

JULIA MENARD-WARWICK
Curriculum Vitae

Department of Linguistics
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EDUCATION

- Ph.D. **University of California, Berkeley**
Education in Language, Literacy and Culture, 2004.
- M.A. **University of Washington, Seattle**
Teaching English as a Second Language, 1987.
- B.A. **University of Washington, Seattle**
Japanese, magna cum laude, 1986.

TEACHING

- 2016: Visiting Professor, University of California Education Abroad Program, Mexico City.
- 2015-: Professor, Department of Linguistics, University of California, Davis.
- 2009-2015: Associate Professor, Department of Linguistics, University of California, Davis.
- 2005; 2006; 2008; 2010: Fullbright Scholar and Visiting Professor, Department of Foreign Languages, University of Tarapacá, Arica, Chile.
- 2004-2009: Assistant Professor, Department of Linguistics, University of California, Davis.
- 2002-2003: Instructor, Masters in Teaching in Critical Environmental and Global Literacy, New College of California, San Francisco.
- 2001-2002: Graduate Student Instructor, Language, Literacy and Culture, School of Education, University of California, Berkeley.
- 1989-1999: Instructor, English as a Second Language, Whatcom Community College, Bellingham, Washington.
- 1989-1992: Instructor, English as a Second Language, Western Washington University, Bellingham, Washington.

1988: Professor, School of Translation, Universidad Centroamericana, Managua, Nicaragua.

BOOKS

- Menard-Warwick, J. (2014). *English language teachers on the discursive faultlines: Identities, ideologies, pedagogies*. Bristol, UK: Multilingual Matters.
- Menard-Warwick, J. (2009). *Gendered identities and immigrant language learning*. Clevedon, UK: Multilingual Matters (Critical Language and Literacy series).

JOURNAL ARTICLES

- Menard-Warwick, J. (2014). "Tiffany does not have a solid language background as she speaks only English": Emerging language ideologies among California students. *Critical Inquiry in Language Studies*, 11(2), 75-99.
- Menard-Warwick, J., Heredia-Herrera, A., Soares Palmer, D. (2013). Local and global identities in an EFL internet chat exchange. *Modern Language Journal*, 97(4), 965-980.
- Palmer, D.K. & Menard-Warwick, J. (2012). Short-term study abroad for Texas preservice teachers: On the road from empathy to critical awareness. *Multicultural Education*, 19(3), 17-26.
- Menard-Warwick, J. & Palmer, D.K. (2012). Bilingual development in study-abroad journal narratives: Three case studies from a short-term program in Mexico. *Multilingua*, 31, 381-412.
- Menard-Warwick, J. & Palmer, D.K. (2012). Eight versions of the visit to La Barranca: Critical discourse analysis of a study-abroad narrative from Mexico. *Teacher Education Quarterly*, 39(1), 121-138.
- Menard-Warwick, J. (2011). A methodological reflection on the process of narrative analysis: Alienation and identity in the life histories of English language teachers. *TESOL Quarterly*, 45(3), 564-574.
- Menard-Warwick, J. (2011) Chilean English teacher identity and popular culture: three generations, *International Journal of Bilingual Education and Bilingualism*, 14(3), 261-277.
- Menard-Warwick, J. (2009). Comparing protest movements in Chile and California: Interculturality in an Internet chat exchange. *Journal of Language and Intercultural Communication*, 9(2), 105-119.
- Menard-Warwick, J. (2009). Co-constructing representations of culture in ESL and EFL classrooms: Discursive faultlines in Chile and California. *Modern Language Journal*, 93(1), 30-45.
- Menard-Warwick, J. (2008). The dad in the Che Guevara t-shirt: Narratives of Chilean English teachers. *Critical Inquiry in Language Studies*. 5(4), 243-264.
- Menard-Warwick, J. (2008). The cultural and intercultural identities of transnational English teachers: Two case studies from the Americas. *TESOL Quarterly*, 42(4), 617-640.
- Menard-Warwick, J. (2008). "Because she made the beds. Every day.": Social positioning, classroom discourse, and language learning. *Applied Linguistics*, 29(2), 267-289.
- Menard-Warwick, J. (2007). "My little sister had a disaster, she had a baby": Gendered performance, relational identities, and dialogic voicing. *Narrative Inquiry*, 17(2), 279-297.
- Menard-Warwick, J. (2007). Biliteracy and schooling in an extended-family Nicaraguan immigrant household: The sociohistorical construction of parental involvement. *Anthropology and Education Quarterly*, 38(2), 119-137.
- Menard-Warwick, J. (2006). The words become one's own: Immigrant women's perspectives on family literacy activities. *CATESOL Journal*, 18(1), 96-108.
- Menard-Warwick, J. (2006). "The thing about work": Gendered narratives of a transnational, trilingual Mexicano. *International Journal of Bilingual Education and Bilingualism* 9(3), 359-415.
- Menard-Warwick, J. (2005). Both a fiction and an existential fact: Theorizing identity in second language acquisition and literacy studies. *Linguistics and Education*, 16, 253-274.
- Menard-Warwick, J. (2005). Transgression narratives, dialogic voicing and cultural change. *Journal of Sociolinguistics* 9(4), 534-557.
- Menard-Warwick, J. (2005). Intergenerational trajectories and sociopolitical context: Latina immigrants in

