

NAME AND CONTACT INFORMATION

Juliet Nelly Adriana Langman
Professor of Applied Linguistics
Department of Bicultural Bilingual Studies
University of Texas at San Antonio
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EDUCATIONAL BACKGROUND

- 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

PROFESSIONAL EMPLOYMENT HISTORY

- Associate Dean for Graduate Studies September 2016 - Present
College of Education and Human Development, UTSA, San Antonio, Texas
- Professor of Applied Linguistics 2014 - Present
Department of Bicultural-Bilingual Studies, UTSA, San Antonio, Texas
- Associate Professor of Applied Linguistics 2002 - 2014
Department of Bicultural-Bilingual Studies, UTSA, San Antonio, Texas
- Assistant Professor 1998 - 2002
Department of Bicultural-Bilingual Studies, UTSA, San Antonio, Texas

- Senior Lecturer 1997 - 1998
Department of English, Linguistics & Speech, Mary Washington College, Fredericksburg, Virginia
- Visiting Associate Professor 1995 - 1997
Psychology Department, Eötvös Loránd University, Budapest, Hungary
- Visiting Assistant Professor 1993 - 1995
Psychology Department, Eötvös Loránd University, Budapest, Hungary
- Visiting Scholar 1993
Linguistics Institute, National Academy of Sciences, Budapest, Hungary
- Visiting Assistant Professor 1991 - 1992
Linguistics Department, University of Delaware, Newark, Delaware
- 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.
- Senior Project Associate 1988 - 1991
Language, Socialization and Neighborhood-based Organizations, Stanford University
 Spencer Foundation Grant. Principle Investigators: Shirley Brice Heath and Milbrey Wallin McLaughlin.
- Research Assistant 1985 & 1987
Child Phonology Project, Linguistics Department, Stanford University
 Under Dr. Marilyn Vihman, Director.
 Principle Investigators: Charles Ferguson and Lorraine McCune-Nicolich.
- Coordinator, Special Languages Program (SLP) 1984 - 1985
Linguistics Department, Stanford University
- Assistant to the Director, English for Foreign Students (EFS) 1983 - 1984
Linguistics Department, Stanford University
- Linguistic Technical Consultant 1980 - 1982
IBM, Office Products Division, Gaithersburg, Maryland
- Intern January - May 1979
Center for Applied Linguistics, Washington, D.C.

GUEST LECTURES AND SHORT COURSES

Guest Lecture March 16, 2016

How traditional dance aligns with modern multilingual identity: Hungarian youth in Slovakia.
Departamento de Lenguas Universidad de las Américas Puebla, Puebla, Mexico.

Guest Lecturer December 2015

Writing for Publication

Centre for Applied Language Studies (CALS) at the University of Jyväskylä, Finland. University of Jyväskylä

Guest Lecturer July 6-8, 2015

Teaching through talking: Engaging English learners in STEM classrooms

2015 SMARTTTEL Summer Institute, Texas Woman's University, Denton, TX

Guest Lecturer July-August 2012

EFL Workshop for Anyang Normal University English Instructors.

Sponsored by UTSA/Anyang Normal University

Guest Lecturer March 9, 2012

Language Campus (a collaborative network between the Centre for Applied Language Studies (CALS), the Department of Languages, the Language Centre and the Department of Teacher Education at the University of Jyväskylä, Finland. University of Jyväskylä

Workshop entitled "Sociocultural perspectives on SLA: Implications for research in content area classrooms"

Guest Lecturer May 11-20, 2011

Department of English. University of Szeged, Hungary

Doctoral course entitled "Second Language Acquisition and Teaching of English to Foreign Learners: Aspects of English as a Lingua Franca."

Guest Lecturer May 18-28, 2009

Department of English. University of Szeged, Hungary

Doctoral course entitled "Discourse Approaches to Understanding Language & Gender in Language Minority Contexts."

Guest Lecturer June 24-28, 2008

Languages in a Network of European Excellence (LINEE) Summer Workshop on Multilingualism in Urban Contexts, Bolzano, Italy

LINEE is a scientific network co-funded under the 6th framework programme of the European Commission (FP6) <http://www.unibz.it/web4archiv/objects/pdf/standard/programti.pdf>

Invited lecture series entitled "Language and Gender in Multilingual Contexts"

Guest Lecturer February 28 – March 1, 2003
Gramma Nyelvi Iroda 2. Szociolingvisztikai Műhelytalálkozó [=2nd Sociolinguistics Workshop]
Párkány/Šturovó, Slovakia

Course title: “Élőnyelvi szövegek számítógépes lejegyzése és feldolgozása”
 [= Technology and the transcription and analysis of oral language data]

Guest Lecturer July 2002
Summer University, Central European University, Budapest, Hungary

Co-taught course on Language and Gender to graduate students from universities across
 Central and Eastern Europe and the United States.

Guest Lecturer July 15-16, 2002
Gramma Nyelvi Iroda (Gramma Language Office) 1. Szociolingvisztikai Műhelytalálkozó [= 1st Sociolinguistics Workshop] Kürtisziget, Slovakia

Course Title: “Introducing the Ethnography of Communication and the Community of Practice
 as approaches and constructs useful to research in language minority communities.”

Guest Lecturer July 2001
Summer University, Central European University, Budapest, Hungary

Co-taught course on Language and Gender graduate students from universities across Central
 and Eastern Europe and the United States.

LANGUAGE TEACHING POSITIONS HELD

ESL Teacher 1996-1997
Élőnyelvi Szeminarium [=Living Language Seminar], Budapest, Hungary

Taught TOEFL & Cambridge English Examination Preparatory courses. Cambridge Certificate
 Examiner.

ESL Teacher 1994-1995
Rózsa Tér English School, Budapest, Hungary

Taught beginning and intermediate English to young adults.

Dutch teacher 1984 - 1985
Linguistics Department, Stanford University

AWARDS AND HONORS

ACADEMIC HONORS

Pi Delta Phi Société d'honneur française, 1980.

Phi Beta Kappa Society, 1980.

RESEARCH AWARDS

Texas A&M Sub-award

Submitted 12/3/2018

TELL-TX: Professional Development for Teachers of Adult English, PI, Pending

Spencer Conference Grant

Submitted 9/5/2018

Building Bridges in Education and Housing Scholarship and Practice: Developing an innovative, relevant and applied research agenda around student mobility, housing insecurity, and student success outcomes. \$49,430. CO-PI, PENDING

NSF-STEM

9/1/2018-8/31/2022

Building Capacity: Transforming STEM Undergraduate Education through Academic Literacy, Mentoring and Professional Development, Co-PI. \$1,500,000.00

IES Pathways Mentor

Fall 2016- present

The UTSA Institute for Education Science Pathways Research Training Program: P-20 Pipeline Issues, IES Pathways Grant, Harriett Romo, PI & Guadalupe Carmona, Co-PI

UTSA Mexico Center Educational Research Fellowship

Spring 2016

Carlos and Malú Alvarez International Study Fund, awarded to Criste Tonra, MA TESL student and Dr. Juliet Langman as faculty sponsor, \$3,500 (funded through Vice Provost's Office of International Initiatives)

UTSA Mexico Center Educational Research Fellowship

Spring 2014

Carlos and Malú Alvarez International Study Fund, awarded to Armando Garza, doctoral student and Dr. Juliet Langman as faculty sponsor, \$3,500

Faculty Development Leave

Spring 2014

Teaching through Talking: Exploring and Directing Teachers' Discourses of Teaching and Learning

Faculty Research Award - COEHD

2012-2013

Teaching through Talking: Exploring and Directing Teachers' Discourses of Teaching and Learning. \$3784.

