansen-Thomas and Robert Bayley) AERA San Diego, CA, April 12-16, 2004.



- Comparing Approaches to Minority Language Education in Slovakia and Hungary. Invited Panel. ISB4. Tempe Arizona, April 30-May 3, 2003.
- Language Brokering in a Middle School Science Class. (with Robert Bayley and Holly Hansen-Thomas) ISB4. Tempe Arizona, April 30-May 3, 2003.
- Bilingual Negotiations in the Science Classroom. (with Robert Bayley and Holly Hansen-Thomas) ISB4. Tempe Arizona, April 30-May 3, 2003.
- Constructing Identity through Joint Practice: Hungarian Minority Youth in Slovakia. AAAL, Washington DC, March 22-25, 2003.
- Increasing Comprehensibility: Accommodating ELLs in the secondary classroom. TexTESOLII San Antonio, October 19, 2002.
- Group and Individual Patterns of Variation: Evidence from Second Language Acquisition NWAV31 Stanford, October 10-13, 2002.
- Variation in the Group and the Individual: Evidence from SLA and Language Shift. (with Robert Bayley). Eleventh International Conference on Methods (Methods XI), University of Joensuu, North Karelia, Finland, August 5-9, 2002.
- Constructing state identity from the minority perspective: Hungarians in Slovakia. Nationality and Citizenship in Post-Communist Europe Conference, Paris, France. July 9-10, 2001.
- Role of Standard English(es) in ESL/EFL Classrooms Worldwide, Panel Organizer. TESOL. St. Louis, Missouri. February 27- March 3, 2001.
- Communities of Practice as Sites of Minority Identity and Resistance: Minority Hungarians in Slovakia. AAAL. St. Louis, Missouri. February 24-27, 2001.
- Strategies for ensuring comprehension for students with different levels of English proficiency in the content classroom. Featured Speaker. TexTESOL San Antonio, TX. October 27-28, 2000.
- Communities of Practice as Sites of Minority Identity and Resistance: Minority Hungarians in Slovakia. NWAV-29, East Lansing, Michigan. Oct. 5-8. 2000.
- When State and Nation Diverge: Multiple Identities among Minority Hungarians in Slovakia and its Relationship to State Building ASN (Association for the Study of Nationalities), New York, NY. April 13-15, 2000.
- The Politics of Teaching in EFL Contexts: A European Perspective. TESOL. Vancouver, Canada, March 14-18, 2000.
- Mother Tongue Education versus Bilingual Education: Shifting Ideologies and Policies in the Republic of Slovakia AAAL (American Association of Applied Linguists), Vancouver, Canada. March 11-14, 2000.
- English as a Second Language in Hungary: Teaching without Teachers TexTESOLII. San Antonio, TX. October 30, 1999.
- The Acquisition of a Marked Category: Variation in Definite/Indefinite Verbal Marking by Chinese Learner of Hungarian (with Robert Bayley). NWAVE. Toronto, Canada. October 14-17, 1999.

- Language Minority Education: Perceptions, Policies, and Challenges in the Wake of California's Prop. 227 Roundtable Co-chair (with Thomas Ricento) and Discussant, LASSO (Linguistic Association of the Southwest), San Antonio, TX. October 1-3, 1999.
- Language Planning for Language Conflict: The Slovak Language Law as Perceived by Minorities. Contact + Confl(ict). Research Centre on Multilingualism International Symposium. Brussels, Belgium. May 28-31, 1997.
- Bilingual Jokes as Discourses of Identity and Conflict: Hungarian Youth in Slovakia. International Symposium on Bilingualism. University of Newcastle upon Tyne, Great Britain. April 9-12, 1997.
- Identitás és nyelv: fiatal magyarok a Felvidéken [= Identity and Language: Young Hungarians in the Highlands]. Nyelvi érintkezések a Kárpátmedencében a honfoglalástól napjainkig, különös tekintettel a 'magyarpárú' kétnyelvűségre [= Language Contact in the Carpathian Basin from settlement to today, with particular attention to Hungarian-paired bilingualism] Bratislava, Slovakia, Nov. 4-5, 1996.
- Learning off the Cuff: Second Language Acquisition among Chinese Immigrants in Hungary. N.WAVE-24, Philadelphia, Oct 12-15, 1995.
- Variations in Communication Strategies: Chinese Speakers of Hungarian. Eurosla5, Dublin, Ireland. Sept. 7-11, 1995.
- The Role of Language in Constructing and Maintaining Ethnic and National Identities. AEGEE '94 Ethnic and National Minorities Conference, Budapest, April 1994.
- The Effects of Policy on Perceptions of Nationality and Ethnicity: The Case of "Yugoslavs" in The Netherlands. Hungarian Sociological Association, Miskolc, July 7-10, 1993.
- A kétnyelvűség kutatásának modern irányzatai [= Recent Trends in Bilingual Research]. 6. Előnyelvi Konferencia: Kétnyelvűség, és Magyar Nyelvhasználat [= 6th Living language Conference: Bilingualism and the Use of Hungarian]. Budapest, Hungary, October 14-15, 1993.
- Adaptation in the Educational Setting: The Case of Yugoslav Immigrants in the Netherlands. AERA. Boston, MA. April 1990.
- "Talk for Talk" and "Talk for Work": The Development of Communicative Styles in Children from 1 to 5 years. (with Marilyn May Vihman) International Child Language Conference, Budapest, Hungary. July 1990.