Adult ESL. *TESOL Quarterly*, 39(2), 165-185.

- Menard-Warwick, J. (2004). "I always had the desire to progress a little": Gendered narratives of immigrant language learners. *Journal of Language, Identity, and Education*, 3(4), 295-311.
- Menard-Warwick, J. & Dabach, D.B. (2004). "In a little while I could be in front": Computer literacy, social mobility, class, and gender in two Mexicano families. *Journal of Adolescent and Adult Literacy*, 47(5), 380-389.
- Menard-Warwick, J. (2001). Following hooks and Freire: The liberatory potential of ESL education. *The Journal of Engaged Pedagogy*, 1(1), 65-75.

CHAPTERS

- Menard-Warwick, J. (in press). The tension between conflicting plots. In G. Barkhuizen (Ed.), *Reflections on language teacher identity research*. New York: Routledge.
- Menard-Warwick, J., Mori, M., Reznik, A., and Moglen, D. (2016). Values in the ELT classroom. In G. Hall (Ed.) *The Routledge handbook of English language teaching* (pp. 556-569). Abingdon, UK: Routledge.
- Williams, S. & Menard-Warwick, J. (2014). Qualitative research interviews in second language acquisition. *The Encyclopedia of Applied Linguistics*. Oxford: Wiley Blackwell.
- Menard-Warwick, J., Mori, M., Williams, S. (2014). Language and gender in educational contexts. In S. Ehrlich and M. Meyerhoff (eds.), *Handbook of language, gender, and sexuality*, 2nd edition (pp. 471-490). Oxford: Wiley Blackwell.
- Menard-Warwick, J. (2013). "The world doesn't end at the corner of their street": Language ideologies of Chilean English teachers. In V. Ramanathan (ed.), *Language Policy and (Dis)Citizenship: Rights, Access, Pedagogies* (pp. 73-91). Bristol, UK: Multilingual Matters.
- Menard-Warwick, J. (2013). Gender and second language acquisition. *The Encyclopedia of Applied Linguistics*. Oxford: Wiley Blackwell.
- Menard-Warwick, J. (2011). L1 and L2 reading practices in the lives of Latina immigrant women studying English: School literacies, home literacies, and literacies that construct identities. In C. Higgins (ed.), *Identity formation in globalizing contexts: Language learning in the new millennium* (pp. 99-118). Berlin: Mouton de Gruyter.
- Menard-Warwick, J. (2002): Response to Marcia Farr and Juan Guerra. In G.A. Hull & K. Schultz (eds.), *School's out: Bridging out-of-school literacies with classroom practice* (pp. 124-125). New York: Teacher's College Press.
- Menard-Warwick, J. (2002). "Even I would like to be bilingual": Parents learning English in their children's school. In E. Auerbach (ed.), *Community partnerships in ESL* (pp. 13-25). Alexandria, VA: TESOL Publishing.