Faculty Development Leave

Spring 2004

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

Faculty Research Award

Spring 2002

Ancillary funds to support additional work related to Spencer Foundation Grant.

- 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.

TEACHING AWARDS

- President's Distinguished Achievement Award for Teaching 2014
Nominated
- 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.

RESEARCH ACTIVITIES SUMMARY

BOOKS – REFEREED

- Langman, Juliet** & Holly Hansen-Thomas (Eds.). (2017) Discourse and Learning: Exploring English Learner Interaction, Intertextuality, and Appropriation in STEM classrooms. Springer.
- Hansen-Thomas, Holly & **Juliet Langman**. Under Contract. *Engaging English learners in Mathematics Classrooms: Teaching through Talking*. Philadelphia: PA: Caslon, Inc.
- Langman, Juliet** & Holly Hansen-Thomas. Under Contract. *Engaging English learners in Science Classrooms: Teaching through Talking*. Philadelphia: PA: Caslon, Inc.
- 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.
- Kürti, László & **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.

JOURNAL ARTICLES - REFEREED

- Langman, Juliet.** Accepted. Language Teacher Identity: Exploring language learning histories. To Appear in *TESOL Journal Special Issue*.
- Langman, Juliet & Holly Hansen-Thomas.** 2017. Deictics and the construction of math and science knowledge in the secondary school classroom. *Classroom Discourse* 8:2;122-138.
- Langman, Juliet.** Robert Bayley, and Carmen Caceda. 2015. Second Language Socialization in Adolescence: Exploring Multiple Trajectories. *International Journal of TESOL and Learning*.
- Garza, Armando & **Juliet Langman.** 2014. Translanguaging in a Latin@ Bilingual Community: Negotiations and Mediations in a Dual-Language Classroom. *Association of Mexican American Educators Journal* 8:1;37-49.
- Langman, Juliet.** 2014. Translanguaging, identity and learning: science teachers as engaged language planners. In Thematic Issue: Engaged Language Policy and Planning, Kathryn A. Davis (Ed.), *Language Policy* 13:2;183-200. (DOI) [10.1007/s10993-013-9312-9](https://doi.org/10.1007/s10993-013-9312-9)
- Fies, Carmen & **Juliet Langman.** 2011. Bridging Worlds: Measuring Learners' Discursive Practice in a PartSim Supported Biology Lesson. *International Journal of Science and Mathematics Education* 9:6;1415-1438.
- Langman, Juliet & Fies, Carmen.** 2010. Classroom response system-mediated science learning with English language learners. *Language and Education* 24:2, 81-99.
- 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. 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. *International Journal of the Sociology of Language* 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 nyelvátváltók 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.

BOOK CHAPTERS – INVITED

- Langman, Juliet** & Shi, Xingsong. Forthcoming. Gender, Language, Identity, and Intercultural Communication. In Jackson, J. (ed.) *The Routledge Handbook of Intercultural Communication*, 2nd Edition. London: Routledge.
- Hansen-Thomas Holly & **Langman, Juliet**. 2017. Developing Oral Science Explanations: Secondary School ELs' Experimentation with Intertextual Linkages. In **Langman, Juliet** & Holly Hansen-Thomas (Eds.). (2017) *Discourse and Learning: Exploring English Learner Interaction, Intertextuality, and Appropriation in STEM classrooms*. Springer. pp. 157-176.
- Langman, Juliet**. 2014/2015. (Re)considering reflexivity in the research process: Examining multiple stances to the research context. In Snellman, H., P. Laihonon, M. Kovács (eds.) *Culture, language and globalization among the Moldavian Csángós today*. Uralica Helsiengiensa.
- Langman, Juliet**. 2015. 5.15: What types of resources can science teachers use to y engage English language learners/emergent bilinguals with the language demands of the Next Generation Science Standards? In: Guadalupe Valdés, Kate Menken, and Mariana Castro (Eds.) **Common Core and ELLs/Emergent Bilinguals: A Guide for All Educators**. Philadelphia, PA: Caslon. Pp. 192 -194
- Shi, Xingsong & **Langman, Juliet**. 2012. Gender, Language, Identity, and Intercultural Communication. In Jackson, J. (ed.) *The Routledge Handbook of Intercultural Communication*, pp. 167-180. London: Routledge.
- Bayley, Robert & **Langman, Juliet**. 2011. Language Socialization in Multilingual and Second Language Contexts. In Eli Hinkel (Ed.) *Handbook of Research in Second Language Teaching and Learning*. Vol 2, pp. 291-302. London: Routledge.
- 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** & Robert Bayley. 2008 Adquisición de una segunda lengua sin tutoría en los alones de clases. In Gabriela Adriana Elizondo Regalado (ed). *Lenguaje, cultura y educación,(Diálogos: Fórum universal de las culturas*. Nuevo Leon, Mexico: Fondo Editorial pp. 105-127.
- 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.
- 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 & 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.

BOOK CHAPTERS – REFEREED

Langman, Juliet. 2014. Analyzing Qualitative Data: Mapping the Research Trajectory in Multilingual Contexts. In Bayley, R., Cameron, R., & Lucas, C. (eds.) *The Oxford Handbook of Sociolinguistics*, Online edition. pp. 241-260. Oxford: Oxford University Press.

Langman, Juliet. 2012. Analyzing Qualitative Data: Mapping the Research Trajectory in Multilingual Contexts. In Bayley, R., Cameron, R., & Lucas, C. (eds.) *The Oxford Handbook of Sociolinguistics*, pp. 241-260. Oxford: Oxford University Press.

Hansen-Thomas, Holly & **Juliet Langman**. 2009. Group Talking Start: Applying Pragmatics to the Linguistically Diverse Content Area Classroom. In *Understanding the English Language Learner*. Monograph Series (Co-editors Phap Dam & Melinda Cowart). Federation of North Texas Universities; pp. 202-227.

Langman, Juliet & 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. Language and identity in a Hungarian minority dance group. In István Lanstyák & Szabolcs Simon (Eds.) *Tanulmányok a Kétnyelvűségről*. [= Studies in Bilingualism]. Pozsony: Kalligram, pp. 57-70. Electronic Version published 2008.
http://www.sulinet.hu/oroksegtar/data/magyar_tortenelem_es_kultura/hataron_tuli_magyarsag_kotetei/Tanulmanyok_a_ketnyelvusegrol/pages/003_juliet.htm

Langman, Juliet. 1998. Identitás és nyelv: Fiatal magyarok a felvidéken [= Identity and language: Young Hungarians in Slovakia]. In István Lanstyák & Gizella Szabó Mihály (eds.) *Nyelvi Érintkezések a Kárpátmedencében, különös tekintettel a 'magyarpárú' kétnyelvűsége* [= Language contacts in the Carpathian Basin, with particular attention to 'Hungarian-paired' bilingualism.] Bratislava: Magyar Köztársaság Kulturális Intézete and Kalligram., 102-112.

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.

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.

GUEST EDITOR - REFEREED

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

CONFERENCE PROCEEDINGS – NON-REFEREED

Fies, Carmen & **Langman, Juliet**. Submitted. **Teacher Talk: Professional Development with Elementary Teachers**. International Symposium for Campus Viviente in STEM Education, "Teacher Talk: Professional Development with Elementary Teachers", Campus Viviente, New Braunfels. October 22-23, 2013.

