

**VITA**  
for  
**ELIZABETH B. BERNHARDT**

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**Earned Degrees**

Ph.D.	University of Minnesota, Second Languages and Cultures Education, 1984
M.A.	University of Pittsburgh, German, 1978
B.A.	College of Wooster, German, 1976 Elected to Phi Beta Kappa

**Professional Experience**

2003-	Dean, South Row
1995-	Director, Stanford Language Center and Professor of German Studies; Professor of Education (by courtesy)
1992-1995	Professor, Foreign and Second Language Education, Educational Studies, The Ohio State University
1987-1993	Associate Professor, Foreign and Second Language Education, Educational Studies, The Ohio State University
1988-1995	Section Head, Humanities Education, The Ohio State University
1985-1992 (Summers)	Visiting Professor, Modern Language Centre, Ontario Institute for Studies in Education
1984-1987	Assistant Professor, Foreign and Second Language Education, Educational Studies, The Ohio State University

- 1983 Visiting Instructor, German Department,  
Gustavus Adolphus College
- 1979-1981 Visiting Lecturer, German Department  
Chatham College
- 1978-1981 Lecturer and Teaching Assistant Supervisor,  
German Department, University of Pittsburgh

## Honors and Awards

### National

- 2001 Article selected by the American Association of Teachers of German as one of the most significant contributions to German teaching in the past twenty-five years.
- 1995 Edward B. Fry Book Award for Outstanding Contribution to Literacy Research and Practice, National Reading Conference.
- 1992 Kenneth W. Mildener Prize for the Outstanding Research Publication in the Field of Teaching Foreign Languages and Literatures, Modern Language Association.
- 1988 Mellon Fellow, Institute of Advanced Studies Fellowship, National Foreign Language Center, Washington, D.C.
- 1988 Educational Press Association Distinguished Achievement Award for a One-Theme Issue "Teaching Foreign Languages", Editor.
- 1984 Emma Marie Birkmaier Award for Doctoral Dissertation Research, American Council on the Teaching of Foreign Languages.

### University

- 1999 Lloyd W. Dinkelspiel Award for Distinctive Contributions to Undergraduate Education at Stanford University
- 1997 Stanford University Fellow; Faculty Convener, 2000-2002
- 1993 Research Scholar Award, The Ohio State University College of Education.
- 1988 Distinguished Scholar Award in Recognition of Extraordinary Accomplishment in Research and Scholarship, The Ohio State

University.

## Grants Received

Bernhardt, E.B. Literacy, Second Language, Technology and Content: The Need for Symbiosis. Grant awarded to Michael L. Kamil from the Carnegie Corporation. Language Center portion, \$5,000, each of three years. 2003-2006.

Bernhardt, E.B., & Karen Nagy. Increasing Instructional Time—Enhancing Engaged Time: Evaluating the Instructional Impact of the Stanford Digital Language Laboratory. A two-year project funded by the Commission on Technology in Teaching and Learning, Stanford University, \$88,000. 1998-2000.

Bernhardt, E.B. The Stanford Digital Language Laboratory. A grant from the President's Fund to the Stanford Language Center, \$750,000. 1997.

Bernhardt, E. B. Reinventing a language department. A one year project funded by the National Foreign Language Resource Center, \$7,000. 1995-1996.

Bernhardt, E. B. Reading science texts in Spanish as a second language. A one year project funded by the National Foreign Language Resource Center, \$7,000. 1994-1995.

Bernhardt, E. B. Social and cultural factors in science learning. A three-year project housed in the National Center for Science Teaching and Learning and funded by the Office of Educational Research and Improvement, \$425,000. 1992-1995.

Samimy, E., & Bernhardt, E. B. Enhancing the learning of Japanese at the middle school level. A one-year project funded by the Ohio Board of Regents, \$23,000. [Grant No. 28430-55-00]. 1989.

Bernhardt, E. B. The development of a prototype training model for U.S. immersion teachers. A two-year project funded by the U.S. Department of Education, \$249,000. [Grant No. R168F80060]. 1988-1990.

Bernhardt, E. B. Text processing strategies of native, non-native experienced, and non-native inexperienced readers of Chinese and Japanese. A one-year project funded by the United States Department of Education International Research and Studies Program, \$45,140. [Grant No. 017AH60020]. 1985-1986.

Allen, E. D., Bernhardt, E. B. An analysis of secondary school students' proficiency levels in reading unedited material in French, Spanish, or German. A one-year project funded by the Office of Postsecondary Education, \$50,525. [Grant No. G008540768]. 1986-1987.

Bernhardt, E. B., & Osborne, A. The solving of graph, spatial, and story problems by school and college learners: An analysis of eye movement behaviors. A one-year project funded by the University Seed-Grant Program, \$12,000. 1985.

Bernhardt, E. B. Developmental processes in second language reading: An examination of cognitive behaviors measured through eye movement. A 12-month project funded by the Spencer Foundation, \$9,000. 1985.

Lange, D. L., & Bernhardt, E. B. Text processing strategies of native and beginning non-native readers in secondary school and university in French and German. A two-year project funded by the United States Department of Education International Research and Studies Program, \$89,800. [Grant No. G008402270]. 1984-1986.

Bernhardt, E. B. Text reconstructions of undergraduate German students. A three-month project funded by the Small Grants Program of the College of Education, Ohio State University, \$400. 1984.

Bernhardt, E. B. Text processing strategies of native, non-native, experienced, and non-native inexperienced readers of German: Findings and implications for the instruction of German as a foreign language. Dissertation research support, \$2,000, from grants awarded to Professor Albert A. Yonas, University of Minnesota's Center for Research in Human Learning. 1983.

Bernhardt, E. B. Faculty development grant, University of Pittsburgh, 1981, \$300.

Bernhardt, E. B. Goethe House, Goettingen Summer Program, 1980, \$1,500.

Bernhardt, E. B. Faculty development grant, University of Pittsburgh, 1979, \$300.

Bernhardt, E. B. Deutscher Akademischer Austauschdienst, German Academic Exchange Service, Tuebingen Summer Program, 1978, \$1,500.

## **Publications**

### Books

Bernhardt, E. B. (1991). Reading development in a second language: Theoretical, research, and classroom perspectives. Norwood, N.J.: Ablex.

Bernhardt, E. B. (Ed.) (1992). Life in language immersion classrooms. Clevedon, England: Multilingual Matters.

## Articles – Reviewed

Bernhardt, E.B. (2001). Research into the teaching of literature in a second language: What it says and how to communicate it to graduate students. In Holly Tucker and Virginia Scott (Ed.), Second Language Acquisition and the Literature Classroom: Fostering Dialogues. (pp. 189-204). Boston: Heinle & Heinle.

