

*Monika Chavez*

**Gribsch Bascom Professor of German  
Professor of Second Language Acquisition**

The University of Wisconsin-Madison  
Department of German, Nordic, and Slavic  
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Madison, WI 53706  
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**EMPLOYMENT**

**Faculty appointments**

Since 2005	Professor of German and Second Language Acquisition; The University of Wisconsin-Madison
1998-2004	Associate Professor of German; The University of Wisconsin-Madison
1992-1998	Assistant Professor of German; The University of Wisconsin-Madison

**Administrative appointments: Chair & director positions**

2016-2019	Director of Graduate Studies in German
2008/09 2010-2014 2015/16	Associate Chair, Department of German & Director of Graduate Studies in German
2000-2005 2008-2017	Chair, UW-System German Placement Test Committee
2010-present	Coordinator, German, Intermediate German: Writing (German 262)
2013/14	Director, Ph.D. Program in Second Language Acquisition
2001-2006 2009-2010	Co-Director, Ph.D. Program in Second Language Acquisition
1993-2013	Language Program Director, Department of German Second Year German
2004-2013	Language Program Director, Department of German, First Year German

**EDUCATION**

- May 1992 **Ph.D. in Germanic Linguistics.** The University of Texas at Austin.
- May 1989 **M.A. in German Studies,** The University of New Mexico.
- March 1987 **Zweite Diplomprüfung in Deutsche Philologie** [German].  
The University of Vienna, Austria.
- March 1987 **Zweite Diplomprüfung in Geschichte** [History]; completion  
of exams. The University of Vienna, Austria.

### **SCHOLARSHIP, Overview**

2 single-authored empirical studies currently in review with peer-reviewed journals  
 26 articles published in international peer-reviewed journals  
 25 single-authored original empirical studies, each focusing on a unique set of original data  
 1 academic book (Gender in the Language Classroom)  
 1 first-year textbook; in 4<sup>th</sup> edition & with expanded electronic version (*Vorsprung*)  
 18 completed dissertations, supervised  
 5 dissertations in progress, supervised  
 4 doctoral students, pre-dissertation advisees  
 5 dissertations supervised but discontinued because of personal reasons  
 773 citations (Google Scholar) (1 book @ 164; 2 articles @ 82; 4 articles & 1 book @ 30 or more; 4 articles @  
 more than 20))

### **AWARDS & GRANTS**

- 2018-2023 Griebisch Bascom Professorship
- 2016/17 Graduate School Research Competition (2 50% PAs for AY 2016/17)  
 2013-14 Graduate School, Research Competition (1 33% PA for AY 2013/14)  
 2010-2011 Graduate School, Research Competition (1 50% PA for AY 2010/11)
- Spring 2015  
 Fall 2007  
 Fall 2000 Research Sabbatical
- 2008-2013 Hamel College of Letters and Science Faculty Fellow, UW-Madison
- Spring 2010  
 & 2018 "Honored Instructor", student-nominated teaching award
- 2007 Small research grant, College of Letters and Science, UW-Madison
- 2005 Small research grant, College of Letters and Science, UW-Madison
- 2002-2004 Vilas Research Associate
- 2004 Excellence in Teaching Award (Class of 1958), University of Wisconsin
- 1994 UW-System Undergraduate Teaching Improvement Grant
- 1992 UW-Madison Graduate School Research Grant

## PUBLICATIONS

### **Books**

Lovik, Thomas & J. Douglas Guy & Monika Chavez. (2020) *Vorsprung*. Boston: Cengage. [fourth edition]; print & MindTAP versions.

Lovik, Thomas & J. Douglas Guy & Monika Chavez. (2014) *Vorsprung*. Boston: Cengage. [third edition]

Lovik, Thomas & J. Douglas Guy & Monika Chavez (2014).*Vorsprung -Students Ancillary Materials: Workbook - Lab Manual - Video Workbook*. Boston: The Houghton Mifflin Company. [third edition]

Lovik, Thomas & J. Douglas Guy & Monika Chavez. (2007) *Vorsprung*. Boston: The Houghton Mifflin Company. [second edition]

Lovik, Thomas & J. Douglas Guy & Monika Chavez (2007).*Vorsprung -Students Ancillary Materials: Workbook - Lab Manual - Video Workbook*. Boston: The Houghton Mifflin Company. [second edition]

Lovik, Thomas & J. Douglas Guy & Monika Chavez (1997).*Vorsprung*. Boston: The Houghton Mifflin Company. [first year German textbook]

Lovik, Thomas & J. Douglas Guy & Monika Chavez (1997).*Vorsprung -Instructor's Manual*. Boston: The Houghton Mifflin Company.