Langman, Juliet & Carmen Fies. 2007. Technology-mediated science inquiry: Moving from everyday to classroom science, moving from native language to English. In R. Carlsen et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2007* (pp. 3434-3436). Chesapeake, VA: AACE. Retrieved August 17, 2013 from <http://www.editlib.org/p/25145>

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. 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 - INVITED

Langman, Juliet. Under Review. Race and ethnicity in East Central Europe. *Oxford Research Encyclopedia of Education*.

Langman, Juliet. 2018. PD for Language and Identity. *TESOL Encyclopedia of English Language Teaching*.

Langman, Juliet & Sayer, Peter. 2013. Qualitative Sociolinguistics Research. In Carol Chapelle (Ed.) *The Encyclopedia of Applied Linguistics*. Blackwell Publishing Ltd., pp. 4811-4816. DOI: 10.1002/9781405198431.wbeal0985

Langman, Juliet. 2008. Contrastive Analysis. In Josué M. Gonzalez, (Editor). *Encyclopedia of Bilingual Education*. Los Angeles, Sage, pp. 177-180.

Langman, Juliet. 2008. Language Socialization. In Josué M. Gonzalez, (Editor). *Encyclopedia of Bilingual Education*. Los Angeles, Sage, pp. 489-492.

Langman, Juliet. 2008. Pragmatics. In Josué M. Gonzalez, (Editor). *Encyclopedia of Bilingual Education*. Los Angeles, Sage, pp. 662-663.

BOOK REVIEWS

Langman, Juliet. 2012. Translating Childhoods: Immigrant youth, language, and culture. By MARJORIE FAULSTICH ORELLANA. New Brunswick, NJ: Rutgers University Press, 2009. Pp. vii+183. *The Translator*.

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 Sociolinguística* 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. *International Journal of the Sociology of Language* 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* 41:2;272-274.

WEB MATERIALS - INVITED

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

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.

SCHOLARLY PRESENTATIONS

PRESENTATIONS-INVITED

Langman, Juliet. Keynote Address. Internationalization and second language learning: Individual and classroom perspectives. Los Lagos University Center: Lagos de Moreno, Jalisco, University of Guadalajara. May 29, 2017.

Langman, Juliet. Keynote Address. Language learning life histories: Connections to sociocultural theory and classroom Practice. Texflec. Feb 20-21. 2015. UTSA, San Antonio, TX.

Fies, Carmen & **Langman, Juliet**. Teacher Talk: Professional Development with Elementary Teachers. International Symposium for Campus Viviente in STEM Education, "Teacher Talk: Professional Development with Elementary Teachers", Campus Viviente, New Braunfels. October 22-23, 2013.

Langman, Juliet. Expert Panel Member. Language and Culture: Forging an identity in a globalized world. *14th Annual Texas Foreign Language Education Conference (TexFlec)*. Austin, TX. February 22-23, 2013.

Langman, Juliet. Meeting the Needs of LEP-ELL Students: Thinking about language as a tool for learning. *3rd Annual Super Saturday, Academy for Teacher Excellence Conference*. San Antonio, TX. February 9, 2013.

Langman, Juliet. Discussant. Colloquium Title: Approaches to Language and Identity Studies organized by Peter Sayer. *Fourth International Qualitative Research Conference*. Guanajuato, Mexico – June 6-8, 2012.

Langman, Juliet. Best Practices for ELLs in Language and Content Area Instruction: The Case of Secondary Science Education. *Prepárate: Educating Latinos for the Future of America*. San Antonio, TX. March 10-11, 2011.

Langman, Juliet & Fies, Carmen. Expert Panel Member. U.S. Challenges & Solutions in Science and Technology Education: A View from the Margins: Educational experiences in South Texas. *Meet the Future, Science & Technology International Summit 2010*. Den Haag, The Netherlands. November 18-19, 2010.

Langman, Juliet & Fies, Carmen. Learning through Interactions: The Power of Participatory Simulations. *UTSA's COEHD Academy for Teacher Excellence (ATE)*. UTSA, San Antonio, TX. November 13, 2008.

Langman, Juliet. Invited Keynote. Through the eyes of a learner: Second language acquisition in childhood and adulthood. Juliet Langman. *TexTESOLII*. San Antonio, TX. October 13, 2007.

Langman, Juliet. Invited Guest Lecture. Exploring Language Minority Experiences: Multiple Approaches to Language Learning and Use. University of Maryland-Baltimore County, Language, Literacy and Culture Program, Baltimore, Maryland. February 13, 2006.

Langman, Juliet. Invited Panel Member. Comparing Approaches to Minority Language Education in Slovakia and Hungary. *International Society on Bilingualism. (ISB4)*. Tempe Arizona, April 30-May 3, 2003.

Langman, Juliet. Increasing Comprehensibility: Accommodating ELLs in the secondary classroom. *TexTESOLII*. San Antonio, October 19, 2002.

Langman, Juliet. Invited Panel Member. The Role of Language in Constructing and Maintaining Ethnic and National Identities. *AEGEE '94 Ethnic and National Minorities Conference*, Budapest, April 1994.

Langman, Juliet. Invited Keynote. A kétnyelvűség kutatásának modern irányzatai [= Recent Trends in Bilingual Research]. 6. *Élőnyelvi Konferencia: Kétnyelvűség, és Magyar Nyelvhasználat* [= 6th Living language Conference: Bilingualism and the Use of Hungarian]. Budapest, Hungary, October 14-15, 1993.

PRESENTATIONS – REFEREED

Langman, Juliet, & Hansen-Thomas, H. H., (Colloquium Organizers) ISB2019, "Multilayered language resources in content learning: a look at CBI and CLIL contexts", International Symposium on Bilingualism, Edmonton, Alberta, Canada. (June 23, 2019).

Langman, Juliet, (Discussant) "Translanguaging Within and Beyond Disciplines: Transforming STEM Literacies with and for Bilingual Learners", AAAL, Atlanta, GA. (March 10, 2019).

Langman, Juliet, & Hansen-Thomas, H. H., ISB 2019, "Drawing ELs into Secondary Science: Examining content-based talk through functional language awareness", International Symposium on Bilingualism, Edmonton, Alberta, Canada. (June 23, 2019).

Hansen-Thomas, H. H., & **Langman, Juliet,** NABE, "Word Tools for Emerging Bilinguals in Secondary STEM Classes", NABE, Lake Buena Vista, Florida. (March 7, 2019).

Langman, Juliet, delliCarpini, M., Flores, B., Claeys, L., Santillan, L. Juarez, L. Swoyer J. AACTE, "Intentionally designing Residency 2.0 programs: Building contextually-driven partnerships", AACTE, Louisville, KY. (February 22, 2019).

Langman, Juliet., & Hansen-Thomas, H. H., NCTM Regional Conference, "Functional language awareness for teaching English learners in math", NCTM, Hartford, CT. (October 5, 2018).

DelliCarpini, M., **Langman, Juliet.,** Flores, B. B., Fies, C. H., & Claeys, L., TESOL, "Creating Educational Opportunity for ELLs through mutually beneficial school/university partnerships", Chicago. (March 30, 2018).

Parra, M. Y., Wang, Y., **Langman, Juliet.,** Huang, H.-H., & Heather, L. E., TESOL, "I kind of used a rubric... and How I felt", TESOL, Chicago. (March 30, 2018).

Langman, Juliet. TESOL, "Language Teacher Identity: Exploring Language Learning Histories", TESOL, Chicago. (March 28, 2018). Paper presented in Panel organized by Kristen Lindahl and Bedrettin Yazan.