Teemant, A., Bernhardt, E., Rodríguez-Muñoz, M., Aiello, M. (2000). The insights of dialogue: Teacher collaboration benefits second language learners. The Middle School Journal 32, 2, 30-38.

Bernhardt, E.B. (2000). The professional development of highly experienced and less experienced teachers: Meeting diverse needs. In Benjamin Rifkin (Ed.), Mentoring foreign language teaching assistants, lecturers and adjunct faculty. (pp. 41-54). Boston: Heinle & Heinle.

Bernhardt, E., & Berman, R. (1999). From German 1 to German Studies 001: A chronicle of curricular reform. Die Unterrichtspraxis 32, 1, 22-31. Reprinted in Teaching German in America: Past Progress and Future Promise (pp. 145-162). George F. Peters, Ed. Cherry Hill, NJ: American Association of Teachers of German, 2002.

Bernhardt, E. (1997). Victim narratives or victimizing narratives? Discussions of the reinvention of language departments and language programs. ADFL Bulletin, 29, i, 13-19.

Bernhardt, E. & Kamil, M. (1997). Enhancing foreign culture learning through electronic discussion. In J. Muysken (Ed.), New ways of learning and teaching: Focus on technology and foreign language education. (pp. 39-55). Boston: Heinle & Heinle.

Teemant, A., Bernhardt, E., & Rodriguez-Munoz, M. (1996). Collaborating with content area teachers: What we need to share. TESOL Journal, 4, iv, 16-20.

Dickerson, T., Bernhardt, E. B., Brownstein, E., & Copley, E. (1996). African-American children reflecting on science through writing. Journal of Negro Education, 64, 2, 141-153.

Bernhardt, E. B., Hirsch, S., Teemant, A., & Rodriguez - Muñoz, M. (1996). Language diversity and science. The Science Teacher, 63, 2, 24-27.

Bernhardt, E. B. & Kamil, M. L. (1995). Interpreting relationships between L1 and L2 reading: Consolidating the linguistic threshold and the linguistic interdependence hypotheses. Applied Linguistics, 16, 2, 16-34.

Bernhardt, E. B. (1995). Teaching literature or teaching students? ADFL Bulletin, 26, 2, 5-6.

Bernhardt, E. B. (1995). A response to Kramsch. ADFL Bulletin, 26, 3, 15.

Bernhardt, E. B. (1994). A content analysis of reading methods texts: What are we told about the nonnative speaker of English? Journal of Reading Behavior, 26, 159-189.

Bernhardt, E. B., & Deville, C. (1992). Testing in foreign language programs and testing programs in foreign language departments. In R. Teschner (Ed.), Assessing foreign language proficiency of undergraduates. Boston: Heinle & Heinle. 43-59.

Tedick, D., Bernhardt, E. B., & Deville, C. (1991). Interpreting essay examination topics used for assessing content knowledge: Differences among test makers, test raters, and test takers. Journal of College Reading and Learning, 24, 63-80.

Samimy, K., & Bernhardt, E. B. (1990). Enhancing the learning of foreign languages at the middle school level. In G. Ervin (Ed.), Realizing the potential of foreign language instruction. Skokie: National Textbook. 50-62.

Bernhardt, E. B. (1990). A model of L2 text reconstruction: The recall of literary text by learners of German. In A. LaBarca, & L. Bailey (Eds.), Issues in L2: Theory as practice/practice as theory. Norwood, NJ: Ablex. 21-43.

Allen, E. D., Bernhardt, E. B., Berry, M. T., & Demel, M. (1988). Comprehension and text genre: An analysis of secondary school foreign language readers. Modern Language Journal, 72, 163-172.

Bernhardt, E. B. & Everson, M. (1988). Second language reading: A cognitive perspective. In G. Luer and U. Lass (Eds.), Proceedings of the fourth European conference on eye movements. Vol. 1. Amsterdam: Elsevier Science Publishers. 1-4.

Bernhardt, E. B., & Hammadou, J. (1987). A decade of research in foreign language teacher education. Modern Language Journal, 71, 289- 298.

Bernhardt, E. B., & James, C. (1987). The teaching and testing of comprehension in foreign language learning. In D. W. Birckbichler (Ed.), Foreign languages: Proficiency, policy, and professionalism. Lincolnwood, IL: National Textbook Company. 65-81.

Bernhardt, E. B. (1987). Considerations for the pre-service training of foreign teaching assistants. College Teaching 13, 67-69.

Bernhardt, E. B. (1986). Reading in the foreign language. In B. Wing (Ed.), Listening, reading, and writing: Analysis and application, Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages. 93-115.

Bernhardt, E. B. (1986). Proficient texts or proficient readers? ADFL Bulletin, 17, 25-28.

Bernhardt, E. B. (1986). Cognitive processes in L2: An examination of reading behaviors. In J. Lantolf and A. LaBarca (Eds.), Delaware symposium on language studies: Research on second language acquisition in the classroom setting. Norwood, NJ: Ablex. 35-50.

Bernhardt, E. B. (1984). Toward an information processing perspective in foreign language reading. Modern Language Journal, 68, 322-331.

Bernhardt, E. B. (1983). Testing foreign language reading comprehension: The immediate recall protocol. Die Unterrichtspraxis, 16, 27-33.

Bernhardt, E. B. (1983). Three approaches to reading comprehension in intermediate German. Modern Language Journal, 67, 111-115.

#### Articles – Invited

Bernhardt, E.B. (2003, forthcoming). New directions in reading research: second language perspectives. Reading Research Quarterly 37 4

Bernhardt, E.B. (2002). A language center director responds. Modern Language Journal 80, 2, 246-248.

Kamil, M.L., and Bernhardt, E.B. (2000). Reading for English-language learners. In M. Graves, B. Graves, & C. Juel. (Eds.), Teaching reading in the 21st century. (pp. 460-503). Boston: Allyn & Bacon.

Bernhardt, E.B. (2000). Second language reading as a case study of reading scholarship in the twentieth century. In M. Kamil, P. Mosenthal, D. Pearson., & R. Barr (Eds.), (pp.793-811), Handbook of Reading Research Volume III. Hillsdale, NJ: Earlbaum.

Bernhardt, E. B. (1999). If reading is reader-based, can there be a computer-adaptive test of reading? In M. Chalhoub-Deville (Ed.), (pp. 1-10). Issues in Computer Adaptive Testing of Reading Proficiency. Cambridge: Cambridge University Press.

Bernhardt, E. B. (1999). Socio-historical perspectives on language

teaching in modern America. In Heidi Byrnes (Ed.) Perspectives on research and scholarship in second language learning. (pp. 39-57). New York: Modern Language Association.

Bernhardt, E. B. (1998). A response to Dorothy James. ADFL Bulletin 29, ii, 41-42.

