

NAME AND CONTACT INFORMATION

Juliet Nelly Adriana Langman
 Interim Dean
 Associate Dean for Graduate Studies
 College of Education and Human Development
 University of Texas at San Antonio

EDUCATIONAL BACKGROUND

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

PROFESSIONAL EMPLOYMENT HISTORY

Interim Dean	2021- Present
<i>College of Education and Human Development, UTSA, San Antonio, Texas</i>	
Senior Associate Dean for Strategic Educational Partnerships	2019-2021
<i>College of Education and Human Development, UTSA, San Antonio, Texas</i>	
Associate Dean for Graduate Studies and Technology	2016 - Present
<i>College of Education and Human Development, UTSA, San Antonio, Texas</i>	
Professor of Applied Linguistics	2014 - Present
<i>Department of Bicultural-Bilingual Studies, UTSA, San Antonio, Texas</i>	
Associate Professor of Applied Linguistics	2002 - 2014
<i>Department of Bicultural-Bilingual Studies, UTSA, San Antonio, Texas</i>	
Assistant Professor	1998 - 2002
<i>Department of Bicultural-Bilingual Studies, UTSA, San Antonio, Texas</i>	

Senior Lecturer <i>Department of English, Linguistics & Speech, Mary Washington College, Fredericksburg, Virginia</i>	1997 - 1998
Visiting Associate Professor <i>Psychology Department, Eötvös Loránd University, Budapest, Hungary</i>	1995 - 1997
Visiting Assistant Professor <i>Psychology Department, Eötvös Loránd University, Budapest, Hungary</i>	1993 - 1995
Visiting Scholar <i>Linguistics Institute, National Academy of Sciences, Budapest, Hungary</i>	1993
Visiting Assistant Professor <i>Linguistics Department, University of Delaware, Newark, Delaware</i>	1991 - 1992
Literacy Director <i>Center for Community Literacy, Pittsburgh, Pennsylvania</i>	1990 - 1991
Senior Project Associate <i>Language, Socialization and Neighborhood-based Organizations, Stanford University</i> Spencer Foundation Grant. Principle Investigators: Shirley Brice Heath and Milbrey Wallin McLaughlin.	1988 - 1991
Research Assistant <i>Child Phonology Project, Linguistics Department, Stanford University</i> Under Dr. Marilyn Vihman, Director. Principle Investigators: Charles Ferguson and Lorraine McCune-Nicolich.	1985 & 1987
Coordinator, Special Languages Program (SLP) <i>Linguistics Department, Stanford University</i>	1984 - 1985
Assistant to the Director, English for Foreign Students (EFS) <i>Linguistics Department, Stanford University</i>	1983 - 1984
Linguistic Technical Consultant <i>IBM, Office Products Division, Gaithersburg, Maryland</i>	1980 - 1982
Intern <i>Center for Applied Linguistics, Washington, D.C.</i>	January - May 1979

RESEARCH ACTIVITIES SUMMARY

BOOKS – REFEREED

Langman, Juliet & Holly Hansen-Thomas. (Under Contract). *Engaging English learners in Science Classrooms: Teaching through Talking*. Philadelphia: PA: Caslon, Inc.

Hansen-Thomas, Holly & **Juliet Langman**. (In Press). *Engaging English learners in Mathematics Classrooms: Teaching through Talking*. Philadelphia: PA: Caslon, Inc.

- Langman, Juliet** & Holly Hansen-Thomas (Eds.). (2017) *Discourse and Learning: Exploring English Learner Interaction, Intertextuality, and Appropriation in STEM classrooms*. Springer.
- 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.