Johnson, F. M., & **Langman, Juliet.** AAAL, "Identity and role relations in Co-Teaching Environment: ESL and ELA teachers working together", AAAL, Chicago. (March 26, 2018).

Flores, B. B., DelliCarpini, M., **Langman, Juliet**, Claeys, L., & Fies, C. H., ATE, "Creating Educational Opportunity: Creativity in Teacher Education through mutually beneficial school/university partnerships", ATE, Las Vegas, NV. (February 19, 2018).

Langman, Juliet & Holly Hansen-Thomas (Colloquium organizers) Micro-Analyses of STEM Teachers' Discursive Practices in Diverse Classrooms: Implications for Teacher Preparation. AERA, San Antonio, TX. April 2017.

Hansen-Thomas, Holly & **Juliet Langman**. Developing Oral Science Explanations: Secondary School ELs' Experimentation with Intertextual Linkages. AERA, San Antonio, TX. April 2017.

Hansen-Thomas, Holly & **Juliet Langman**. Language Awareness in science and math: Teachers leveraging language opportunities through translanguaging. Association for Language Awareness (ALA) Conference. July 2016, Vienna, Austria.

Juliet Langman & Hansen-Thomas, Holly. Drawing beyond classroom borders to integrate ELLs into activities. TESOL, April 2016, Baltimore, Maryland.

Hansen-Thomas, Holly & **Juliet Langman**. Deictics and the construction of math and science knowledge in the secondary school classroom. International Pragmatics Association Conference. 26-31 July 2015. Antwerpen, Belgium.

Juliet Langman & Hansen-Thomas, Holly. When superdiversity goes to school: Developing communicative competence in the multilingual classroom. International Pragmatics Association Conference. 26-31 July 2015. Antwerpen, Belgium.

Hansen-Thomas, Holly & **Juliet Langman**. Poster. Building vocabulary in secondary mathematics: Taking a Language awareness perspective. TESOL, Toronto, Canada March 25-28, 2015.

Juliet Langman & Hansen-Thomas, Holly. (Panel Organizers) Language moves in secondary STEM education: Examining English Learner Emerging Discourses. AAAL (American Association of Applied Linguistics). Toronto, Canada March 21-24, 2015

Hansen-Thomas, Holly & **Juliet Langman**. Developing science explanation: Secondary school ELs' Experimentation with academic language. In Panel Language moves in secondary STEM education: Examining English Learner Emerging Discourses. AAAL (American Association of Applied Linguistics). Toronto, Canada March 21-24, 2015

Langman, Juliet, Hansen-Thomas, Holly & Tiffany Farias-Sokoloski. The role of language objectives: Building math and science teachers' language awareness in secondary classrooms. Association for Language Awareness. Hamar, Norway. July 1-4, 2014.

Hansen-Thomas, Holly & **Juliet Langman**. Poster Presentation. How Language Awareness in secondary math classrooms can promote vocabulary development. Association for Language Awareness. Hamar, Norway. July 1-4, 2014.

Hansen-Thomas, Holly & **Juliet Langman**. How Language Awareness in secondary math classrooms can promote vocabulary development. Bilingual ESL Education Association of the Metroplex (BEAM), Dallas TX. March 1, 2014.

- Langman, Juliet.** Translanguaging, Identity, and Learning: Science Teachers as Engaged Language Planners. Paper presented in Colloquium Engaged Language Policy and Practices Colloquium organized by Kathryn Davis. AAAL, March 21-25, 2014.
- Langman, Juliet.** Second Language Socialization in Adolescence: Exploring Trajectories in Multifaceted School Communities. Paper presented in Colloquium “Current Directions and Issues in Second Language and Literacy Socialization Research organized by Patricia Duff. *American Association of Applied Linguists (AAAL)*. Dallas, TX. March 16-19, 2013.
- Romero, Lauren & **Langman, Juliet.** Language Policies and Practices on the Ground: A Case Study of Science Teachers' English Language Learning Policies. *American Association of Applied Linguists (AAAL)*. Dallas, TX. March 16-19, 2013.
- Romero, Lauren & **Juliet Langman.** Teachers’ beliefs about standardized testing and its impact on student participation: A view through classroom discourse. In Teachers’ discourse practices and ELL student learning: Lessons from a Sheltered Biology Classroom in South Texas, **Juliet Langman**, Session organizer. *TABE*. San Antonio, TX. October 24-26, 2012.
- Langman, Juliet.** Planning on the ground: Constructing English language learners for test readiness. *Multidisciplinary Approaches to Language Policy and Planning Conference*. Calgary, AB, September 6-8, 2012.
- Langman, Juliet.** Constructing English Language Learners: Content Area Teachers’ Language Planning in the Classroom. Paper presented in Colloquium: Language Policy and Planning on the Ground: A Multidimensional and Interactive Approach. *American Association of Applied Linguists (AAAL)*. Boston, MA: March 24-27, 2012.
- Romero, Lauren, **Langman, Juliet**, & Fies, Carmen. Applying SimLETS: Examining technology effects in ELLs access to high school science. *13th Annual Texas Foreign Language Education Conference (TexFlec)*. Austin, TX. February 24-25, 2012.
- Langman, Juliet** & Fies, Carmen. Students’ Perception of Technology Infused High School Biology. Paper presented in Symposium on Perceptions and Practices of technology infused STEM education for Diverse Learners. *Southwest Educational Research Association (SERA)*. San Antonio, TX. February 2-5, 2011.
- Langman, Juliet.** The Imagined Linguistic Landscape: Views of a Hispanic Serving Institution. *American Association of Applied Linguists (AAAL)*. Atlanta, GA. March 6-9. 2010.
- Langman, Juliet** & Fies, Carmen. Engagement Through Technology: Supporting Flow in Science Interactions among ELLs. Paper in Symposium Gaining and Sustaining Engagement in Science Discourse; Supporting English language learners, **Juliet Langman**, Symposium Organizer. *American Association of Applied Linguists (AAAL)*. Denver, Co. March 20-24. 2009.
- Costello, Carol, **Langman, Juliet**, & Allo, August. Activating the “Hidden Advantage” of the Spanish Speaker in Academia. *National Conference of the Teachers of English (NCTE)*. San Antonio, TX. November 20-23, 2008.
- Langman, Juliet.** Language Ideology in the Field: Researchers in multilingual communities. *15e Élőnyelvi Konferencia* [= 15th Sociolinguistic Conference). Párkány/ Šturovó, Slovakia. September 4-6, 2008.