Lovik, Thomas & J. Douglas Guy & Monika Chavez (1997). *Vorsprung - Arbeitsbuch: Workbook - Lab Manual - Video Workbook*. Boston: The Houghton Mifflin Company.

(2001). *Gender in the Language Classroom*. San Francisco: McGraw-Hill.

### **Single-authored empirical studies in peer-reviewed international journals**

#### ***In review.***

At least five good reasons not to study German: Personal and imagined motivations to refrain from language study. (*System*).

German in the marketplace of languages: why students of German and of four other languages say that they and others might choose German. (*Die Unterrichtspraxis/Teaching German*)

#### ***Published.***

(2020; accepted) 'Made' to study German? - Imagined native-speaker & learner communities and the im/plausible German language self. *Journal of Language, Identity, and Education*.

(2017). Hard rules and bad memories: College learners' accounts of what makes learning German grammar difficult. *Die Unterrichtspraxis/Teaching German* 50 (1), 1-21.

(2016). Students' accounts of grammatical forms of German that are difficult, unattainable, and irrelevant for self-expression. *Language Awareness* 25 (3), 197-221.

- (2016). The First Language in the Foreign Language Classroom: Teacher Model and Student Language Use: An Exploratory Study. *Classroom Discourse* 7 (2), 131-163.
- (2014). Variable beliefs about the need for accuracy in the oral production of German: an exploratory study. *International Journal of Applied Linguistics* 24(1), 97-127.
- (2013). How college learners of German envision their final attainment: between community and future self. *Die Unterrichtspraxis/Teaching German*, 46 (1), 75-90.
- (2011). German Grammar in the Students' Words: The *Essentialization* of German Grammar by American College-Level Learners. *Die Unterrichtspraxis/Teaching German* 44 (2), 81-95.
- (2009). Learners' descriptions of German pronunciation, vocabulary, and grammar: A folk linguistic account. *Die Unterrichtspraxis/Teaching German* 42 (1), 31-43.
- (2007). The orientation of learner language use in peer work: Teacher role, learner role and individual identity. *Language Teaching Research* 11 (2), 1-28
- (2007). Students' and teachers' assessments of the need for accuracy in the oral production of German as a foreign language. *The Modern Language Journal* 91 (4), 537-563.
- (2006). Classroom-language use in teacher-led instruction and teachers' self-perceived roles. *International Review of Applied Linguistics* 44 (1), 55-108.
- (2005). Variation in the beliefs of college students of German about the teaching of culture. *Die Unterrichtspraxis/Teaching German* 38 (1), 30-42.
- (2003). We say "Culture" and students say "What?" University students' definitions of foreign language culture. *Die Unterrichtspraxis/Teaching German* 36 (1), 129-140.
- (2002). The diglossic foreign language classroom: Learners' views on L1 and L2 functions. In: Carl Blyth (ed.). AAUSC Issues in Language Program Direction. A Series of Annual Volumes. *The sociolinguistics of foreign-language classrooms*. Boston: Heinle & Heinle, 209-250.
- (2000). Teacher and student gender and peer group gender composition in German foreign language classroom discourse: An exploratory study (2000). *Journal of Pragmatics* 32 (7), 1019-1058.
- (2000). Judgment day: Students' perspectives on end-of-course evaluations. *Die Unterrichtspraxis/Teaching German* 33 (2), 113-124.
- (1999). Taking a turn for the better and the worse: The relationship between achievement and self-reported discourse behavior. *Die Unterrichtspraxis/Teaching German* 32 (1), 32-44.
- (1998). Demographisch analysierte Einstellungen zu authentischen Texten [Demographically analyzed attitudes toward authentic texts.] *Deutsch als Fremdsprache [German as a Foreign Language]* 35 (1), 37-44.
- (1998). Learners' perspectives on authenticity. *International Review of Applied Linguistics* 36 (4), 277-304.
- (1995). Demographically induced variation in students' beliefs about studying and learning German. *Die Unterrichtspraxis/Teaching German* 28 (2), 165-175.
- (1996). Non-revised writing, revised writing, and error detection by learner

characteristics. *International Journal of Applied Linguistics* 6 (2), 3-38.