BOOK CHAPTERS

- Langman, Juliet**, Jorge Solis, Lina Martin-Corredor, Nguyen Dao. Under Review. Translanguaging for STEM learning: Exploring tertiary learning contexts. In Anders Jakobsson, Pia Nygård Larsson & Annika Karlsson (Eds.) *Translanguaging in Science Education*. Springer.
- Hansen-Thomas, Holly & **Juliet Langman**. 2020. Functional Language Awareness in Secondary Mathematics Classrooms. In Luciana C. de Oliveira and Marta Civil (Eds.) *Teaching Mathematics to English Language Learners: Preparing Pre-service and In-Service Teachers*. TESOL.
- Langman, Juliet** & Xingsong Shi. 2020. Gender, Language, Identity, and Intercultural Communication. In Jackson, J. (Ed.) *The Routledge Handbook of Intercultural Communication*, 2nd Edition. pp. 167-180. London: Routledge.
- Hansen-Thomas Holly, **Langman, Juliet**, and Farias Sokoloski, Tiffany. 2019. The role of language objectives: Strengthening math and science teachers' language awareness with emergent bilinguals in secondary classrooms. *LACLIL*, 11(2), 193-214. DOI: 10.5294/lacil.2018.11.2.2
- 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. Laihonen, M. Kovács (eds.) *Culture, language and globalization among the Moldavian Csángós today*. Uralica Helsingiensia.
- 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

- 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.
- 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.
- 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.** 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** & 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 kétnyelűség 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.) *Kétnyelűség, 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 Kétnyelűségről*. [= 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_ketnyelvusegről/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' 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.** 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.
- 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.
- 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 & 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 – REFEREED

- Hansen-Thomas Holly, **Langman, Juliet**, and Farias Sokoloski, Tiffany. 2018. The role of language objectives: Strengthening math and science teachers' language awareness with emergent bilinguals in secondary classrooms. *LACLIL*, 11(2), 193-214. DOI: 10.5294/lacil.2018.11.2.2
- 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. (Impact factor 0.758 Citations 22)
- 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.

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. Forthcoming. 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 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. *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.

GRANTING ACTIVITIES

RESEARCH GRANTS – FUNDED

Academy of Finland (9.25.2020 - Under Review)
TILLSAMMANS: Utforskande av den transformativa potentialen i lärandemiljöer i samlokaliserade skolor för att förbättra flerspråkig interaktion; TOGETHER: Exploring the transformative potential of the learning environments in co-located schools for enhancing multilingual interaction Funding Requested 779,000 Euro. PI: Petteri Laihonon, Co-PI Fritjof Sahlström. **Juliet Langman**, Dana Engel, Barbara Gross, David Malinowski, Robert Troyer, Kara Brown, Durk Gorter, Kathryn Henderson, Jim Cummins (Research Collaborators).

National Science Foundation 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%; "Sponsored by Natl Science Fdn, \$1,500,000.00. (September 1, 2018 - August 31, 2022).

Texas A&M September 1, 2018 - May 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%," Sponsored by TX A&M Univ 711, \$150,000.00. (September 1, 2018 - August 31, 2019).

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

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

COEHD grant December 1, 2016 - July 31, 2017

An Investigation of the Validity of a University-Level ESL Placement Assessment , PIs/Co-PIs&SHARED CREDIT: Hsuan-Hua Becky Huang, Lead PD/PI, 75.00%; Juliet Langman, Co-PD/PI, 25.00%," \$4,912.00. (December 1, 2016 - July 31, 2017).

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.
- 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 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 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.

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

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.

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.

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 – NON-FUNDED

EXTRAMURAL

NSF DRK-12. 2022-2025
Advancing Interdisciplinary Math and Science (AIMS) for Secondary English Learners PI Langman, J. Co-PIs Jorge Solis, Uchenna Emenaha, Ian Thacker, Armando Garza.

Academy of Finland 9.25.2019
TILLSAMMANS: Utforskande av den transformativa potentialen i lärandemiljöer i samlokaliserade skolor för att förbättra flerspråkig interaktion; TOGETHER: Exploring the transformative potential of the learning environments in co-located schools for enhancing multilingual interaction Funding Requested 779,000 Euro. PI: Petteri Laihonon, Co-PI Fritjof Sajlström. **Juliet Langman**, Dana Engel, Barbara Gross, David Malinowski, Robert Troyer, Kara Brown, Durk Gorter, Kathryn Henderson, Jim Cummins (Research Collaborators).

Spencer Foundation February 1, 2019 - July 31, 2020
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, PIs/Co-PIs&SHARED CREDIT: Michael Villarreal, Lead PD," Sponsored by Spencer Fdn, \$49,430.00. (February 1, 2019 - July 31, 2020).