- Langman, Juliet** & Cacéda-Cordova, Carmen. Linguistic identity negotiations in a science community of practice. *TABE*. San Antonio, TX. September 3-6 2007.
- Langman, Juliet** & Fies, Carmen. Technology-mediated Science Inquiry with English Language Learners. Juliet Langman & Carmen Fies. *TABE*. San Antonio, TX. September 3-6, 2007.
- Langman, Juliet** & Cacéda-Cordova, Carmen. Language brokering in the classroom: Expert identities in a community of practice. *International Society on Bilingualism 6 (ISB6)*. Hamburg, Germany. May 30 – June 2, 2007.
- Langman, Juliet**. Metaphors of traditional gender practiced and contested through talk and dance. *American Association of Applied Linguists (AAAL)*. Costa Mesa, CA. April 20-24, 2007.
- Langman, Juliet** & Fies, Carmen. Technology-mediated science inquiry: Moving from everyday to classroom science, moving from native language to English. *Society for Information Technology and Teacher Education (SITE) 2007*. San Antonio, TX. March 26 – 30, 2007.
- Langman, Juliet**. (Paper accepted but did not attend.) Developing Multilingualism in the field: Researchers in multilingual communities. *Berkeley Linguistic Society (BLS)*. Berkeley, CA. February 9-11, 2007.
- Langman, Juliet**. Shifting Teacher Talk in Science: Meeting the needs of English Language Learners, Division K. *American Educational Research Association (AERA)*. San Francisco, CA. April 8-11, 2006.
- Bayley, Robert & **Juliet Langman**. Teacher Talk: Modeling & Eliciting Academic Language. In Juliet Langman and Robert Bayley, Symposium Organizers, Drawing English Language Learners into Math and Science Tasks and Academic Literacy, *American Educational Research Association (AERA)*. San Francisco, CA. April 8-11, 2006.
- Langman, Juliet** & Bayley, Robert & Uncovering the Language of Science. In Juliet Langman and Robert Bayley, Symposium Organizers, Drawing English Language Learners into Math and Science Tasks and Academic Literacy, *American Educational Research Association (AERA)*. San Francisco, CA. April 8-11, 2006.
- Langman, Juliet** & Bayley, Robert. Untutored English Language Acquisition in the Middle School Science Classroom. *International Applied Linguistics Association (AILA)*. July 24-29, 2005. Madison, Wisconsin.
- Langman, Juliet**, Bayley, Robert & Betancourt, Veronica. Exploring Untutored English Language Acquisition in Early Adolescence. *International Society on Bilingualism 5 (ISB5)*. Barcelona, Spain. March 20-23, 2005.
- Langman, Juliet**, Hansen-Thomas, Holly & Bayley, Robert. Bilingual Negotiations in the Middle School Science Classroom. *American Educational Research Association (AERA)*. San Diego, CA, April 12-16, 2004.
- Bayley, Robert, Hansen-Thomas, Holly & **Langman, Juliet**. Language Brokering in a Middle School Science Class. *International Society on Bilingualism 4 (ISB4)*. Tempe Arizona, April 30-May 3, 2003.

- Langman, Juliet**, Hansen-Thomas, Holly & Bayley, Robert. Bilingual Negotiations in the Science Classroom. *International Society on Bilingualism 4 (ISB4)*. Tempe, Arizona, April 30-May 3, 2003.
- Langman, Juliet**. Constructing Identity through Joint Practice: Hungarian Minority Youth in Slovakia. *American Association of Applied Linguists (AAAL)*. Washington, DC, March 22-25, 2003.
- Langman, Juliet** & Bayley, Robert. Group and Individual Patterns of Variation: Evidence from Second Language Acquisition. *New Ways of Analyzing Variation (NWAV31)*. Stanford, CA. October 10-13, 2002.
- Bayley, Robert & **Juliet Langman**. Variation in the Group and the Individual: Evidence from SLA and Language Shift. *Eleventh International Conference on Methods (Methods XI)*, University of Joensuu, North Karelia, Finland, August 5-9, 2002.
- Langman, Juliet**. Constructing state identity from the minority perspective: Hungarians in Slovakia. *Nationality and Citizenship in Post-Communist Europe Conference*, Paris, France. July 9-10, 2001.
- Langman, Juliet**. Communities of Practice as Sites of Minority Identity and Resistance: Minority Hungarians in Slovakia. *American Association of Applied Linguists (AAAL)*. St. Louis, Missouri. February 24-27, 2001.
- Langman, Juliet**. 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.
- Langman, Juliet**. Communities of Practice as Sites of Minority Identity and Resistance: Minority Hungarians in Slovakia. *New Ways of Analyzing Variation (NWAV-29)*. East Lansing, Michigan. Oct. 5-8. 2000.
- Langman, Juliet**. When State and Nation Diverge: Multiple Identities among Minority Hungarians in Slovakia and its Relationship to State Building. *Association for the Study of Nationalities (ASN)*. New York, NY. April 13-15, 2000.
- Langman, Juliet**. The Politics of Teaching in EFL Contexts: A European Perspective. *Teaching English to Speakers of other Languages (TESOL)*. Vancouver, Canada, March 14-18, 2000.
- Langman, Juliet**. Mother Tongue Education versus Bilingual Education: Shifting Ideologies and Policies in the Republic of Slovakia. *American Association of Applied Linguists (AAAL)*. Vancouver, Canada. March 11-14, 2000.
- Langman, Juliet**. English as a Second Language in Hungary: Teaching without Teachers *TexTESOLII*. San Antonio, TX. October 30, 1999.
- Langman, Juliet** & Bayley, Robert. The Acquisition of a Marked Category: Variation in Definite/Indefinite Verbal Marking by Chinese Learner of Hungarian. *New Ways of Analyzing Variation (NWAV28)*. Toronto, Canada. October 14-17, 1999.
- Langman, Juliet**. Language Planning for Language Conflict: The Slovak Language Law as Perceived by Minorities. *Contact + Confli(c)t. Research Centre on Multilingualism International Symposium*. Brussels, Belgium. May 28-31, 1997.

Langman, Juliet. Bilingual Jokes as Discourses of Identity and Conflict: Hungarian Youth in Slovakia. *International Symposium on Bilingualism (ISB)*. University of Newcastle upon Tyne, Great Britain. April 9-12, 1997.

Langman, Juliet. 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.

Langman, Juliet. Learning off the Cuff: Second Language Acquisition among Chinese Immigrants in Hungary. *New Ways of Analyzing Variation (NWAVE-24)*. Philadelphia, Oct 12-15, 1995.

Langman, Juliet. Variations in Communication Strategies: Chinese Speakers of Hungarian. *Eurosla5*, Dublin, Ireland. Sept. 7-11, 1995.

Langman, Juliet. 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.

Langman, Juliet. Adaptation in the Educational Setting: The Case of Yugoslav Immigrants in the Netherlands. *American Educational Research Association (AERA)*. Boston, MA. April 1990.

Langman, Juliet & Vihman, Marilyn May. "Talk for Talk" and "Talk for Work": The Development of Communicative Styles in Children from 1 to 5 years. *International Child Language Conference*. Budapest, Hungary. July 1990.

GRANTING ACTIVITIES

RESEARCH GRANTS - FUNDED

EXTRAMURAL

Spencer Foundation	under review
Building Bridges in Education and Housing Scholarship and Practice: Developing an innovative, relevant and applied research agenda around student mobility, housing insecurity, and student success outc, Michael Villarreal, Lead PD, Langman, Co-PD/PI. <u>\$50,000</u> .	
NSF	9/1/2018-8/31/2022
Building Capacity: Transforming STEM Undergraduate Education through Academic Literacy, Mentoring and Professional Development, PIs/Co-PIs&SHARED CREDIT: Heather Shipley, Lead PD/PI, 16.00%; Mark Appleford, Co-PD/PI, 15.00%; Jorge Solis, Co-PD/PI, 15.00%; Langman, Co-PD/PI, 15.00%. <u>\$1,500,000</u> .	
Texas A&M Sub-Award	9/1/2019- 5/31/2019

TELL-TX: Professional Development for Teachers of Adult English, PIs/Co-PIs&SHARED CREDIT: Juliet Langman, Lead PD/PI, 34.00%; Kristen Lindahl, Co-PD/PI, 33.00%; Martha Sidury Christiansen, Co-PD/PI, 33.00% \$150,000.

Brackenridge Foundation 2009-2010

The Brackenridge Foundation Collaborative UTSA/Basic School Network EC-5 STEM Initiative Grant Year 2 Carmen Fies, PI, Juliet Langman Co-PI (effective Fall 2009).