Bernhardt, E. B. & Kamil, M. L. (1998). Literacy instruction for non-native speakers of English. In M. Graves, B. Graves, & C. Juel. (Eds.), (pp. 432-475). Teaching reading in the 21st century. Boston: Allyn & Bacon.

Teemant, A., Bernhardt, E., & Rodriguez-Munoz, M. (1996). Collaborating with content area teachers: What we need to share. TESOL Journal, 4, iv, 16-20. [Reprinted in Snow, M., & Brinton, D., (Eds.), (1997). The Content-Based Classroom. New York: Longman.]

Bernhardt, E. B., & Schrier, L. (1992). The development of immersion teachers. In E. Bernhardt (Ed.), Life in language immersion classrooms. Clevedon, England: Multilingual Matters. 113-131.

Bernhardt, E. B. (1992). A psycholinguistic perspective on second language literacy. AILA Review, 8, 31-44.

Freed, B., & Bernhardt, E. B. (1992). Inside and outside foreign language classrooms. In C. Kramsch (Ed.), Text and context. Lexington, MA: D. C. Heath. 251-266.

Bernhardt, E. B. (1991). Developments in second language literacy research: Retrospective and prospective views for the classroom. In B. Freed (Ed.), Foreign language acquisition research and the classroom. New York: D. C. Heath. 221-251.

Bernhardt, E. B., & Tedick, D. (1991). On paradoxes and paradigms in language education research. In E. Silber (Ed.), Critical issues in foreign language education. New York: Garland. 43-62.

Bernhardt, E. B. (1990). Knowledge-based inferencing in second language comprehension. In J. Alatis (Ed.), Linguistics, language teaching and language acquisition: The interdependence of theory, practice and research. Washington: Georgetown University Press. 271-284.

Bernhardt, E. B. (1990). Foreign language teacher recruitment. Northeast Conference Newsletter, 27, 8, 54-55.

Bernhardt, E. B., & Mendez, C. (1989). Crosslingual text processing



strategies: Native readers of English reading in German. In H. W. Dechert (Ed.), Interlingual processes. Tübingen: Narr. 121-136.

Bernhardt, E. B. (1988). The development of a prototype training model for U.S. immersion teachers. FLESNEWS, 2, 2, 4-5.

Bernhardt, E. B., & Berkemeyer, V. C. (1988). Authentic texts and the high school German learner. Die Unterrichtspraxis, 21, i, 6-28.

Jarvis, G. A., & Bernhardt, E. B. (1988). ERIC Digest: Foreign Language Teacher Education. Washington: Center for Applied Linguistics.

Hammadou, J., & Bernhardt, E. B. (1987). On being and becoming a foreign language teacher. Theory into Practice, 26, 3, 301-306.

Bernhardt, E. B. (1987). This issue. Theory into Practice 26, 3, i.

Bernhardt, E. B. (1987). The text as a participant in instruction. Theory into Practice 26, 1, 32-37.

Bernhardt, E. B., & Jarvis, G. A. (1986). Matching foreign language instruction to different cognitive levels of development. In A. Papalia (Ed.), NYSAFLT Annual Meeting Publication, Buffalo: New York State Association of Foreign Language Teachers. 17-22.

Bernhardt, E. B. (1985). Reconstructions of literary texts by learners of German. In M. Heid (Ed.), New Yorker Werkstattgespräch 1984: Literarische Texte im Fremdsprachenunterricht. München: Kiemler & Hoch. 254-289.

### Edited

Guest Editor, Journal of Reading in a Foreign Language, Special Issue on Research Methodology, forthcoming, 2004.

Series Editor, Second Language Learning: A Monograph Series Dedicated to Studies in Acquisition and Principled Language Instruction. Ablex Publishing Corporation.

Guest Editor, Theory into Practice issue, Foreign Language Education. (1987).

### Reviews

From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms by J. Aebersold & M.L. Field. New York, NY: Cambridge, 1997. Studies in Second Language Acquisition, 22, 2000, 492-493.

Verbal Protocols of Reading: The Nature of Constructively Responsive Reading by M. Pressley & P. Afflerbach. Hillsdale, NJ: Erlbaum, 1995. Modern Language Journal, 81, 1997, 433.

Understanding Reading by Frank Smith. Hillsdale, NJ: Erlbaum, 1994. Modern Language Journal, 78, 1995, 434.

Research Methodology in Second-Language Acquisition edited by Elaine E. Tarone, Susan M. Gass, Andrew D. Cohen. Hillsdale, NJ: Erlbaum. Modern Language Journal, 78, 1994.

Second Language Acquisition and Language Pedagogy by Rod Ellis. Philadelphia: Multilingual Matters, 1992. Modern Language Journal, 77, 1993, 373.

Current Trends in European Second Language Acquisition Research. Hans Dechert, ed. Philadelphia: Multilingual Matters, 1990. Modern Language Journal, 75, 1991, 121-122.

Annual Summary of Investigations Related to Reading: July 1, 1988 to June 30, 1989. Sam Weintraub, ed. Newark, DE: International Reading Association, 1990. Modern Language Journal, 75, 1991, 506.

Second Language Learning and Second Language Acquisition by Stephen Krashen. Englewood Cliffs, N.J.: Prentice-Hall. Modern Language Journal, 73, 1989, 210.

Learning and Comprehension of Text by Heinz Mandl, Nancy L. Stein, and Tom Trabasso, eds. Hillsdale, NJ: Lawrence Erlbaum, 1984. Modern Language Journal, 72, 1988, 219-220.

The Social Construction of Literacy Jenny Cook-Gumperz, ed. Cambridge: Cambridge, 1985. Journal of Reading Behavior 19, 1987, 3, 325-327. [with Judith Green, first author].

Understanding and Teaching Cohesion Comprehension. Judith Irwin, ed. Newark, DE: International Reading Association, 1986. Modern Language Journal, 72, 1988, 74-75.

Foreign and Second Language Learning: Language Acquisition Research and Its Implications for the Classroom by William Littlewood. Cambridge:

Cambridge, 1984. Studies in Second Language Acquisition, 1987, 9, 1, 116-117.

Neurolinguistic Aspects of the Japanese Writing System by Michel Paradis, H. Hagiwara, and Nancy Hildebrandt. London: Academic Press, 1985. Studies in Second Language Acquisition, 1986, 9, 1, 125.

Understanding Expository Text, B. K. Britton and J. B. Black, eds. Hillsdale, NJ: Lawrence Erlbaum, 1985. Modern Language Journal, 70, 1986, 294-295.

Concept Development and the Development of Word Meaning, Th. B. Seiler & W. Wannemacher, eds. Berlin: Springer, 1983. Studies in Second Language Acquisition, 1986, 8, 99-100.