PRESENTATIONS

- Menard-Warwick, J. and Leung, G. (2015). "I was just like 'I apologize to everyone, I am so sorry'": Narratives of L2 Japanese socialization in the workplace. Paper at the annual conference of the American Association of Applied Linguistics, Toronto, ON, Canada.
- Leung, G. & Menard-Warwick, J. (2015). "You should really get someone who speaks Cantonese": Chinese Americans' narratives about "Chinese" in their local language ecologies. Paper at the annual conference of the American Association of Applied Linguistics, Toronto, ON, Canada.
- Quan, T. & Menard-Warwick, J. (2015). Parents learning language together: An ethnographic examination of a Spanish/English parent group. Paper at the annual conference of the American Association of Applied Linguistics, Toronto, ON, Canada.
- Menard-Warwick, J. (2014). "It's a bit of a lástima": A case study of translingual identity development. Invited paper at the Bilingualism Conference, University of California Merced.

- Menard-Warwick, J. (2013). "Tiffany does not have a strong language background, as she speaks only English": Emerging language ideologies among multilingual California students. Paper at the annual conference of the American Association of Applied Linguistics, Dallas, TX.
- Menard-Warwick, J. (2011). Language ideologies of Chilean English teachers. Paper at the TESOL Conference, New Orleans, LA.
- Menard-Warwick, J. (2011). Language ideologies in English language teaching. Workshop at International Teaching Conference, Sacramento State University.
- Henze, R., Coelho, F., Masters, K., Menard-Warwick, J. (discussant). (2010). What does "culturally responsive pedagogy" mean in a rural EFL context? Panel at CATESOL annual conference, Santa Clara, CA.
- Menard-Warwick, J. (2008). Chilean English teacher identity and popular culture: Three generations. Invited colloquium presentation, Second Language Research Forum, University of Hawaii Manoa.
- Menard-Warwick, J. (2008). Teaching culture in ESL classrooms: From dialogue to interculturality? Paper at CATESOL annual conference, Sacramento, CA.
- Menard-Warwick, J. (2007). Politics is culture: An Internet chat exchange between prospective teachers in Chile and California. Paper at Forum de Cultura Universal, Monterrey, Mexico.
- Menard-Warwick, J. (2007). The dad in the Che Guevara t-shirt: Narratives of Chilean English teachers. Paper at the annual conference of the American Association of Applied Linguistics, Costa Mesa, CA.
- Menard-Warwick, J. (2005). Constructing cultural differences in the language classroom. Paper at the IX Congreso de Profesores de Inglés, Arica, Chile.
- Zacher, J. & Menard-Warwick, J. (2004). "That's the way it is for us too": Reading to construct identities. Paper at the National Reading Conference, San Antonio, TX.
- Menard-Warwick, J. & Dabach, D.B. (2004). Adult literacy: Questions we should be asking. Invited panelists at the International Reading Association annual conference, Reno, NV.
- Menard-Warwick, J. (2004). Gender, history, and cultural change: Transgression narratives of Latina immigrants. Paper at the annual conference of the American Association of Applied Linguistics, Portland, OR.
- Menard-Warwick, J. (2004). Biliteracy and schooling in an extended-family Nicaraguan immigrant household. Paper at the annual conference of the American Educational Research Association, San Diego, CA.
- Menard-Warwick, J. (2004). Educational trajectories in the narratives of Latina immigrants. Paper at the annual conference of the American Educational Research Association, San Diego, CA.
- Menard-Warwick, J. (2004). Rewriting gender in family literacy classrooms. Paper at the TESOL Conference, Long Beach, CA.
- Menard-Warwick, J. (2003). Language learning narratives from Latina immigrant ESL students. Paper at the Second Language Research Forum, Tucson, AZ.
- Menard-Warwick, J. (2003). Narratives of immigrant women in California. Paper discussion at the Peace as a Global Language Conference, Tokyo, Japan.
- Menard-Warwick, J. (2003). Social construction of classroom literacy strategies. Paper at the TESOL Conference, Baltimore, MD.
- Menard-Warwick, J. (2003). Race (and related concepts) in pre-service teacher fieldnotes. Paper at the annual conference of the American Association of Applied Linguistics, Arlington, VA.
- Menard-Warwick, J. (2003). Educational narratives of Latina language learners. Data Analysis Session at the Ethnography in Education conference, Center for Urban Education, University of Pennsylvania.
- Menard-Warwick, J. & Dabach, D.B. (2002). A *digital* divide? Class and gender in the computer practices of two Mexicano families. Paper at the annual conference of the American Educational Research Association, New Orleans, LA.