(1996). Do German students hold gender biases about their teaching assistants? In: Judith Liskin-Gasparro (ed.). AAUSC Issues in Language Program Direction. A Series of Annual Volumes. *Changing demographics*. Boston: Heinle & Heinle, 73-106.

(1994). Why two are not always better than one: The effects of the non-integrated execution of related syntactic and morphological rules. *International Journal of Applied Linguistics* 4 (1), 101-129.

(1994). Demographically induced variation in students' curricular preferences. In: Carol Klee (ed.). AAUSC Issues in Language Program Direction. A Series of Annual Volumes. *Faces in a crowd: The individual learner in the multi-section classroom*. Boston: Heinle & Heinle, 241-278.

(1994). English native speakers reading German: Syntactic versus semantic problems and strategic behavior. *International Review of Applied Linguistics in Language Teaching* 32 (4), 321-333.

#### **Peer-reviewed publication other than an empirical study:**

(2008). with Glenn Levine, Charlotte Melin, Corinne Crane, and Thomas Lovik. The Language Program Director in Curricular and Departmental Reform. *Profession 2008*, 240-254.

#### **Other**

(2018) The Kazakh Language Placement Test at Nazarbayev University, Kazakhstan: Item Analysis, Performance Evaluation, and Demographic Predictors of Test Performance. (105 pages; commissioned empirical study & report).

#### **Peer-reviewed presentations at major professional conferences related to current two large data sets.**

The travels of language (LOTE) narratives. *American Association of Applied Linguistics, Annual Convention 2020 (Denver)*.

Why study language X? – Who wins when narratives compete? *American Council on the Teaching of Foreign Languages (ACTFL), Annual Convention 2019 (Washington, DC)*.

Teacher talk in the language classroom: Is it 'real'? *American Council on the Teaching of Foreign Languages (ACTFL), Annual Convention 2018 (New Orleans)*.

Candidate identities in language advocacy and public discourse and their uptake in students' imaginations of native speakers and fellow learners. *American Association of Applied Linguistics, Annual Convention 2017 (Portland)*.

[accepted but cancelled due to health reasons] Learner uptake of narratives about motives for and against the study of a language. *American Association of Applied Linguistics, Annual Convention 2016 (Orlando)*.

What teachers say and student hear in German class. *American Association of Teachers of German (AATG)/American Council on the Teaching of Foreign Languages (ACTFL), Annual Convention 2013a (Orlando)*.

Individuals in the classroom: between community and self. *American Association of Teachers of German (AATG)/American Council on the Teaching of Foreign Languages (ACTFL), Annual Convention 2013b (Orlando)*.

What is it for? How first-semester students mis/perceive the intention behind teacher talk. *American Association of Applied Linguistics, Annual Convention 2012 (Boston)*.

Why (not) study German: affiliation and resistance across learners of German, French, Japanese, and Spanish. *American Association of Teachers of German (AATG)/American Council on the Teaching of Foreign Languages (ACTFL), Annual Convention 2011 (Denver).*

## **DOCTORAL STUDENTS, DISSERTATION CHAIR**

### ***Past, graduated (total, 18)***

#### **German (13)**

Jeanne Schueller (Spring 1999)  
 Kristin Lovrien-Meuwese (Summer 2002)  
 Miranda Wilkerson (Spring 2007)  
 James Pfrehm (Summer 2007), co-directed with Rob Howell  
 Nicola Schmerbeck (Summer 2011)  
 Julie Larson-Guenette (Summer 2012)  
 Katie Chapman (Summer 2013)  
 Frieda Fichtner (Summer 2015)  
 Kelsey White (Summer 2015), co-directed with Jeanne Schueller  
 Jana Martin (defense, May 2015 defense; May 2016 deposit)  
 Emily Heidrich (May 2017), co-directed with Jeanne Schueller  
 Ragnar Svare (December 2017)  
 Julia Ruck (December 2018)

#### **African Languages and Literature (2)**

Said Hannouchi (Summer 2016)  
 Bilal Humeidan (Spring 2016)

#### **Second Language Acquisition (3)**

Carolina Bernales (Summer 2014)  
 Ae Ree Nam (May 2017)  
 Fatemeh Mirsharifi (December 2017)