Child-Adult Differences in Second Language Acquisition, S. Krashen, R. Scarcella, & M. Long. Rowley, MA: Newbury House, 1982; Modern Language Journal, 68, 1984, 274-275.

## **Presentations**

### Reviewed

Kim, H., Kamil, M., & Bernhardt, E. (December, 2002). Crosslinguistic word recognition process: A review of the literature. National Reading Conference, Miami, FL.

Rivera, R., Kamil, M., & Bernhardt, E. (March 2002). Web-based placement testing for college-level language programs. American Association of Applied Linguistics, Salt Lake City, UT.

Bernhardt, E.B. (December, 2001). Student performances as texts: Using literary analytic skills to research the classroom. Modern Language Association, New Orleans, LA.

Bernhardt, E.B. (December, 2001). Reading readiness: English before German, and then Thomas Mann. Modern Language Association, New Orleans. LA.

Bernhardt, E.B. (December, 2001). Literature as a text variable. National Reading Conference, San Antonio, TX.

Bernhardt, E.B. (November, 2001). Technology-based initiatives in the Stanford Language Center. American Council on the Teaching of Foreign Languages, Washington, DC.

Bernhardt, E.B. (February, 2001). Progress and procrastination in second-language reading research. American Association of Applied Linguistics, St. Louis, MO.

Bernhardt, E.B. (December, 2000). Progress and procrastination in second-language reading research theory building. National Reading Conference, Phoenix, Arizona.

Bernhardt, E.B. (November, 2000). Research into the teaching of literature in a second language: What it says and how to communicate it to graduate students. American Association of University Supervisors and Coordinators, Boston, MA.

Bernhardt, E.B. (December, 1999). How do we measure student learning and engagement and, therefore, effective teaching? Modern Language Association, Chicago, IL.

Bernhardt, E.B. (April, 1999). (In)compatibilities in literary reading, requisite cultural knowledge, and second language learning. American Educational Research Association. Montreal, Canada.

Bernhardt, E.B. (March, 1999). Technology-based enhancements in language instruction at Stanford University. American Association of Applied Linguistics Annual Meeting, Stamford, CT.

Bernhardt, E.B. (December, 1998). Research into the teaching of literature in a second language: What it says and how to communicate it to graduate students. Modern Language Association, San Francisco.

Bernhardt, E.B. (December, 1998). Literary reading in a second language and requisite knowledge. National Reading Conference, Austin, TX.

Bernhardt, E.B., & Berman, R.A. (November, 1998). Entrance and exit performances of Berlin-campus students: Language and culture. American Association of Teachers of German Annual Meeting, Chicago, IL.

Bernhardt, E. B., & Crawford, K. (April 1998). The relationship between "Rating" and "Scoring" recall protocols in a second language context. American Educational Research Association, San Diego, CA.

Bernhardt, E.B. (March, 1998). How can I possibly know that if I haven't learned it? The nonnative on the outside looking in. American Association of Applied Linguistics, Seattle, WA.

Bernhardt, E. (December, 1997). General overview of the structure and brief history. Modern Language Association, Toronto.

Bernhardt, E. (December, 1997). Literary reading and requisite knowledge: Getting beyond the language. Modern Language Association, Toronto.

Bernhardt, E. (December, 1997). Rationalizing “Scoring” and “Rating” reading assessments in a second language context. National Reading Conference, Phoenix, AZ.

Bernhardt, E. (November, 1997). Reinventing a German Studies program. AATG Annual Conference, Nashville, TN.

Bernhardt, E. & Getty, M. (March, 1997). The learning of German in an instructional context: Linguistic features of the Intermediate-Mid. American Association of Applied Linguistics, Orlando, FL.

Bernhardt, E. (November 1996). From dichotomy to continuum: The Stanford chronicle. American Association of Teachers of German, Philadelphia, PA.

Bernhardt, E. (March, 1996). Linguists' lives among scientists and science educators. American Association of Applied Linguistics, Chicago, IL.

Dickerson, T., Bernhardt, E. (December, 1995). Reading science texts in Spanish. Modern Language Association, Chicago, IL.

Bernhardt, E. (April, 1995). A content analysis of science methods texts: What are we told about the bilingual learner? American Educational Research Association, San Francisco, CA.

Dickerson, T., Bernhardt, E., & McNichols, M. (April, 1995). Using writing as a learning tool for African American children in science. American Educational Research Association, San Francisco, CA.

Bernhardt, E. (April, 1995). A content analysis of science methods texts. National Association for Research in Science Teaching, San Francisco, CA.

Bernhardt, E. (March, 1995). Is there a theory of second language reading? American Association of Applied Linguistics, Long Beach, CA.

Bernhardt, E., & Destino, T. (December, 1994). Elementary school children reading science texts in Spanish. National Reading Conference, San Diego, CA.

Heinz, P., & Bernhardt, E. B. (July, 1994). The development, evaluation, and application of a computerized second language reading assessment procedure. Computers in Applied Linguistics Conference, Ames, IA.

Dickerson, T., Bernhardt, E. B., Brownstein, E., & Copley, E. (April, 1994). African-American children reflecting on science through writing. American Educational Research Association, New Orleans, LA.

Bernhardt, E. B. (April, 1994). Teaching science in bilingual settings. American Educational Research Association, New Orleans, LA.

Bernhardt, E. B., & Kamil, M. K. (December, 1993). Perspectives on the threshold and the interdependence hypotheses. National Reading Conference, San Antonio, Texas.

Bernhardt, E. B. (November, 1993). Recent research in American immersion schools. American Council on the Teaching of Foreign Languages, San Antonio, Texas.

Bernhardt, E. B. (April, 1993). The Ohio State/Clark Atlanta University Collaboration. American Educational Research Association, Atlanta, GA.

Bernhardt, E. B. (April, 1993). The Ohio State/Clark Atlanta University Collaboration. National Association for Research in Science Teaching, Atlanta, GA.

Bernhardt, E. B. (April, 1993). A content analysis of reading methods texts. International Reading Association, San Antonio.

Bernhardt, E. B., & Kamil, M. L. (December, 1992). The interdependence hypothesis and second language reading. National Reading Conference, San Antonio.

Bernhardt, E. B., & Kamil, M. L. (March, 1992). Testing the interdependence hypothesis: The adult basic literacy examination in Spanish and English. American Association of Applied Linguistics, Seattle, WA.

Bernhardt, E. B., & Schrier, L. L. (March, 1992). The development of immersion teachers. Special symposium on teacher education. Teachers of English to Speakers of Other Languages, Vancouver, British Columbia.

Bernhardt, E. B. (March, 1992). A psycholinguistic perspective on second language literacy. Teachers of English to Speakers of Other Languages,

Vancouver, British Columbia.