#### PENDING GRANTS

##### *Research*

##### *Extramural*

- Institute of Education Sciences (IES 84.305b Education Research – Mathematics and Science Education) SimLETS: Technology-infused, Language-differentiated High School Science Curricula (Juliet Langman, PI & Carmen Fies Co-PI) Submitted July, 2007.

FUNDED GRANTS

*Research*

*Extramural*

San Antonio Area Foundation 2002-2003

Providing Workforce ESL Literacy Courses to UTHSC employees and internship opportunities to MA ESL students.

Acquiring Academic Content and English Language Knowledge 2001-2002  
in the Middle School Science Classroom

Examining the development of school identity and science knowledge among English language learners in comparison with monolingual students.

Spencer Foundation Small Grant awarded to Juliet Langman & Robert Bayley

Pszicholingvistikai vizsgálatok különböző kétnyelvű közösségekben 1997 - 2001

[= Psycholinguistic studies in various bilingual communities]

Exploring the effect of the sociolinguistic setting on the mental lexicon and psycholinguistic processing among Hungarian Slovak bilinguals in Hungary and Slovakia.

OTKA [= Hungarian State Higher Education grant] (co-grantee Aleksandr Jarovinskij)

The Role of Minority Institutions in Determining Ethnic Identity: 1994 - 1996

Hungarians in Slovakia

Sociolinguistic research in Hungarian Slovak bilingual communities in Eastern Slovakia

Research Support Scheme, Open Society Institute.

*Intramural*

Academy for Teacher Excellence (ATE) 2007

Developing Technology Supported Inquiry Science Curricula for Language Minority and Low Income Learners (Langman, J., & Fies, C.). Amount Awarded \$4200. 0% time.

COEHD Mini-Grant Award Spring 2006

Technology-Mediated Science Inquiry-Moving from everyday to classroom science, moving from native language to English (Carmen Fies & Juliet Langman). Pilot study tied to preparation for IES grant in Math and Science Teacher Education. Amount Awarded: \$900

Faculty Development Leave Spring 2004

(Re)constructing Gender in a New Voice: The role of gender identity in successful second language acquisition

Tech-Connect Faculty Mini-grant. Summer 2002

For preparation of WEB-CT course for ESL3023.

Faculty Research Award Spring 2002

Ancillary funds to support additional work related to the Spencer Grant outlined above.

Faculty Small Grant Award, Division of Bicultural-Bilingual Studies 2001

Language Attitudes towards Spanish, English and code-switching in San Antonio:  
A follow-up matched guise experiment

Faculty Research Award 1998-1999

Language and Identity on the Borderlands: Exploring Sociohistorical Roots of Linguistic Minority Identity. Exploring the nature of ethnic identity among a group of youth engaged in ethnic dance.

Grant Development support Spring 1999

English Language Learning in Mainstream Classrooms UTSA grant development office (with Robert Bayley) for development of a Spencer Foundation Grant.

### *Institutional*

Language and Gender in Hungary 1996 - 1997

Grant for research assistance and books on gender and discourse in Hungary in the 1990s.  
Language and Gender Program, Central European University.

### *Teaching*

Higher Education Support Program (HESP) Kuratorium 1993 - 1994

Postgraduate teaching grant in the English language Cognitive Psychology Program of the Psychology Department, Eötvös Loránd University.