### ***Current doctoral students***

#### **German, dissertators**

Charles Webster  
 Lucian Rothe

#### **German, pre-dissertation**

Chen Chen  
 Sophie Strietholt  
 Sarah Ferchau  
 Gemini Fox

#### **Second Language Acquisition, dissertators**

Hadis Ghaedi  
 Jennifer Gray  
 Marina Tsylyna (with Karen Evans-Romaine)  
 Daria Aleeva (co-directed with Karen Evans-Romaine; on leave)

### ***Past dissertators, discontinued because of personal reasons (5)***

Liubov Kostyukova [discontinued spring 2016]

Daniel Audaz [discontinued as of Fall 2014], co-directed with Sally Magnan  
 James Saylor [discontinued as of Spring 2014]  
 Karen Scott [discontinued as of Spring 2013]  
 Shawn Severson [discontinued as of Spring 2007]

**Dissertation committees, member**

**GERMAN**

Richard Page (Fall 1994)  
 Pennylyn Pruim-Dykstra (Summer 1995)  
 Stephen Israel (Spring 1997)  
 Jennifer Boyce Hendriks (Summer 1997)  
 Ewa Jacewicz (Summer 1999)  
 David Holsinger (Spring 2000)  
 Ralph Morris (Spring 2001)  
 Mary Grantham O'Brien (Fall 2002)  
 Carrie Jackson (Fall 2004)  
 Kirk Martinson (Spring 2007)  
 Shannon Dubenion-Smith (Fall 2007)  
 Rita Morandi (Fall 2007)  
 Andrea Menz (Spring 2010)  
 Helena Ruf (Spring 2011)  
 Elliott Gougeon (Spring 2012)  
 Christine Evans (current)  
 Julia Anderle de Saylor (current)

**SECOND LANGUAGE ACQUISITION**

Robin Worth (Summer 2006)  
 Isabelle Drewelow (Fall 2009)  
 Atsushi Hasegawa (Spring 2010)  
 Paula Rucks (Spring 2010)  
 Jacques Arceneaux (Spring 2011)  
 Yang Liu (Spring 2014)  
 Shenika Harris (Spring 2014)  
 Alice Astarita (Summer 2015)  
 Isil Erduyan (Summer 2015)  
 Nelly Martin (Spring 2017)  
 Leah Wicander (Summer 2017)  
 Ya-ju Chuang (December 2017)  
 Lauren Goodspeed (Summer 2018)  
 Bicho Azevedo (Summer 2018)  
 Kazeem Sanuth (until 2018)  
 Sandrine Pell (until 2018)  
 Ryan Goble (current)

**OTHER DEPARTMENTS**

***Dissertation committee member***

Yumiko Matsunaga (East Asian Languages and Literature; Spring 2012)  
 David Kyeu (African Languages and Literature; Spring 2014)  
 Beatrice Mkenda (African Languages and Literature; Fall 2014)  
 Jan Hagedorn (Curriculum & Instruction; Spring 2017)  
 Aneidys Rodriguez (Curriculum & Instruction, Spring 2017)

**M.A. Thesis chair**

Hicham El Majdi (African Languages and Literatures/Arabic; discontinued)

**M.A. Thesis committee member**

Karin Gleisner (Summer 2002) [African Languages and Literatures]  
 Olayinka Olagbegi (Spring 2010) [African Languages and Literatures]  
 Said Hanouchi (Fall 2010) [African Languages and Literatures]  
 Kazeem Sanuth (Spring 2011) [African Languages and Literatures]

**OTHER SCHOLARLY WORK****Consulting, Nazarbayev University; Astana, Kazakhstan**

As part of a large, multi-million dollar UW consulting contract, I served as a team member on the Kazakh language advisory group, specializing in assessment. Activities involve analyses of local assessment tools and objectives & subsequent recommendations delivered via reports, Skype meetings, in person consultation with visiting NU faculty, as well as on-site (site visit in March 2015; September 2017).

Preparation of 105-page analytic research report on the performance of the Kazakh Placement Test and the demographic & dispositional composition of test- and course-taking student population.