Bernhardt, E. B. (March, 1991). Examining the relationship between background knowledge and second language reading comprehension. American Association of Applied Linguistics, New York, NY.

Bernhardt, E. B. (March, 1991). Life in language immersion classrooms. Second/Foreign Language Acquisition by Children, Raleigh, NC.

Bernhardt, E. B., & Crerand, M. L. (December, 1990). The MLA draft statement on language study in the United States: The university language teaching perspective. Modern Language Association, Chicago, IL.

Bernhardt, E. B. (December, 1990). A content analysis of methods books for the teaching of reading. National Reading Conference, Miami, FL.

Tedick, D. J., & Bernhardt, E. B. (April, 1990). Topic-wording differences of essay prompts: The impact on test takers, raters, and makers. American Educational Research Association, Boston, MA.

Tedick, D. J. & Bernhardt, E. B. (March, 1990). Topic-wording differences of essay prompts: The impact on test takers, raters, and makers. Conference on College Composition and Communication, Chicago, IL.

Samimy, K., & Bernhardt, E. B. (March, 1990). Enhancing foreign language instruction at the middle school level. Central States Conference on the Teaching of Foreign Languages, Minneapolis, MN.

Samimy, K., & Bernhardt, E. B. (April, 1990). The use of the counseling learning approach with middle school students. Northeast Conference on the Teaching of Foreign Languages, New York, NY.

Salomone, A., & Bernhardt, E. B. (November, 1989). Teacher thinking in an elementary French immersion school. International Conference on Second/Foreign Language Acquisition by Children, Boston, MA.

Bernhardt, E. B. (December, 1989). Assessing second language reading proficiency. National Reading Conference, Austin, TX.

Bernhardt, E. B. (December, 1989). The dilemma of reading proficiency and placement testing. Modern Language Association, Washington, D.C.

Everson, M., & Bernhardt, E. B. (December, 1988). Second language reading of German, Chinese, and Japanese: A meta-analysis of three eye-tracking studies. National Reading Conference, Tucson, AZ.

Bernhardt, E. B. (April, 1988). Culture and text comprehension:

Understandings of French and Spanish learners. Northeast Conference, New York.

Bernhardt, E. B. (April, 1988). The culture component in the teacher education curriculum. Northeast Conference, New York.

Bernhardt, E. B. (December, 1987). Using propositional analysis systems for assessing second language text comprehension. Division on the Teaching of Language, Modern Language Association Annual Meeting, San Francisco.

Bernhardt, E. B. (December, 1987). Recent developments in second language reading research. National Reading Conference, St. Petersburg, FL.

Bernhardt, E. B. (November, 1987). Student understanding of foreign language literary texts as procedural display. Symposium on International Cultural Perspectives in Literature and Language, George Mason University, Virginia.

Bernhardt, E. B. (April, 1987). Teacher education reform. Northeast Conference on the Teaching of Foreign Languages, New York.

Bernhardt, E. B., Harada, F., & Everson, M. (April, 1987). Text processing strategies of native, non-native, and non-native inexperienced readers of Chinese and Japanese. Second Language Acquisition Conference, University of Illinois, Urbana.

Bernhardt, E. B. (December, 1986). Teacher-mediated literary text in a foreign language classroom: Another instance of procedural display? Division of Applied Linguistics, Modern Language Association Annual Meeting, New York.

Bernhardt, E. B. (December, 1986). Second language reading: A cognitive perspective. National Reading Conference, Austin, TX.

Bernhardt, E. B. (October, 1986). Toward a model of L2 reading. Delaware Symposium VIII, Newark.

Bernhardt, E. B. (December, 1985). Implications of recent L2 reading research for determining proficiency. Division of Applied Linguistics, Modern Language Association Annual Meeting, Chicago.

Bernhardt, E. B. (December, 1985). A pre-service program for native German teaching assistants. Division on Language Teaching, Modern Language Association Annual Meeting, Chicago.

Bernhardt, E. B. (November, 1985). Developmental processes in second



language reading: An update. American Council on Teaching of Foreign Languages Annual Meetings, New York.

Bernhardt, E. B. (October, 1985). A model of L2 text reconstruction. Delaware Symposium VII, Newark.

Bernhardt, E. B., & Sacco, S. (May, 1985). A cognitive perspective on second language reading. International Reading Association Annual Meeting, New Orleans.

Bernhardt, E. B. (April, 1985). Teaching and testing L2 comprehension through recall. Central States Conference on the Teaching of Foreign Languages, Kansas City.

Bernhardt, E. B. (December, 1984). L2 reading proficiency: A cognitive perspective. Modern Language Association Annual Meeting, Washington.

Bernhardt, E. B. (November, 1984). Developmental processes in second language reading. American Council on the Teaching of Foreign Languages Annual Meeting, Chicago.

Bernhardt, E. B. (October, 1984). Cognitive processes in L2: An examination of reading behaviors. University of Delaware Symposium on Language Studies: Research on Second Language Acquisition in the classroom setting, Newark.

Bernhardt, E. B. (April, 1984). Teaching and testing foreign language reading through recall. Ohio Modern Language Teachers Association Annual Meeting, Cincinnati.

Bernhardt, E. B. (November, 1983). Text processing strategies of native, non-native experienced, and non-native inexperienced readers of German as a foreign language. American Association of Teachers of German Annual Meeting, San Francisco.

Bernhardt, E. B. (October, 1983). Teaching and testing foreign language reading: The immediate recall protocol procedure. Minnesota Council on the Teaching of Foreign Languages. Midwest TESOL Conference, Minneapolis.

Bernhardt, E. B. (September, 1983). Re-reading readability. Annual Conference on Modern Language Teaching. University of Northern Iowa, Cedar Rapids.

Invited

Bernhardt, E.B. (April, 2003, forthcoming). What the L1/L2 literacy connection means for research and instruction. Research forum, American Educational Research Association, Chicago, IL.

Bernhardt, E.B. (December, 2002). Language/Composition in Literature Teaching—Literature in Language/Composition Teaching: Symbiosis or Competition? Modern Language Association Annual Meeting, forthcoming, December, 2002, New York City.

Bernhardt, E. B. (October, 2002). Overcoming the problem of limited background knowledge in second language reading. United States Air Force Academy, Colorado Springs, CO.

Bernhardt, E.B. (October, 2002). What the L1/L2 literacy connection means for research and instruction. Research talk at Washington University, St. Louis.

Bernhardt, E. B. (October, 2002). Overcoming the problem of limited background knowledge in second language reading. Graduate student workshop, Washington University, St. Louis.

Bernhardt, E.B. (April, 2002). New directions in reading research. International Reading Association Annual Meeting, San Francisco.