Cambridge Michigan Language Assessments. January 2018 - December, 2018
Investigating Stakeholder Perceptions of the CaMLA English Placement Test: A Mixed Methods Study, PIs/Co-PIs&SHARED CREDIT: Hsuan-Hua Becky Huang, Lead PD/PI, 50.00%; Juliet Langman, Co-PD/PI, 50.00%," Sponsored by, \$3,000.00. (January 5, 2018 - December 31, 2018).

Institute of Education Sciences July 1, 2015 - December 30, 2018
Engaging English Learners in the Language of Science (eELSci): A Professional Development Program for High School Biology Teachers, PIs/Co-PIs&SHARED CREDIT: Juliet Langman, Lead PD/PI, 50.00%; Bernard Arulanandam, Co-PD/PI, 50.00%," Sponsored by US Dept of Educ, \$1,499,998.00. (July 1, 2015 - December 30, 2018).

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

SCHOLARLY PRESENTATIONS

PRESENTATIONS-INVITED

Langman, J., J. Solis, , L. Martin-Corredor, N. Dao. Transforming STEM undergraduate education through academic literacy, mentoring and professional development. Texas Hispanic Serving Institutions Consortium meeting in San Antonio on May 23-24, 2019

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, J. Examining STEM secondary discourse in secondary education: The functional language awareness approach. AILA 2020 (Cancelled) moved to AILA 2021. Groningen, The Netherlands, August 2021.

Langman, J., Jorge Solís, Lina Martin Corredor, Nguyen Dao, Hector Castrillon-Costa, Andrew Walton. Engaging Faculty in Curricular Change in a Tertiary Engineering Context: Examining Faculty Engagement in Lesson Study. AERA 2021 Poster Presentation.

- Langman, J.**, Jorge Solís, Lina Martin Corredor, Nguyen Dao, Hector Castrillon-Costa, Andrew Walton. Translanguaging for STEM learning: Exploring Tertiary Learning Contexts. AAAL March 2021 (virtual)
- Langman, J.**, Jorge Solís, Nguyen Dao, Lina Martin Corredor, & Victor Mendez. Adapting Lesson Study to Support Tertiary STEM Student Success: Examining Faculty and Teaching Assistant Roles. In symposium Implementing Lesson Study for Professional Development in Higher Education. AERA 2020 (cancelled).
- Nguyen Dao, Lina Martin-Corredor, **Juliet Langman**, Jorge Solís, Ileana Gonzalez. Building Student Success: academic Literacy in STEM Lesson Study at the Tertiary Level. ASHE 2019 Poster Presentation.
- Langman, J.**, J. Solis, H. Millwater, J. Joseph, L. Martin-Corredor, N. Dao. Building Student Success: Engaging in STEM lesson study at the tertiary level. WALs Conference, September 3-6, 2019. Amsterdam.
- Langman, J.**, & Hansen-Thomas, H. H., Drawing ELs into Secondary Science: Examining content-based talk through functional language awareness. ISB 2019, International Symposium on Bilingualism, Edmonton, Alberta, Canada. (June 23, 2019).
- Langman, J.**, & Nikula, T., "Multilayered language resources in content learning: a look at CBI and CLIL contexts," Symposium. ISB2019, International Symposium on Bilingualism, Edmonton, Alberta, Canada. (June 23, 2019).
- Langman, J.**, "Translanguaging Within and Beyond Disciplines: Transforming STEM Literacies with and for Bilingual Learners," AAAL, AAAL, Atlanta, GA. (March 10, 2019).
- Hansen-Thomas, H. H., & **Langman, J.**, "Word Tools for Emerging Bilinguals in Secondary STEM Classes," NABE, NABE, Lake Buena Vista, Florida. (March 7, 2019).
- Langman, J.**, "Intentionally designing Residency 2.0 programs: Building contextually-driven partnerships," AACTE, AACTE, Louisville, KY. (February 22, 2019).
- Langman, J.**, & Hansen-Thomas, H. H., "Functional language awareness for teaching English learners in math," NCTM Regional Conference, NCTM, Hartford, CT. (October 5, 2018).
- DelliCarpini, M., **Langman, J.**, Flores, B. B., Fies, C. H., & Claeys, L., "Creating Educational Opportunity for ELLs through mutually beneficial school/university partnerships," TESOL, Chicago. (March 30, 2018).
- Parra, M. Y., Wang, Y., **Langman, J.**, Huang, H.-H., & Heather, L. E., "I kind of used a rubric... and How I felt," TESOL, Chicago. (March 30, 2018).
- Langman, J.**, "Language Teacher Identity: Exploring Language Learning Histories," TESOL, TESOL, Chicago. (March 28, 2018).
- Johnson, F. M., & **Langman, J.**, "Identity and role relations in Co-Teaching Environment: ESL and ELA teachers working together," AAAL, AAAL, Chicago. (March 26, 2018).
- Flores, B. B., DelliCarpini, M., **Langman, J.**, Claeys, L., & Fies, C. H., "Creating Educational Opportunity: Creativity in Teacher Education through mutually beneficial school/university partnerships," ATE, 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. 2017
- Hansen-Thomas, Holly & **Juliet Langman**. Developing Oral Science Explanations: Secondary School ELs' Experimentation with Intertextual Linkages. AERA, San Antonio, TX. 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. *15^e 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 + Confl(ict). 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.