**Promotion & Tenure, referee**

University of Minnesota-Twin Cities  
 Boston University  
 Georgetown University  
 Washington University (German; Spanish)  
 Kent State University  
 University of Calgary  
 Frazier Simon  
 University of Southern Illinois, Carbondale  
 University of Kansas  
 Purdue University

**Promotion to full professor, referee**

Emory University  
 University of Minnesota-Twin Cities  
 Washington University  
 Northwestern University  
 University of California – Davis  
 University of Hawaii-Manoa  
 University of Kansas  
 Denison University  
 The Ohio State University  
 University of Connecticut

**Conferences, referee**

*American Association of Applied Linguistics, annual conventions*  
*AAUSC (American Association of University Supervisors and Coordinators), German Section Conference*  
*AAUSC German Section at ACTFL*  
*AATG Annual Convention 2005 (Baltimore), program co-chair*  
*AILA (the International Association for Applied Linguistics), conference program and publication*  
*Form-Meaning Connections in Second Language Acquisition Conference, UIC*

*GLAC (Germanic Linguistics Annual Conference)*

**Research journal, referee**

*American Journal of German Linguistics and Literatures*

*Applied Linguistics*

*AAUSC (American Association of University Supervisors and Coordinators), Annual Volumes*

*Classroom Discourse*

*Die Unterrichtspraxis/Teaching German*

*International Journal of Applied Linguistics*

*Language and Education*

*Language, Culture, and Curriculum*

*Language Awareness*

*Language Learning*

*Language Teaching Research*

*Second Language Research Forum (SL(E)RF): conference and proceedings*

*6th Hispanic Linguistics Symposium/5th Conference on the Acquisition of Spanish and Portuguese (proceedings)*

*Spanish Applied Linguistics*

*System*

*The Modern Language Journal*

**Editorial & advisory boards and consultancy**

*Die Unterrichtspraxis/Teaching German* (peer-refereed journal) [2012-2017]

Teaching German in America: Past Progress and Future Promise. A Handbook for Teaching and Research (2002). George F. Peters, Editor. American Association of Teachers of German, Cherry Hill, NJ.

LangNet Database Project. Sponsored by the National Foreign Language Center and AATG. [Fall 1998 - Spring 2003]

The University of Wisconsin System German Placement Test  
[member, 1993 - 2000; chair, 2000 – Spring 2005; 2008 - 2017]

Language Institute, University of Wisconsin-Madison [Fall 2005-2014]

Nazarbayev University (Kazakhstan), Consultant for (Kazakh Language) Assessment [2014-2018]

**Funding and supervision of graduate student research/project assistants**

**LangNet (National Foreign Language Center)**

Kaela Lang [Spring 2000]

Kristin Lovrien-Meuwese [Spring 2001]

Jill Twark [Spring 2002]

Laura Smith [Spring 2003]

**Vilas Research Project on Classroom Language**

Shawn Severson [Summer 2002, Fall 2003]

Kristen Reifsnnyder [Spring 2003]

Heather Kinkade [Spring 2004]

Miranda Wilkerson [Spring 2004]

**Attitudes of Non-Learners of German Toward German, Germans, and Learners of German**

Ragnar Svare [Spring 2010]

**What Students Really Hear in the Foreign Language (German) Classroom**

Katie Chapman [Spring 2010]

Julie Larson-Guenette [Summer 2011]

Ragnar Svare [Fall 2010, Spring 2011, Spring 2012, AY 2013/14]

Ragnar Svare; Julia Ruck [Spring & Summer 2017]

Elizabeth Allaby [Fall 2018]

**TEACHING AND RELATED ACTIVITIES  
at the University of Wisconsin-Madison**

**Supervision & mentoring of graduate students working in the following capacities**

Teaching Assistants, Intermediate German-Writing (German 262), 2010 - present

Teaching Assistants, First Year German, 2004 - 2013

Teaching Assistants, Second Year German, 1993 - 2013

Head Teaching Assistants, 1998 to present

Teaching Assistant Mentors, Fall 2003, Fall 2004, Fall 2005, Fall 2006, Fall 2007, Fall 2009, Fall 2010, Fall 2011, Fall 2012

**Undergraduate courses taught**

**Language courses**

Third Semester German (Fall 1992; Fall 1993)

Fourth Semester German (Spring 1993; Fall 1993)

Fifth Semester German (Spring 1997; Spring 1999; Fall 2001; Spring 2002; Spring 2003; Spring 2010)