Bernhardt, E.B. (October, 2000). The highly experienced teaching staff and its professional development. Heinle and Heinle Annual Video and Webcast, Boston, MA.

Bernhardt, E.B. (June, 1999). Retrospective and prospective views on foreign language teaching methodologies. The Study of Foreign Languages in the New Century: Retrospective Views from the *President's Commission on Foreign Languages and International Studies* and Prospects for the Future. Stanford University, Stanford, CA.

Bernhardt, E.B. (May, 1999). The processes of language teacher education: Inservicing postsecondary teachers. Research and Practice in Language Teacher Education: Voices from the Field, University of Minnesota, Minneapolis.

Bernhardt, E.B. (February, 1998). Second language reading as a case study of reading scholarship in the twentieth century. University of California, Davis.

Bernhardt, E. B. (December 1996) From dichotomy to continuum in the foreign language curriculum. Modern Language Association, Washington, D.C.

Bernhardt, E. B. (December 1996) Reinventing language teaching and language departments. Modern Language Association, Washington, D.C.

Bernhardt, E. B. (March, 1996). From dichotomy to continuum. Rice University, Houston, TX.

Bernhardt, E. B. (March, 1996). If reading is reader-centered, can there be a computer adaptive test of reading? Minnesota CAT Conference, Minneapolis, MN.

Bernhardt, E. B. (September, 1994). A response to Kramersch. Foreign Language Coalition Conference, Washington, DC.

Bernhardt, E. B. (March, 1994). L1/L2 literacy relationships. American Association for Applied Linguistics, Baltimore.

Bernhardt, E. B. (January, 1991). Second language readers in first language settings. National Reading Recovery Conference, Columbus, Ohio.

Bernhardt, E. B. (March, 1990). Knowledge-based inferencing in second language comprehension. Georgetown University Roundtable, Washington, D.C.

Bernhardt, E. B. (October, 1989). Developments in second language literacy research: Retrospective and prospective views for the classroom. Foreign Language Acquisition Research and the Classroom. University of Pennsylvania, Philadelphia.

Bernhardt, E. B. (April, 1989). Teacher recruitment: The role of in-service teachers. Northeast Conference on the Teaching of Foreign Languages, New York.

Bernhardt, E. B. (December, 1988). Merging research and assessment perspectives in foreign language reading. National Foreign Language Center, Washington, D.C.

Bernhardt, E. B. (November, 1988). Assessing second language reading. School of Advanced International Studies, Johns Hopkins University.

Bernhardt, E. B. (October, 1988). Literacy from a second language perspective. University of Illinois, Chicago.

Bernhardt, E. B. (March, 1988). The status of teacher education in the United States. Annual TESOL Meeting, Chicago, Illinois.

Bernhardt, E. B. (April, 1987). Teaching reading in a foreign language. United States Air Force Academy, Colorado Springs, Colorado.

Bernhardt, E. B. (December, 1986). Reading in a foreign language. University of Texas, Austin, TX.

Bernhardt, E. B. (September, 1986). Research perspectives on reading in a foreign language. American Association of University Supervisors and Coordinators of Foreign Language Programs, Madison, WI.

Bernhardt, E. B. (April, 1986). Author's session: Reading in the foreign language. Northeast Conference on the Teaching of Foreign Languages, Washington, D.C.

Bernhardt, E. B. (April, 1986). Reading in a foreign language. Massachusetts Institute of Technology, Boston, MA.

Bernhardt, E. B. (March, 1986). Cognitive perspectives on second language reading. Literacy as a Social and Cognitive Process in Educational Settings. University of Michigan, School of Education, Ann Arbor, MI.

Bernhardt, E. B. (January, 1986). Implications of second language acquisition research for classroom teaching. American School of Puebla, Mexico.

Bernhardt, E. B. (May, 1985). Theoretical and practical implications of recent second language reading research. Guest lecture, School of Language Studies, Foreign Service Institute, Arlington, VA.

Bernhardt, E. B. (April, 1985). Second language text comprehension: A model of encoding and reconstructive processes. Guest lecture, York University, North York, Ontario.

Bernhardt, E. B. (September, 1984). Text reconstructions of undergraduate German students. New Yorker Werkstattgesprach 1984, Goethe Institute (German Cultural Center), New York.

### **Other Creative or Scholarly Work**

Bernhardt, Elizabeth. (2003, forthcoming). Elizabeth Bernhardt Interview. In A. Teemant (Ed.), Developing Second Language Literacy Video Segments. [Videotape Recording]. Provo, UT: Brigham Young University.

Bernhardt, Elizabeth. (2003, forthcoming). Elizabeth Bernhardt Interview. In A. Teemant, S. Pinnegar, & R. Graham (Eds.), The Second Language Literacy Case: A Video Ethnography of Bilingual Students' Literacy Development Part I, II, III, & IV. [CD-ROM]. Provo, Utah: Brigham Young University.

Bernhardt, Elizabeth. (2003, forthcoming). The Second Language Perspective. In S. Pinnegar, A. Teemant, R.C. Harris, A. Sirota (Eds.), The Lucia Villarreal Case: A

Video Ethnography of Literacy Practices in a Bilingual Classroom. [CD-ROM]. Provo, Utah: Brigham Young University.

Bernhardt, Elizabeth. (2000). Elizabeth Bernhardt Interview. In A. Teemant, M.F. Harris, & S. Pinnegar (Eds.), Foundations of Bilingual Education Video Segments. [Videotape Recording]. Provo, UT: Brigham Young University.

Bernhardt, Elizabeth. (2001). Elizabeth Bernhardt Interview. In A. Teemant, & S. Pinnegar (Eds.), Understanding Language Acquisition Video Segments. [Videotape Recording]. Provo, UT: Brigham Young University.

Bernhardt, Elizabeth. (2001). Elizabeth Bernhardt Interview. In A. Teemant, & S. Pinnegar (Eds.), The Second Language Acquisition Case: A Video Ethnography of Second Language Learners: Part I, II, III. [CD-ROM]. Provo, Utah: Brigham Young University.

Bernhardt, Elizabeth. (2002). The Second Language Perspective. In S. Pinnegar, A. Teemant, S. Tyra (Eds.), The Early Childhood Case: A Video Ethnography of Balanced Literacy Approaches for Second Language Learners. [CD-ROM]. Provo, Utah: Brigham Young University.

Teemant, A., Bernhardt, E., Rodriguez-Muñoz, M., & Aiello, M. Bringing science and second language together: What every teacher needs to know. An audiotape with accompanying workbook produced for the Office of Educational Research and Improvement, 1995.