GUEST LECTURES AND SHORT COURSES

Guest Lecturer 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 1-15, 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 Szeminárium [=Living Language Seminar], Budapest, Hungary
 Taught TOEFL & Cambridge English Examination Preparatory courses. Cambridge Certificate Examiner.
- ESL Teacher 1994-1995
Rozsa 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.

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.

LIST OF FORMAL COURSES TAUGHT

A TOTAL OF 23 ORGANIZED COURSES FALL 2008 – FALL 2019 AS LISTED.

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|-------------|--------------|--|
| Fall 2008 | BBL 7003 001 | Proseminar in Culture, Language and Literacy |
| Fall 2008 | ESL 6013 001 | Research in Second Language Acquisition |
| Spring 2009 | BBL 7033 001 | Research in the Speech Community |
| Summer 2009 | ESL 6973 01F | Study Abroad: Teaching English in Thailand |
| Fall 2009 | BBL 7003 001 | Proseminar in Culture, Language and Literacy |
| Fall 2009 | ESL 6013 001 | Research in Second Language Acquisition |
| Spring 2010 | BBL 5043 001 | Ethnography of Communication |
| Summer 2010 | ESL 5033 91J | Second Language Reading and Writing |
| Fall 2010 | BBL 7003 001 | Proseminar in Culture, Language and Literacy |
| Fall 2010 | ESL 6013 001 | Research in Second Language Acquisition |
| Fall 2010 | ESL 6943 001 | Internship in English as a Second Language |

Spring 2011	BBL 7033 001 Research in the Speech Community
Summer 2011	BBL 7243 01T Seminar in Language and Language Use
Fall 2011	BBL 7003 001 Proseminar in Culture, Language and Literacy
Fall 2011	ESL 6013 001 Research in Second Language Acquisition
Spring 2012	BBL 7233 001 Seminar in SLA and Bilingualism
Spring 2012	ESL 3033 001 Foundations of English as a Second Language
Fall 2012	BBL 7003 001 Proseminar in Culture, Language and Literacy
Fall 2012	ESL 6013 001 Research in Second Language Acquisition
Spring 2013	ESL 6943 000 Internship in English as a Second Language
Summer 2013	BBL 7233 001 Seminar in SLA and Bilingualism
Summer 2013	ESL 5013 01L Foundations of Second Language Acquisition
Fall 2013	ESL 5003 001 Linguistics for Bilingual and Second Language Studies
Fall 2013	ESL 6013 001 Research in Second Language Acquisition
Fall 2014	BBL 7233 001 Seminar in SLA and Bilingualism
Fall 2014	ESL 6013 901 Research in Second Language Acquisition
Spring 2015	ESL 6013 001 Research in Second Language Acquisition
Fall 2015	ESL 6013 901 Research in Second Language Acquisition
Fall 2015	BBL 7003 001 Proseminar in Culture, Language and Literacy
Spring 2016	BBL 5043 001 Ethnography of Communication
Summer 2016	BBL 7033 001 Seminar in Advanced Research Methods
Fall 2016	BBL 7003 001 Proseminar in Culture, Language and Literacy
Spring 2017	BBL 7033 001 Seminar in Advanced Research Methods
Summer 2017	BBL 5123 001 Sociolinguistics and Education
Fall 2017	ESL 6013 001 Research in Second Language Acquisition
Spring 2018	BBL 7133 001 Bilingualism and Second Language Acquisition
Fall 2018	ESL 6013 001 Research in Second Language Acquisition
Spring 2019	ESL 6013 001 Research in Second Language Acquisition
Fall 2019	BBL 7133 001 Bilingualism and Second Language Acquisition
Summer 2020	BBL 5043 001 Ethnography of Communication
Spring 2021	BBL 7243 001 Seminar in Applied Linguistics