Year 2 grant activities: coordinate professional development for STEM with a particular focus on evaluation. My role entailed the development of concepts related to the needs of English language learners, and the development of action research projects. Year two funding: \$33,133.

Spencer Foundation 2001-2002

Acquiring Academic Content and English Language Knowledge in the Middle School Science Classroom. Grant awarded to Juliet Langman & Robert Bayley

Examining the development of school identity and science knowledge among English language learners in comparison with monolingual students. \$34,950.

OTKA [= Hungarian State Higher Education Grant] 1997 - 2001

Pszicholingvistikai vizsgálatok különböző kétnyelvű közösségekben [= Psycholinguistic studies in various bilingual communities] (PI Aleksandr Jarovinskij, Collaborator Juliet Langman)

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

Research Support Scheme, Open Society Institute 1994 - 1996

The Role of Minority Institutions in Determining Ethnic Identity: Hungarians in Slovakia Sociolinguistic research in Hungarian Slovak bilingual communities in Eastern Slovakia

INTRAMURAL

Academy for Teacher Excellence (ATE) 2010-2011

Applying SimLETS: Examining technology effects on ELLs access to high school science. (Juliet Langman PI & Carmen Fies, Co-PI)

Academy for Teacher Excellence (ATE) 2007-2008

Developing Technology Supported Inquiry Science Curricula for Language Minority and Low Income Learners (Juliet Langman PI & Carmen Fies, Co-PI).

COEHD Mini-Grant Award Spring 2006

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

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

SERVICE GRANTS - FUNDED

San Antonio Area Foundation 2002-2003

Providing Workforce ESL Literacy Courses to UTHSC employees and internship opportunities to MA ESL students. \$11,930.

INSTRUCTIONAL GRANTS - FUNDED

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.

COEHD Hybrid Academy, UTSA Summer 2012

For further development of a hybrid MA level course and integration into Learn 9 environment.

Hybrid Academy, UTSA Summer 2011

For development of a hybrid MA level course.

Tech-Connect Faculty Mini-grant. Summer 2002

For preparation of WEB-CT course for ESL3023.

RESEARCH – NON-FUNDED

EXTRAMURAL

Institute of Education Sciences (IES 84.305b Education Research – English Language Learners)

Engaging English Learners in the Language of Science (eELLSci): A Professional Development Program for High School Biology Teachers. (Wayne Wright (PI), Juliet Langman (Co-PI), Carmen Fies (Co-PI), Jorge Solis (Co-PI), Sultan Turkan (Co-PI). Re-Submitted September 2012. Proposed dates July 2013 - June 2016. Proposed Budget \$1,499,463. Not funded.

Institute of Education Sciences (IES 84.305b Education Research – English Language Learners)

Engaging English Learners in the Language of Science (eELLSci): A Professional Development Program for High School Biology Teachers. (Wayne Wright (PI), Juliet Langman (Co-PI), Carmen Fies (Co-PI), Shannon Sauro (Co-PI), Sultan Turkan (Co-PI).

Submitted October 2011. Proposed dates July 2012 - June 2015. Proposed Budget \$1,249,244. Not Funded.

Collaborative Research Grants in the Humanities 2010-2011 (American Councils for International Education: ACTR-ACCELS.

Multilingualism & Border-Crossing: Hungarian Minority Women in Language Education. 2010. \$49,714. Not Funded.

Spencer Foundation (Teaching, Learning and Instructional Resources).

SimLETS: Supporting Science Talk for All through Participatory Simulations in High School Science Curricula (Juliet Langman, PI/PD and Carmen Fies Co-PI. Submitted October 2009. \$39,937. Not funded.

Institute of Education Sciences (IES 84.305b Education Research – Mathematics and Science Education)

SimLETS: Supporting Science Talk for All through Participatory Simulations in High School Science Curricula (Juliet Langman, PI & Carmen Fies Co-PI) Resubmitted October 2008. \$658,000. Not funded.

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. \$782,017. Not funded.

INSTRUCTIONAL GRANTS

Institute for Transformation Learning, UT-System

Spring 2013

Proposal for Development of Best-in-Class Gateway Courses, Development of Massive Open Online Courses (MOOCs), and Strategic, Programmatic Initiatives: Phase I Proposals. Juliet Langman and Peter Sayer. \$24,838. Not funded

TEACHING ACTIVITIES

Curriculum Developer - Medical English Program

2015-2106

Office of ESL Services,

Designed and implemented intensive Medical English course for medical professionals with English language proficiency ranging from beginner to advanced.

STUDENTS MENTORED*DISSERTATIONS SUPERVISED – COMPLETED*

- Zeliha Kocak. May 2017. The Construction of Hybrid Identities of Turkish American young females in the United States. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Syahrir Idris. May 2016. Globalization, Identity, and Language Policy in Indonesia. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Tiffany Farias Sokoloski. December 2015. Teachers' narrative identity formations. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Nadiah Al-Gasem. December 2015. Ethnomathematics as a mediation tool in cultural historical activity theory: A discourse analysis of female mathematical identity. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Hilda Pena-Alfaro. December 2014. The cultural flow model and the use of Multiple Intelligences in the SLA process of preschool children. A comparative case study. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Armando Garza. May 2014. Language Negotiations and Mediations in Bilingual Middle Grades Mathematics Classrooms: A Binational Ethnographic Study. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Hsiao Ping Wu. August 2011. Exploring the relationship between EFL college students' multimodal literacy practices and identity on academic language use. Doctoral Dissertation, August 2011, UTSA
- Wan Ching Chen. May 2011. Taiwanese students' beliefs about learning English and their relations to the students' self-reported language learning behaviors. Doctoral Dissertation, May 2011, UTSA
- Karolina Kalocsai. May 2011. Communities of practice and English as a lingua franca: A study of Erasmus students in Szeged. Doctoral Dissertation. Department of English and American Studies, University of Szeged, Szeged, Hungary. (Co-Chair Donald Peckham)
- Joyelle Payne. May 2010. Language Ideologies, Language Attitudes and Discourse: African American English in Middle School. Doctoral Dissertation. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Gatis Dilans. May 2010. Oral Corrective Feedback and Second Language Vocabulary Development Prompts and Recasts in the Adult ESL Classroom. Doctoral Dissertation. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. (Co-Chair Shannon Sauro).
- Carmen R. Cacéda. August 2009. Teaching ELLs: Teacher Candidates' Language Beliefs. Doctoral Dissertation. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.

- Michael W. Campbell. May 2007. *Becoming: Narratives of transformation from adult immigrants in a community college ESL classroom*. Doctoral Dissertation. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Xiaoshi Li. 2007. *The Acquisition of Sociolinguistic Competence by Learners of Chinese as a Second Language: A Variationist Perspective*. Doctoral Dissertation. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. (co-Chair with Dr. Robert Bayley).
- Holly Hansen-Thomas. 2005. *Learning to use math discourse in a reform-based middle school classroom: How Latino/a ELLs become socialized into the math community of practice*. Doctoral Dissertation. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Polonyi Tünde. 2004. *Nyelvi rendszerek kapcsolata kétnyelvűeknél. [= Language Processing in Bilinguals]* (Co-Chair with Dr. István Czigler) Doctoral Dissertation. Pszichológia Doktori Iskola, Kognitív Pszichológia Alprogram, Eötvös Loránd Tudományegyetem, Budapest.
- Lynn Messing. 1993. *The Use of Bimodal Communication by Hearing Female Signers*. Doctoral Dissertation. Department of Linguistics. University of Delaware.