Technical Reports Submitted to the National Center on Science Teaching and Learning:

African American Children Reflecting on Science through Writing: Perspectives from Clark Atlanta University's Saturday Science Academy

A Chronicle of Collaboration

A Selected Bibliography on Language in Science Learning

Science Education and the Second Language Learner

Destino, T., Bernhardt, E. B., Rodriguez, M. (1994). Teaching science in bilingual settings. Cognosos, 3, ii, 1-5.

Bernhardt, E., Dickerson, T., & McNichols, M. (1994). Writing science and writing in science: Perspectives from minority children. Cognosos, 3, iii, 7-10.

Bernhardt, E., Destino, T., Rodriguez, M., & Kamil, M. (1995). Assessing

science knowledge in an English/Spanish bilingual elementary school.  
Cognoscos, 4, i, 4-6.

Bernhardt, E. B. (Executive producer). Innovative strategies in language immersion classrooms. A videotape series produced for U.S. Department of Education, 1991.

Video I: The Double Challenge. (20 minutes)

Video II: Creating Contexts for Language Learning. (45 minutes)

Video III: Drama as Language in Action. (45 minutes)

## Teaching Experience

Professor, 1995 - German Studies, Stanford University.

Undergraduate Courses Taught

German Studies 001

German Studies 002

SIS: German 1N

Sophomore College: Letters and Diaries of Resistance in Fascist Germany

Sophomore Seminar: Resistance Writings in Nazi Germany

Graduate Courses Taught

The Learning of German as a Second Language

The Learning of Second Languages

The Learning and Teaching of Second Language Literature

Professor, 1993-1995 - Foreign and Second Language Education, The Ohio State University.

Served as major professor to 25 completed Ph.D. students

Visiting Professor, Department of Curriculum, Modern Language Centre, Ontario Institute for Studies in Education, Summers, 1985-1991.

Graduate Courses Taught

Theory of Second Language Teaching

Methodology and Organization of Second Language Teaching

Reading in a Second Language

Associate Professor, 1987-1993 Foreign and Second Language Education, Ohio State University.

Graduate Courses Taught

Reading in a Second Language

Foreign Language Teacher Supervision

Readings in Second Language Acquisition

Planning and Assessing Second Language Curriculum  
 Second Language Materials Development  
 Master's Seminar  
 Methods of Teaching Intermediate German  
 Foreign Language Testing

Undergraduate Courses Taught  
 Reading in the Content Areas

Assistant Professor, Foreign and Second Language Education, Ohio State University.  
 1984-1987.

Visiting Instructor in German, Gustavus Adolphus College, St. Peter, MN. Fall, 1983.  
 Undergraduate Course: Beginning German

Lecturer in German, University of Pittsburgh, 1978-1981  
 Teaching Assistant Supervisor and Language Acquisition Coordinator

Graduate Courses Taught  
 Teaching Assistant Practicum  
 Developing Materials for the German Classroom

Undergraduate Courses Taught  
 Beginning and Intermediate German  
 Intensive Beginning and Intermediate German  
 Beginning, Intermediate, and Advanced Reading  
 Freshman Seminar: Experiencing World War II  
 through Film, TV, Newspapers, and Literature

Visiting Lecturer in German, Chatham College, Pittsburgh, 1979-1981.  
 Undergraduate Course: Intermediate German

Teaching Assistant, University of Pittsburgh, 1976-1978.

## Service

### Profession

Organizer, Modern Language Association Forum, Language/Composition in Literature Teaching—Literature in Language/Composition Teaching. Modern Language Association Annual Meeting, December, 2002, New York City.

Reviewer, Journal of Educational Psychology, 2002-

Presenter, Pennsylvania Governor's Institute for World Languages, July, 2002; July 2003.

Editorial Board, Reading Research Quarterly, 2002-

Editorial Board, AATG Anniversary Volume, 2002.

Editorial Board, Foreign Language Annals, 2001-2005.

Planning Board, Second International Conference on Second Language Teacher Education, 2001.

Reviewer, Language Resource Center, University of Michigan, April, 2000.

Reviewer, German Department, Georgetown University, April, 2000.

Reviewer, Program in Multilingual/Multicultural Education, Florida State University, Florida Board of Regents, October, 1997.

Elected Member, Delegate Assembly, Modern Language Association, 1997-2000.

Elected Member, Committee on the Teaching of Literature, Modern Language Association, 1997-2001. Secretary, 1999-2000; Chair, 2000-2001.

Member, Mildener Prize Committee, Modern Language Association, 1995-1997: Chair, 1996; 1997.

Consultant, Center for the Advancement of Language Learning, Washington, D.C., August 1996.

Invited Symposium Organizer, American Association of Applied Linguistics, Long Beach, CA, 1995.

Chair, Special Symposium on Crosslinguistic Reading Research, American Educational Research Association, New Orleans, LA, 1994.

Consultant, Office of Bilingual Education and Minority Language Affairs, Focus Group on Active Learning, 1993.

Program Chair, American Association of Teachers of German Annual Meeting, San Antonio, 1993.

Member, Committee on Language and Literature, Modern Language Association, 1992-1995.



Reviewer, Office of Bilingual Education and Minority Language Affairs, Competitive Grants, Washington, DC, March 1992; Summer, 1995.

1995

Member, Editorial Review Board, Reading Research Quarterly, 1991-

Chair, AERA Special Interest Group, Second Language.

Chair, Statistics and Reading Research, National Reading Conference, Miami, FL, 1990.

Member, Professional Standards Committee, American Association of Teachers of German, 1990.

Member, Editorial Board, Journal of Reading Behavior, 1988-1990; 1993-1995.

Discussant, AERA Special Interest Group Second Language Literacy, San Francisco, 1989.

Program Chair, AERA Special Interest Group Second Language, 1989-1991.

Member, Delegate Assembly, Modern Language Association, 1988-1990.

Discussant, AERA Special Interest Group Second Language, New Orleans, 1988.

Reviewer, National Reading Conference Annual Meeting, 1987.

Reviewer, American Association of Colleges of Teacher Education Annual Meeting, 1987.

Secretary-Treasurer, AERA Special Interest Group Second Language, 1986-1988.

Discussant, AERA Special Interest Group Language Development. Washington, D.C., April 1987.

Chair, Policy Concerns in Second Language Programs, AERA Annual Meeting, Washington, D.C., April 1987.

Reviewer, National Institute of Education Literacy Grant Competition, 1986- present.

Workshop Leader, The Teaching and Testing of Reading and Listening in Second Language Learning: The Immediate Recall Protocol. Central States Conference on the Teaching of Foreign Languages. Columbus, Ohio. April 1987.

Workshop Leader, The Teaching and Testing of Reading and Listening in Second Language Learning: The Immediate Recall Protocol. American Council on the Teaching of Foreign Languages Annual Meeting, Dallas, TX, November 1986.