Sixth Semester German (Spring 2004)

Intermediate German: Writing [conceptualized & designed the course in 2010 ; supervise TAs; teach the course approximately once a year]

Advanced Conversation and Composition (Spring 1993; Spring 1994; Fall 1995; Spring 2000; Fall 2001; Fall 2002)

Advanced Conversation and Composition, designed as a capstone language learning experience (Spring 2015)

Business German (Spring 1995; Spring 1998, Spring 1999, Spring 2001)

**Topic courses**

Teaching German at the Secondary Level (Fall 1994)

The Structure of German/Introduction to German Linguistics (Fall 1996; Fall 1997; Fall 1999; Fall 2002)

Österreich: Natur als Kultur (Spring 2015; Fall 2016; Spring 2018; Fall 2018; Spring 2020)

German as a Social Language (Spring 2019; Fall 2019)

**Graduate courses taught and designed [courses marked \* were also open to undergraduate students]**

The Acquisition of German (Fall 1992; Spring 1995; Spring 1999)

Dealing with Authentic Foreign Language Texts (Spring 1994)

Practice & Theory of Teaching College German (Fall 1994; 1998 - current, with exception of Fall 2007 (sabbatical); Fall 2012 (not offered); redesigned in Fall 2009)

Foreign Language Production (Fall 1995)  
 Demographic Variables in Foreign Language Learning (Fall 1996)  
 Contrastive Grammar of English and German (Spring 1997)  
 Teaching Second-Year German (Fall 1997)  
 Pragmatics and Sociolinguistics in Foreign Language Learning\* (Spring 1998)  
 Supervising a Language Program Sequence (Fall 1998)  
 Grammar?!\* (Fall 1999)  
 Code-Switching in the Foreign Language Classroom\* (Spring 2000)  
 Cultural Issues on Foreign Language Teaching and Learning (Spring 2001)  
 Individual Variation in Second and Foreign Language/Teaching (Spring 2002)  
 Teaching Intermediate Foreign Language (Fall 2002)  
 Sociolinguistic and Pragmatic Issues in Foreign Language\* (Spring 2003)  
 Theory and Practice of Teaching College German (Fall 2003; Fall 2004, Fall 2005, Fall 2006)  
 Supervising a Foreign-Language Program (Fall 2003)  
 Classroom-Language Use (Fall 2004)  
 The Social Dimension of Foreign-Language Teaching and Learning\* (Spring 2005)  
 Accuracy (Fall 2005)  
 Teaching and Learning Foreign Language Culture (Spring 2006)  
 The Teacher as a Variable in Second/Foreign Language Learning/Teaching (Fall 2006)  
 Resistance and Subversion in FL Teaching & Learning (Spring 2007)  
 Pragmatics in Foreign Language Learning/Teaching\* (Spring 2008)  
 Language Evidence (Fall 2008)  
 The L1 in Foreign Language Learning and Teaching\* (Spring 2009)  
 Beliefs and Motivation in Second Language Learning and Teaching (Fall 2009)  
 Foreign Language Writing (Fall 2010)  
 The Speaking Ecology of a Foreign Language Classroom (Spring 2012)  
 Research in Second Language Acquisition (Fall 2013)  
 Hot Seat – Language Program Direction (Fall 2014)  
 The Language Classroom as a Social Space (Spring 2016)  
 The Language Classroom from the Student View (Fall 2016)  
 Survey Research in Second Language Acquisition (Spring 2017)  
 The Language in Language Learning & Teaching (Fall 2017)  
 The L2 as Self and Social Expression (Fall 2018)  
 The Foreign Language Teacher (Fall 2019)