STUDENTS MENTORED

DISSERTATIONS SUPERVISED – COMPLETED

Misty Ferguson. December 2019. “Where the Play Is Lost”: An Action Research Inquiry into Playful Teaching in the Ecology of the High School Classroom. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.

- 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.
- Nadia 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. Tentative Title: *Adult education and discourses of power: Language policy and adult education instructor agency*. (ABD 2017)
- Jesus Santos. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Tentative Title: *Translanguaging and learning: Secondary ELs' writing development* (ABD 2019)
- Maren Mitchell. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Title: *Exploring international students' learning trajectories: A language policy study*. (ABD 2019)
- Einas Tarhoush. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Title: *Muslim Syrian adolescent women refugees' resettlement experiences in the United States: A critical narrative analysis*. (ABD 2020).
- Kimani Mitchell. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA.

DISSERTATION COMMITTEE MEMBER – COMPLETED

- Yangting Wang. 2020. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. *Linking learning-oriented assessment and assessment use argument to validate the consequence inference of n English placement assessment*.
- Ana Pallares-Weissling. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. 2020. Tentative Title: *Cultivating Scientific Identity in Multilingual and Multicultural Gardens: An Interdisciplinary Case Study of the Potential Formation (or Stagnation) of Scientific Identity among Latino English Language Learners*.

- Francine Johnson. 2020. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies. Title: High school ESL and ELA co-Teachers as participants in a collaborative reflective learning experience.
- Vicki Lynton. 2020. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies. Title: Language and literacy in a high stakes college course.
- Gloria Gonzalez. 2019. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Las Invisibles: The women of the Tejano music industry.
- LeeAnn Epstein. 2019. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Mapping Decolonizing Foodscapes in Material Culture: Representations through Food, in *Print Media, and Discourses of Power*.
- Anna Saulsbury-Molina. 2019. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Title: A Case Study of the Language Policy of a Local Newcomer Program
- Nancy Gonzalez. 2017. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. A Case Study: The Co-Construction of Mathematical Knowledge in a 4th Grade Dual Language Classroom.
- Shikun Li. 2017. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Exploring the Influence of Video Feedback upon Teacher Candidates' Evolution of Teaching Beliefs and Specialized Knowledge.
- Laila Aghia. 2016. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. The Use of First Language in the Second Language Classroom.
- Virak Chan. 2016. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Medium-of-instruction policies in higher education in Cambodia.
- Ying Li. 2016. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Title: Representations of culture in Chinese language textbooks for the K-16 Chinese language learners in the United States: A discourse analysis on cultural components and variations in text.
- Yeng Yang. 2016. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Title: At the mainstream's margins Reexamining Hmong students' educational attainment through the eyes of Hmong administrators, teachers and parents.
- Sandra Ibarra. 2016. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Title: Language Ideologies of Spanish dominant families as they seek spoken language for their children with hearing impairment: Ethnography of the journey across borders and cultures.
- Carolina Ramos. 2015. 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. Title: Utilizing Bilingual Practices to Construct Identities and Cultural Capital on the U.S.-Mexico Border.
- Mirta Maldonado. 2015. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Title: Ramifications for language policy and education in PR: An Exploration of Language Ideologies and Practices through the Linguistic Landscape of Guaynabo City and Rincon.