DISSERTATION CHAIR – IN PROGRESS

- Lauren Miller. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. *Adult education and discourses of power: language policy and adult education instructor agency*.
- Misty Ferguson, Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. *"Where the Play Is Lost": An Action Research Inquiry into Playful Teaching in the Ecology of the High School Classroom*.
- Maren Mitchell, Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Tentative title: *Exploring international Students' Learning Trajectories; A language policy study*. (March 2019 - Present).
- Jesus Santos, Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Tentative title: *Translanguaging and Learning: Secondary ELs' Writing development*. (June 2019 - Present).

DISSERTATION COMMITTEE MEMBER – COMPLETED

- Ying, Li. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Yeng Yang. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Nancy Gonzalez. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.

- Carolina Ramos. May 2015. Utilizing Bilingual Practices to Construct Identities and Cultural Capital on the U.S.-Mexico Border. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Sandra Garza. December 2015. Chicanas/Tejanas and colorism in South Texas: exploring colorism through regional history and ethno-pláticas. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Mirta Maldonado. 2015. Ramifications for language policy and education in PR: An Exploration of Language Ideologies and Practices through the Linguistic Landscape of Guaynabo City and Rincon. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Jennifer Swoyer. 2014. Being and becoming “real teachers” in adult ESOL programs: Case studies of professional identity negotiation, development, and performance. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Sovicheth Boun. 2014. A Critical Examination of Language Ideologies and Identities of Cambodian Foreign-Trained University Lecturers of English. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Donald Allison. 2013. Mexican migrant and seasonal farmworker culture, gender, and language ideologies: Pláticas and HIV/AIDS. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Sandra de Rezende. 2012. Developing communicative competence through participation in an international teaching assistant program. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Shereen Bhalla. 2012. Experiencing globalization as South Asian teaching assistants: Navigating tensions in professional and social identities. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Hsu, Hsiu-Chen. 2012. Planning and second language development in task-based synchronous computer-mediated communication. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Paul Clark. 2010. An emergency department patients’ perception of safety. Doctoral Dissertation. School of Nursing, UTHSC.
- Ko Yin Sung. 2009. Language learning strategy use and language achievement for American college learners of Chinese as a foreign language. Doctoral Dissertation. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. 2009.
- Muñoz, Henrietta L. 2009. Being and becoming financially literate in a south Texas community: Valuing the funds to practice literacy. Doctoral Dissertation. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Mary Ruth Fernández. 2008. The relationship between educational decisions and academic achievement : a focus on Mexican American students. Doctoral Dissertation. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.

- Pu, Chang. 2008. Chinese-American children's bilingual and biliteracy development in heritage language and public schools. Doctoral Dissertation. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Roy-Carlson, Laura. 2008. Somali Bantu refugees in a predominantly Latino school and community. Doctoral Dissertation. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Vélez, Carlos Martin. 2007. A discourse analysis of the meaning of Hispanic and Latino in U.S. newspapers and interviews with academics and journalists. Doctoral Dissertation. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Santos Gutierrez. 2007. Guilty Pleasures: Class, gender, culture, and life as they are connected to telenovelas. Doctoral Dissertation. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Shi, Xingsong. 2006. Cultivating cross-cultural communicative competence through intercultural language socialization. Doctoral Dissertation. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Jia, Li. 2006. The invisible and the visible: Language socialization at the Chinese heritage language school. Doctoral Dissertation. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.
- Katrien Christie. 1992. Universal grammar in the second language: an experimental study of the cross-linguistic properties of reflexives in English, Chinese and Spanish. Doctoral Dissertation. Department of Linguistics, University of Delaware.

MA THESES - COMPLETED

- Lerma, Elisa. Blogs and L2 Vocabulary Acquisition. . M.A. Thesis. Department of Bicultural Bilingual Studies. UTSA. August 2013.
- Radke, Rita. Multilingual American identity and national security: The role of foreign languages in the post 9/11 air force and government sphere. M.A. Thesis. Department of Bicultural Bilingual Studies. UTSA. August 2007.
- Caren Shoup. Implementing the adjunct model in a post-secondary ESL program. M.A. Thesis. Division of Bicultural Bilingual Studies. UTSA. May 2003.
- Syahrir Idris. The role of English in the life of Bimanese Young People, M.A. Thesis. Division of Bicultural, Bilingual Studies UTSA. May 2002.
- Anna Kende, Constructing Gender in Social Interaction: A Sociolinguistic Study. M.A. Thesis. Program on Gender and Culture, Central European University, Budapest, Hungary. 1997.

MA THESES COMMITTEE MEMBER - COMPLETED

- Diana Whitney. A discourse analysis of U.S. national and state language policies: Restraining English instruction for refugee adults. M.A. Thesis. Division of Bicultural, Bilingual Studies UTSA, 2012.

- Ryan McMahan. Effective communication between Asian ESL tutees and college English tutors. M.A. Thesis. Department of Communication, UTSA. 2011.
- Sarah E. Compton. Implementing language policy for deaf students from Spanish-speaking homes: the case of agents in a Texas school district. M.A. Thesis. Division of Bicultural, Bilingual Studies UTSA, 2010.
- Katherine Woodson. Discursive relationships between dominant U.S. language policy ideologies and the Congressional record in relation to Title III of the No Child Left Behind Act of 2001. M.A. Thesis. Division of Bicultural, Bilingual Studies UTSA. 2010.
- Anna CohenMiller. "Do you speak alien?" The ups and downs of a Spanish language preschool program. M.A. Thesis. Division of Bicultural, Bilingual Studies UTSA. May 2008.
- Brandon Loudermilk. Occluded academic genres : an analysis of the MBA thought essay. M.A. Thesis. Division of Bicultural, Bilingual Studies UTSA, May 2006.
- Talcott, Lisa. Diary study of two semesters of Spanish. M.A. Thesis. Division of Bicultural, Bilingual Studies UTSA. May 2005.
- Chatwara Sumannamai. Investigating pragmatic competence in Thai students' English speech acts. M.A. Thesis. Division of Bicultural, Bilingual Studies UTSA. May 2005.
- Caterina Concetta Crandall. The untutored acquisition of English of two Italian-Americans. M.A. Thesis. Division of Bicultural, Bilingual Studies UTSA. 2003.
- Kobel, David. Language mixing in the media: re-examining code-switching on the radio. M.A. Thesis. Division of Bicultural, Bilingual Studies UTSA, 2003.
- Susan Joy Seal. Religious expression and ethnic identity in an immigrant community : a case study of Latina Pentecostals. M.A. Thesis. Division of Bicultural, Bilingual Studies UTSA. 2002.

SERVICE ON GRADUATE COMMITTEES AND/OR STUDENT ADVISING ACTIVITIES

In addition to the students for whom I have served as either Chair or Committee member for doctoral dissertations and MA Theses, I have routinely worked with graduate students on both comprehensive exam committees for Master's students, and Qualifying Exam Committees for doctoral students. As a general rule I have served on as few as 10 and as many as 30 Comprehensive exam committees each year for the last 5 years. In addition, I have served on at least 3 qualifying exam committees each year for the last 5 years. Moreover, as part of the MA-TESL Faculty, I serve as program advisor for roughly 30 students each year.