**Graduate courses: Independent & directed studies other than dissertations [all 3-credits]**

The Role of Input in Second/Foreign Language Acquisition (Spring 1993)  
 Feedback in Second/Foreign Language Acquisition (Fall 1993)  
 New Approaches to the Teaching of Listening Comprehension (Spring 1994)  
 Teaching & Coordinating Third Semester German (Fall 1994)  
 Coordinating Foreign Language Instruction (Spring 1996)  
 Identifying Non-Gender-Biased Reading Texts (Fall 1996)  
 Age and Gender as Variables in Foreign Language Reading (Spring 1997)  
 Individual Research in Linguistics and German Philology (Fall 1997; Spring 1998)  
 Practicum in Teaching Undergraduate Linguistics (Spring 1998)  
 Foreign Language Vocabulary (Spring 1999)  
 Designing a Pilot Study for Empirical Research (Fall 1999)  
 Designing a Pilot Study: How Does Study-Abroad Affect a Learner's  
 Phonological Development? (Spring 2001)  
 Developmental aspects in the processing of foreign language syntax (Spring 2003)  
 Motivation in Foreign-Language Learning (Fall 2003)  
 Anxiety in Foreign-Language Learning (Spring 2004)  
 (German Target-Language) Accent Perception by Native-Speakers of German, Learners of German, and Non-Speakers of German (Spring 2005; Fall 2005)

Learner Identity (Fall 2005)  
 Learner Identity and Writing Performance (Spring 2006)  
 Foreign Language Writing and Avoidance (Fall 2006)  
 Foreign Language Writing and Internet Resources (Spring 2007)  
 Learner Beliefs and the Curriculum (Spring 2008)  
 Learners' Willingness to Participate in Class (Fall 2008; Spring 2009)  
 Language Evidence During Study Abroad (Fall 2008; Spring 2009)  
 The Physicalities of the Classroom and Student Motivation (Spring 2010)  
 Teaching Culture Through Literature (Spring 2010; Fall 2010)  
 Boredom in Foreign Language Class (Fall 2010)  
 Pragmatics in Listening Comprehension (Fall 2010; Spring 2011)  
 Intersubjectivity from Whole-Class to Pair Work (Fall 2011; Spring 2012)  
 Avoidance in Writing Prompt Selection and Writing (Fall 2011; Spring 2012)  
 Students' On-line Use Outside of Class and Connections to Community (Summer 2012)  
 Judgments of Pragmatic Intent by Native Speakers of German, American Learners of German, and American Non-Language Learners. (Summer 2013)  
 Cultural Awareness Among Moroccans, Learners of Arabic, and American Non-Language Learners (Fall 2013; Spring 2014)  
 Students' Perceptions of and Preferences for the Use of Standard As Compared to Dialectal Varieties of Arabic in Class (Fall 2013; Spring 2014)  
 International Students in American College-Level German-Language Classrooms (Spring 2015)  
 Teaching Inter/Cross/Transcultural Perspectives in College-Level German (Spring 2015)  
 The Elusive Construct of the Student-Teacher Relationship (Fall 2016)  
 Perspectives on Norms of Academic Writing in an English as a Second Language (Fall 2018)  
 International (Chinese) Students as Learners of German on a U.S. College Campus – Self- versus Other-Perceptions (Spring 2019)  
 The Russian-as-an-L2-Writing Self (Spring 2019)  
 Placement, Enrollment, and Identity Among ESL Student Writers at a Large Midwestern University (Fall 2019)  
 The Foreign Language Teacher as a Variable (Fall 2019)

### **Instructional materials developed with grant money**

*Textpack.* Reading texts and activities for Third Semester German.

*Grammarpack I & Syllabus (Ger 203).* Grammar explanations and activities for Third Semester German.

*Grammarpack II & Syllabus (Ger 204).* Grammar explanations and activities for Fourth Semester German.

*Testbank:* A collection of brief grammar quizzes, grammar tests, oral interviews, and reading tests for Third and Fourth Semester German.

### **Materials and workshops developed for teaching-assistant training**

[all available upon request]

Instructors' (and Students') Syllabus for Third-Semester and Fourth-Semester German  
 Instructors' (and Students') Syllabus for First-Semester and Second-Semester German  
 Teaching grammar through and for communication  
 Communicative Language Teaching  
 Grammar in Communicative Language Teaching

Facilitating Foreign-Language Comprehension (Reading & Listening)  
 Setting up Peer-Work Activities  
 Process Writing  
 Teaching Writing With Writing Models  
 Teaching Vocabulary  
 The Teaching Portfolio  
 Teaching Diary  
 Class Surveys  
 Using Videos in Teacher Development  
 Typical Problems in Teaching Second-Year German and Some Solutions  
 Planning Your First Lesson  
 Teaching Assistant Handbook  
 Teaching Assistant Meeting Checklist  
 Class Visit Checklist  
 German Department Mini Lectures for Incoming Students (Basic SLA and  
 Departmental  
 Objectives & Expectations)