- Jennifer Swoyer. 2014. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Title: Being and becoming “real teachers” in adult ESOL programs: Case studies of professional identity negotiation, development, and performance.
- Sovicheth Boun. 2014. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Title: A Critical Examination of Language Ideologies and Identities of Cambodian Foreign-Trained University Lecturers of English.
- Donald Allison. 2013. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Title: Mexican migrant and seasonal farmworker culture, gender, and language ideologies: Pláticas and HIV/AIDS.
- Sandra de Rezende. 2012. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Title: Developing communicative competence through participation in an international teaching assistant program
- Shereen Bhalla. 2012. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Title: Experiencing globalization as South Asian teaching assistants: Navigating tensions in professional and social identities.
- Hsu, Hsiu-Chen. 2012. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Title: Planning and second language development in task-based synchronous computer-mediated communication.
- Paul Clark. 2010. School of Nursing, UTHSC. Title: An emergency department patients’ perception of safety.
- Ko Yin Sung. 2009. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Title: Language learning strategy use and language achievement for American college learners of Chinese as a foreign language. Doctoral Dissertation.
- Muñoz, Henrietta L. 2009. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Title: Being and becoming financially literate in a south Texas community: Valuing the funds to practice literacy.
- Mary Ruth Fernández. 2008. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Title: The relationship between educational decisions and academic achievement : a focus on Mexican American students.
- Pu, Chang. 2008. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Title: Chinese-American children’s bilingual and biliteracy development in heritage language and public schools.
- 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.

DISSERTATION COMMITTEE MEMBER – IN PROGRESS

JoKate Collier. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Tentative title: A consequential validity study of a state English language proficiency test: The Texas English language proficiency assessment system (TELPAS).

Leticia Medina. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Tentative Title: Straddling Institutional Borders: Language and Race in the Personal Narratives of Chicana/Latina Bilingual Education Teacher Candidates

Brenda Sarmiento-Isak. Culture, Literacy and Language, Department of Bicultural, Bilingual Studies, UTSA. Tentative Title: La nueva Etiopía: Language, identity and higher education a multi-sited case study of Syrian students in México.

OTHER DISSERTATION COMMITTEE ACTIVITY

Dissertation Opponent, "Language Ideologies about Learning Historical Minority Languages: Hungarian in Romania and Swedish in Finland." (September 2015 - December 2015).
Advised: Attila Kiss. Served as Opponent in Dissertation Defense for Attila Kiss, University of Jyväskylä, Finland

MA THESES COMMITTEE CHAIR - 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

Emre Basok. Language Teaching Policies and Practices in Turkish EFL Context and the Effects on English Teachers' Motivation. M.A. Thesis. Department of Bicultural, Bilingual Studies UTSA, 2017.

Camille Wilcox. Intersectionalities of language, education, and employment among 1.5-generation MExican immigrants. M.A. Thesis. Department of Bicultural, Bilingual Studies UTSA, 2016

Diana Whitney. A discourse analysis of U.S. national and state language policies: Restraining English instruction for refugee adults. M.A. Thesis. Department 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. Department 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.

ADDITIONAL STUDENT ADVISING ACTIVITIES

Faculty Advisor, Culture, Literacy and Literacy Doctoral Program Registered Student Organization, 2006 – July 2011, 2015-2016

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

Member, Westsite Community Initiative, 2021- present
Member, President's Strategic Enrollment TaskForce, UTSA 2018- 2019
Member, IEP ReStrat Committee 2018
Member, UFRAC 2015-2018
Member, Search Committee, Provost, 2017
Member, Modern Languages Department Chair Search Committee, 2016, 2017
Member, Search Committee, Dean of College of Education and Human Development, 2015
Member, Search Committee, Dean of Graduate School, 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

ex officio member, CAPCC, COEHD, 2016 - Present
Chair, ESL Services Advisory Board, 2015-2018
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 Linguistic Search Committee, 2019
Member, Applied Linguistic Search Committee, 2016-2017
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

ADMINISTRATIVE ACTIVITIES SINCE 2008

Senior Associate Dean, COEHD, UTSA, 2019- 2021
 Associate Dean for Graduate Studies and Technology, COEHD, UTSA, 2016 - 2019
 Graduate Advisor of Record, Cultural, Literacy and Language Doctoral Program (2006-2011, 2014-2016)
 Graduate Advisor of Record, MA-TESL Program Spring 2013

PROFESSIONAL SERVICE ACTIVITIES

TREASURER, TESTESOL II, REGIONAL AFFILIATE OF TESOL INTERNATIONAL 2018- 2021

BOOK REVIEW EDITOR, JOURNAL OF LANGUAGE, IDENTITY AND EDUCATION 2015-2020

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