Higher Education Support Program (HESP) Kuratorium 1993

Teaching grant for sociolinguistic and linguistic anthropology courses in the Linguistics Institute of the Hungarian Academy of Sciences.

## THESES AND DISSERTATIONS SUPERVISED

*Completed*

- Michael W. Campbell, Ph. D. Dissertation: Becoming: Narratives of transformation from adult immigrants in a community college ESL classroom. *Culture, Literacy and Language, Division of Bicultural, Bilingual Studies, UTSA. 2007.*
- Xiaoshi Li, Ph. D. Dissertation: The Acquisition of Sociolinguistic Competence by Learners of Chinese as a Second Language: A Variationist Perspective. *Culture, Literacy and Language, Division of Bicultural, Bilingual Studies, UTSA. (co-Chair with Dr. Robert Bayley). 2007.*
- Rita Radke, MA Thesis. Multilingual American Identity and National Security: The Role of Foreign Languages in the Post 9/11 U.S. Air Force and Government Sphere. ESL concentration, Division of Bicultural, Bilingual Studies, UTSA. 2007.
- Holly Hansen-Thomas, Ph. D. Dissertation: Learning to use math discourse in a reform-based middle school classroom: How Latino/a ELLs become socialized into the math community of practice. *Culture, Literacy and Language, Division of Bicultural, Bilingual Studies, UTSA. 2005.*
- Polonyi Tünde. Ph.D. Dissertation: Nyelvi rendszerek kapcsolata kétnyelvűeknél. [= Language Processing in Bilinguals] (Co-Chair with Dr. István Czigler) Pszichológia Doktori Iskola, Kognitív Pszichológia Alprogram, Eötvös Loránd Tudományegyetem, Budapest, 2004.
- Caren Shoup. MA thesis. Implementing the adjunct model in a post-secondary ESL program. *Division of Bicultural, Bilingual Studies. UTSA May 2003.*
- Syahrir Idris MA thesis. The role of English in the life of Bimanese Young People, *Division of Bicultural, Bilingual Studies UTSA, May 2002.*
- Anna Kende, *Constructing Gender in Social Interaction: A Sociolinguistic Study*, M.A. Thesis, 1997. Program on Gender and Culture, Central European University, Budapest, Hungary.

#### On-Going

- Zsuzsa László, Ph. D. Candidate Psychology Department, *Loránd Eötvös University, Budapest, Hungary*
- Joyelle Payne. Ph.D. Candidate. Culture, Literacy and Language, Division of Bicultural, Bilingual Studies, UTSA.
- Carmen Cáceda, Ph. D. student, Culture, Literacy and Language, Division of Bicultural, Bilingual Studies, UTSA.

#### Selected Professional Service

*Tudomány és Lélek* [= Knowledge and Spirit], Editorial Board

Journal of Language Identity and Education, Editorial Board  
Heritage Language On-Line Journal  
Abstract reader for AAAL and AERA

PROFESSIONAL MEMBERSHIPS

AAAL, TESOL, TexTESOLII, AERA

## TEACHER TRAINING WORKSHOPS

The following are a sample of teacher training workshops conducted in the San Antonio area.

These workshops have ranged from 3 hours sessions, to 15 hour mini-courses. The primary audience has been middle and high school content-area teachers. Materials available on request.

Developing Integrated Lessons for Summer School Instruction: Focus on the ELL

Analyzing and Understanding Content Area Textbooks from the Perspective of ELLs

Content-Area Instruction and the English Language Learner

Improving TAAS Reading and Writing Scores

Writing Instructional Practices and Strategies to Use with ESL students

Addressing students: Strategies for ensuring comprehension for students with different levels of English proficiency in the content classroom.

Assessment of ESL student in the classroom; Introduction to Thematic Planning for middle, and high school teachers

Thematic Units: Planning to meet the Instructional needs of English language learners in math, science, social studies, and language arts middle school and high school classrooms

Interaction Strategies for Second Language Development in Dual language classrooms

Organizing the lesson plan: Implementing CALLA – Cognitive Academic Language Learning Approach

Improving the lesson plan: Coordinating activities to maximize content and language learning

Varying Teacher Talk in the English and Reading Classroom: Making Language and Learning Accessible to English Language Learners