ADDITIONAL STUDENT ADVISING ACTIVITIES

Faculty Advisor, Culture, Literacy and Literacy Doctoral Program Registered Student Organization, 2006 – July 2011, 2015-present

SERVICE ACTIVITIES**COMMITTEE ASSIGNMENTS***UNIVERSITY LEVEL ACTIVITIES SINCE 2008*

Member, UFRAC 2015-2018

Member, Modern Languages Department Chair Search Committee, 2016-

Member, Search Committee, Dean of College of Education and Human Development, 2015-2016

Member, Search Committee, Dean of Graduate Studies, UTSA 2014-2015

Nominated, Leadership UTSA Institute by Belinda Flores, Chair of Bicultural Bilingual Studies

Member, English Department Rhetoric/Composition Search Committee, 2014-2015

Member, Modern Languages Department Search Committee 2012-2013

Participant, Research Integrity Site Visit, Summer 2013

Participant, STEM Retreat, organized by Provost 2013

Member, HOP 2.36 Panel 2012 - ongoing

Member, Academic Policy and Curriculum Committee, Faculty Senate 2011-2014

Chair, Nominating, Elections and Procedures Committee, Faculty Senate 2011-2013

Member, Nominating, Elections and Procedures Committee, Faculty Senate 2010-2011

Faculty Senator 2010-2013

Member, IRB 2010-2012

Member, Presidential Doctoral Award Committee 2009

COLLEGE LEVEL ACTIVITIES SINCE 2004

Member, RSC Faculty Advisory Board 2013 – Present

Member, COEHD Scholarship Committee 2012-14

Member, Faculty Research Award Review Committee 2011-2012

Affirmative Action Representative, Technology Search in ILT 2008-2009

Chair, College Council 2006-2007

Chair, College Academic Policy and Curriculum Committee 2004-2005

DEPARTMENT LEVEL ACTIVITIES SINCE 2006

Member, Applied Linguistics Search Committee, 2014-2015
Member, Applied Linguistics Search Committee, 2013-2014
Chair, Doctoral Studies Committee, 2014-present
Chair, ESL Services Office Advisory Board 2007- present
Member, DFRAC, 2001-present
Member, Graduate Program Committee MA-TESL 2008 - present
Coordinator, Applied Linguistics Brown Bag 2008 - present
Member, Doctoral Studies Committee, 2012-2014
Chair, Visiting Assistant Professor Search Summer 2013
Member, Department Faculty Review Committee, 2012-2013
Chair, Department Merit Guidelines Review Committee 2012-2013
Chair, Applied Linguistics Search, 2012-2013
Co-Chair, Core Curriculum Committee 2012-2013
Member, Visiting Assistant Professor Search Summer 2012
Member, Biliteracy Search Committee, 2010-2011
Chair, Doctoral Studies Committee 2006- July 2011
Chair, Academic Policy and Curriculum Committee 2010-2011
Member, Literacy/Biliteracy Search Committee, 2008
Chair, Search Committee in Applied Linguistics 2007-2008
Chair, Search Committee in ESL/Applied Linguistics 2006-2007

ASSIGNED ADMINISTRATIVE ACTIVITIES SINCE 2008

Graduate Advisor of Record, MA-TESL Program Spring 2013 (for Wayne E. Wright while on leave)
Graduate Advisor of Record, Cultural, Literacy and Language Doctoral Program (2006-2011, 2014-present)

PROFESSIONAL SERVICE ACTIVITIES*SYMPOSIA ORGANIZED*

Langman, Juliet. Session Organizer and Discussant. Exploring Teachers' Pedagogical Practices as Potential Agents of Social Justice in Language Minority Classrooms. International Society for Language Studies (ISLS). Puerto Rico. June 13-15, 2013.

- Langman, Juliet**, Garza, Armando, Maldonado, Mirta & Pallares-Weissling, Ana. Mediating science in the elementary dual language classroom: A discursive analysis of dual language use. Session organizer and presenter. TABE. San Antonio, TX. October 24-26, 2012.
- Buon, Sovicheth, Idris, Syahrir, **Langman, Juliet** & Romero, Lauren. Teachers' discourse practices and ELL student learning: Lessons from a Sheltered Biology Classroom in South Texas. Session organizer and presenter. TABE. San Antonio, TX. October 24-26, 2012.
- Langman, Juliet** & Fies, Carmen (co-organizers). Symposium on Perceptions and Practices of technology infused STEM education for Diverse Learners. Southwest Educational Research Association (SERA). San Antonio, TX. February 2-5, 2011.
- Langman, Juliet**. Symposium Organizer. Gaining and Sustaining Engagement in Science Discourse; Supporting English language learners. American Association of Applied Linguists (AAAL). Denver, Co. March 20-24. 2009.
- Langman, Juliet**. Colloquium Organizer. Second language learning & gender: Gender differences or the difference gender makes. American Association of Applied Linguists (AAAL). Montréal, Canada. June 17-20, 2006.
- Langman, Juliet** & Robert Bayley. Symposium Organizers. Drawing English Language Learners into Math and Science Tasks and Academic Literacy, Division G American Educational Research Association (AERA). San Francisco, CA. April 8-11, 2006.
- Langman, Juliet**. Panel Organizer. Role of Standard English(es) in ESL/EFL Classrooms Worldwide. Teaching English to Speakers of other Languages (TESOL). St. Louis, Missouri. February 27- March 3, 2001.
- Langman, Juliet** & Thomas Ricento. Roundtable Co-chair and Discussant. Language Minority Education: Perceptions, Policies, and Challenges in the Wake of California's Prop. 227 Linguistic Association of the Southwest (LASSO). San Antonio, TX. October 1-3, 1999.

Editorial work

BOOK REVIEW EDITOR, *JOURNAL OF LANGUAGE, IDENTITY AND EDUCATION*

2015-PRESENT

EDITORIAL BOARD MEMBER

Journal of Language, Identity and Education

Tudomány és Lélek – a journal designed to publish work on young Hungarian scholars in the social sciences. Important in that it promotes scholarship and research in Hungary and provides a forum for graduate students to develop their professional skills.

EXTERNAL REVIEWER FOR TENURE CASES

Served as Tenure Reviewer multiple times for institutions including UC Davis; U of Central Florida; University of Missouri- Kansas City; University of British Columbia, Vancouver; UNC- Charlotte; U Mass, Amherst

EXPERT PROPOSAL REVIEWER

OTKA-EPR (Hungarian Scientific Research Fund (OTKA)

Estonian Academy of Science

EXTERNAL ADVISOR

Gramma Language Office (Jazyková kancelária GRAMMA Nyelvi Iroda) Dunajská
Streda/Dunaszerdahley, Slovakia

REVIEWER FOR PUBLISHERS

Multilingual Matters, Lawrence Erlbaum, John Benjamins, Routledge, Thompson Wadsworth

CONFERENCE ABSTRACT REVIEWER

AAAL Annual Conference, TESOL Annual Conference, AERA Annual Conference

STRAND COORDINATOR FOR AMERICAN ASSOCIATION OF APPLIED LINGUISTICS

Sociolinguistics Strand 2012 Conference

Language Policy and Planning Strand 2008 Conference

Bilingual, Immersion, Heritage, and Language Minority Education Strand, 2008 Conference

JOURNAL REVIEWER

Elementary School Journal

Language and Education.

Research in the Teaching of English (RTE)

Educational Policy

Journal of Southeast Asian American Education and Advancement

Voices in the Middle

Americana e-journal

Teachers College Record

Forintos

Ethnos

Language Learning

System

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Educational Research Association (AERA)

American Association of Applied Linguists (AAAL)

International Society for Language Studies (ISLS)

Teachers of English to Speakers of other Languages (TESOL)

TexTesol II – Local chapter of TESOL

SERVICE THROUGH IN-SERVICE TEACHER TRAINING IN TEXAS PUBLIC SCHOOLS

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 secondary 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