### **Nomination materials for teaching assistant awards**

#### **College of Letters and Science, Teaching Fellow**

Diana Elgersma [1999/2000] [not successful]  
 Kaela Lang [1999/2000] [successful]  
 Kristin Lovrien-Meuwese [2000/01] [successful]  
 Christoph Weber [2001/02] [successful]  
 Felecia Lucht [2002/03] [successful]  
 Shawn Severson [2003/04] successful]  
 Heather Kinkade [2004/05 [successful]  
 Miranda Wilkerson [2005/06] [successful]  
 Sarah Korpi [2006/07] [successful]  
 Julie Larson-Guenette [2007/08] [not successful]  
 Ben Parrot [2008/09; successful]  
 Katie Chapman [2009/10; successful]  
 Charles Webster [20010/11; successful]  
 Kelsey White [2011/12; successful]  
 Frieda Fichtner [2012/13; not successful; re-nominated by Jeanne Schueller 2013/14 with success]

## **LEADERSHIP AND SERVICE**

### **National organizations**

#### **American Association of University Supervisors and Coordinators**

Executive Board, member (2002-2004)

Head, German section (2002-2004)

### **University of Wisconsin System committees**

UW - System German Placement Test,  
 chair: Fall 1999-2004; 2008-2017  
 advisory board: Fall 1999-2004; 2008-2017

UW - System German Placement Test, member: 1992-Spring 1999

### **University committees**

Ph.D. Minor in Second Language Acquisition: 1995 - present

Ph.D. in Second Language Acquisition:

Director: 2013/14

program co-director: Fall 2001-2006; 2009/10

member of steering committee: Fall 2001-present

admissions chair: Fall 2002-2006

preliminary exam chair, Spring 2006; Spring 2008; Fall 2009; Fall 2012

Fellowship selection committees

Chancellor's (graduate students) fellowships, Fall 2010 & Spring 2013

Fulbright scholars (students), Fall 2011 & Fall 2012 & Fall 2013

Advanced (dissertation) fellowships, College of Letters & Science, Spring 2012

Faculty Senator (Fall 1998 - 2000)

College of Letters and Science, Teaching Assistant/Teaching Fellow Selection  
 Committee (2010, 2011)

Member, search committee; SLA specialist for Department of African Languages and  
 Literature (Spring 2013)

### **Departmental committees**

#### **Related to teaching assistants**

Teaching Assistant Evaluation (1992-present)

TA schedule-maker (2001-2013)

#### **Related to the graduate program**

Director of Graduate Studies in German, 2016/17

Graduate Student Fellowships and Awards & Graduate Recruitment

chair, 2000/01; 2001/02; 2002/03; 2006/07; 2007/08; 2009/2010; 2010/11; 2011/12; 2012/13; 2013/14; 2015/16

co-chair, 2008/09

member, 1998/99; 2003/04; 2004/05

Graduate Program, 1998/99; spring 2008; 2008/09

### **Related to the undergraduate program**

Business German (1992-1998)

Undergraduate Program (1995/96; 2008/09; chair, Spring 2009; 2013/14; Fall 2014))

International Programs/German Advisory Committee (1995, 1996, 1999-2006)

**Budget Committee**, 2005-08; last year as chair

### **Regular Outreach Activities**

German Day (1992-present)

World Languages Day

*Germans in America* (2002, 2003, 2004, 2005, 2006)

*German Is a Real Language* (2009; 2010; 2011; 2012)

World Languages Day, Teachers' session [2005; 2007]

World Languages Day - Connections (helping teachers *replicate Germans in America* at their schools) [2006]

The German Placement Test: University Instructor's Views on Issues of Articulation between High School and College. WAFLT; Appleton, WI (informational session for state high school teachers) (1997; 1999; 2001; 2003; 2005; 2009; 2011; 2013)

### **CURRENT MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

American Association of Applied Linguistics (AAAL)

American Association of University Supervisors and Coordinators (AAUSC)

American Council on the Teaching of Foreign Languages (ACTFL)

American Association of Teachers of German (AATG)

Wisconsin Association of Foreign Language Teachers (WAFLT)

### **LANGUAGES**

German (Standard & Austro-Bavarian), native

(American) English, native-like

French, basic speaking & intermediate reading knowledge

Italian, basic speaking & reading knowledge

Spanish, some receptive knowledge

Latin, some reading knowledge