Workshop Leader, The Teaching and Testing of Reading and Listening in Second Language Learning: The Immediate Recall Protocol. Longwood College, Farmville, Virginia, June, 1986.

Member, Dissertation Award Committee, American Council of the Teaching of Foreign Languages, 1986-1988.

Elected Member, Modern Language Association, Executive Committee, Teaching of Language, 1986-1991. Elected Chair, 1987.

Referee, Journal of Teacher Education, 1985-present.

Chair, Cross-Cultural Studies of Reading, International Reading Association Annual Meeting, Philadelphia, PA, April 1986.

Co-founder, AERA Special Interest Group Second Language, 1986-present.

Consultant, Holt, Reinhart, Winston, New York, college level German materials.

Referee, Journal of Reading Behavior, 1985-present.

Consultant, Heinle & Heinle, Boston, college-level German materials.

Consultant, School of Language Studies, Foreign Service Institute, Arlington, VA, 1985.

Coordinator, German Language Abstracts, Reading Research Quarterly, International Reading Association, 1985-1986.

Co-author, American Association of Colleges of Teacher Education position paper, Foreign Languages and Global Studies: A Position Paper, 1985.

Special Consultant to Pablo Valencia and Franca Merlonghi. En contacto, 2nd Ed. Boston: Houghton-Mifflin, 1985.

Referee, Journal of Reading, 1985-present.

Consultant, Arizona State University, National Center for Bilingual and Second Language Education Research Proposal, 1984-1985.

Reviewer, National Institute of Education, Projects in Bilingual Education, 1984.

Member, Committee on Reading in German, International Reading Association, 1983-1985.

Referee, Die Unterrichtspraxis, 1984-present.

Referee, Modern Language Journal, 1984-1987.

Referee, Foreign Language Annals, 1984-1986.

Consultant, Houghton-Mifflin, Boston, college level German materials.

## University

(Stanford University)

Chair, Undergraduate Affairs Committee, Division of Literature, Cultures, and Languages, 2002-2004.

Member, Search Committee, German Senior and Junior Search, 2002-2003. Affirmative Action representative.

Main Speaker, Multifaith Welcome, Freshmen Orientation, 2002

Member, Search Committee, Director of Undergraduate Advising, 2002-2003.

Presenter, Think Again Tour, New York City; Orange County, April-May, 2002

Elected Member, Senate Steering Committee, 2002-2003

Elected Member, Stanford University Senate, 2001-2003.

Chair, Subcommittee on Residential Education and Advising, Committee on Undergraduate Education, 2000-2001

Member, Steering Committee, Ph.D. Minor in Applied Linguistics, 1999-

Committee Member, University Writing Review, April, 2000-

Committee Member, Dean of Admission and Financial Aid, March-June, 2000.

Organizer, The Study of Foreign Languages in the New Century: Retrospective Views from the *President's Commission on Foreign Languages and International Studies* and Prospects for the Future. A Conference celebrating the 50<sup>th</sup> Anniversary of the School of Humanities and Sciences, Stanford University, Stanford, CA, June, 1999.

Host, Association of Departments of Foreign Languages West, June, 1999.

Organizer, Humanities Day, an event sponsored in conjunction with Institute for the Academic Advancement of Youth, May, 1999.

Member, Search Committee, English Department, Writing and Critical Thinking, 1998-1999.

Member, Committee on Undergraduate Studies, 1998-2001

Member, Search Committee, Open Rank, German Studies, 1997-9.

Member, H & S Curriculum Committee, 1997-2000.

Member, Quad Graphics Selection Committee, Winter Quarter, 1996.

Member, Search Committee, Finance Officer, Division of Languages, Cultures, and Literatures, 1996.

Member, Search Committee, Assistant Professor, German Studies, 1995-1996.

Member, Executive Committee, Division of Languages, Cultures, and Literatures, 1995-

(Ohio State University)

Member, Governance Committee, College of Education, 1994.

Chair, ESL Director Search Committee, 1993-1994.

Member, Summer Graduate Aid and Enrollment Support Committee,

1991-1993.

Member, University Postdoctoral Fellowship Committee, 1991-1993.  
Chair, 1992-1993.

Chair, Curriculum Committee, Graduate School, 1989-1990.

Member, Executive Committee, Graduate School, 1989-1990.

Member, Ad Hoc Committee, M.Ed., 1989.

Chair, Graduate Studies Committee, Educational Studies, 1989-1995.

Member, College of Education Research Committee, 1989-1990.

Member, College of Education Personnel Committee, 1988-1989.

Member, University Fellowship Selection Committee, 1988-1990.

Member, Distinguished Scholar Selection Committee, 1988-1992.

Elected Member, Research and Graduate Council, 1988-1990.

Chair, Dai Ho Chun Award, 1988.

Member, Search Committee, English Education, Spring, 1988;  
Affirmative Action Officer.

Elected Member, University Bookstore Committee, 1988-1991.

Chair, Search Committee, Foreign Language Education Position, Winter,  
1988.

Section Head, Humanities Education, Department of Educational Studies,  
1987-present.

Presenter, TA Workshop, "Improving Instruction through Supervision,"  
1987.

Member, College of Education Library Committee, 1987-1990.

Member, Personnel Committee, Educational Studies, 1987-1989.

Member, Committee on Language, Culture, and Society, 1986-1987.

Member, Search Committee, Mathematics Education Position,

Educational Theory and Practice, Spring Quarter, 1986.

Member, Personnel Committee, Educational Theory and Practice, Ohio State University, 1985-1987.

Member, Search Committee, Foreign Language Education Position, Educational Theory and Practice, Ohio State University, Fall-Winter, 1985-86.

Member, College of Education Honors Committee, 1985-1987.

Member, Search Committee, Reading Position, Educational Theory and Practice, Ohio State University, Spring Quarter, 1985.

Member, University Teaching Associate Workshop Team, Ohio State University, 1985-present.

Presenter, TA Workshop, "Learning from Textbooks," Ohio State University, 1985; 1986.

Chair, Planning Committee, Edward Allen Conference, 1986-87.

Aide, Robert Louis Stevenson Elementary School, Grandview, Ohio, April-June 1986.

Presenter, "Second Language Acquisition," Vietnamese Mutual Assistance Association, ESL Staff, December, 1985.

Member, Review Team, North Central Visitation Team Evaluation, Marion Harding High School, Marion, Ohio. November, 1985.

Presenter, School Study Council of Ohio, Curriculum Update: Foreign Language, 1985.

Member, Review Team, North Central Visitation Team Evaluation, Jonathan Alder High School, Plain City, Ohio, October, 1984.

### **Professional Organizations**

American Association of Applied Linguistics

American Educational Research Association

Modern Language Association of America

American Association of Teachers of German

International Reading Association

National Reading Conference

Teachers of English to Speakers of Other Languages