- Palmer, Deborah & Menard-Warwick, J. (2002). English-only policies in California: Effects and side effects. Panel at the annual conference of the American Educational Research Association, New Orleans, LA.
- Menard-Warwick, J. (2001). Interacting activity systems: Bilingual and anti-bilingual education in California. Paper at the annual conference of the American Association of Applied Linguistics, St. Louis, MO.
- Menard-Warwick, J. (2001). Family computer literacy in bilingual and monolingual households. Roundtable presentation at the National Council of Teachers of English, University of California, Berkeley.
- Menard-Warwick, J. (2000). Problem-posing: A Freirian technique hands-on. Workshop at the Inaugural Conference on Popular Education and Participatory Research, University of California, Berkeley.
- Menard-Warwick, J. & Mantas, N. (1998). Immigrant parents and children: Bridging the acculturation gap. Workshop at WAESOL Conference, Tacoma, WA.
- Menard-Warwick, J. (1992). Beyond why or why not: Critical thinking in the ESL classroom. Paper at the NAFSA Region I Conference, Bend, Oregon.
- Menard-Warwick, J. (1992). Assessing ESL student readiness for English 101. Paper at the NAFSA Region I Conference, Bend, Oregon.
- Menard-Warwick, J. & Preisinger, R. (1991). Student-led problem-posing discussions. Workshop at WAESOL Conference, Seattle, WA.
- Menard-Warwick, J. & Gregory, S. (1988). Applying the educational principles of Paulo Freire to the teaching of EFL in the Nicaraguan context. Paper at the University Forum for Scientific Development, Managua, Nicaragua.

PROFESSIONAL AND COMMUNITY SERVICE

- Guardian Scholar mentor, University of California Davis (2013-present)
- International service volunteer, Maryknoll Mission Immersion, Cochabamba, Bolivia (2013)
- Volunteer recruiter and ESL tutor, Intercambio, Marguerite Montgomery Elementary School, Davis, California (2011-present)
- Editorial Board: *TESOL Quarterly*, 2009-2011
- Manuscript reviewer (2007-2016): *Applied Linguistics*; *Anthropology and Education Quarterly*; *Encyclopedia of Applied Linguistics*; *Gender and Language*; *International Journal of Multilingualism*; *International Journal of Bilingual Education and Bilingualism*; *Journal of Language, Identity and Education*; *Language, Culture and Curriculum*; *Language and Intercultural Communication*; *Language Policy*; *Modern Language Journal*; *Multilingual Matters*; Palgrave Macmillan; Sage Publications; *TESL Canada*; *TESOL Quarterly*
- Proposal reviewer: American Association of Applied Linguistics annual conference (2007-2008, 2012, 2014-2016); American Educational Research Association Annual Conference (2003, 2004).
- Book reviews: *TESOL Quarterly* (2000); *Journal of Language, Identity and Education* (2007, 2015); *International Journal of Bilingual Education and Bilingualism* (2007, 2010)

HONORS, AWARDS, FELLOWSHIPS, AND GRANTS

- Mentoring at Critical Transitions, Wakeham Fellowship, University of California Davis, 2016-2017.
- Small Grant in Aid of Research, University of California, Davis (2005-2007; 2008-2010; 2010-2012; 2014-2016; 2015-2017).
- Fulbright Lecturing/Research Award, Fulbright Commission of Chile (2004-2006).
- Outstanding Graduate Student Instructor Award, University of California, Berkeley, (2002).
- Berkeley Graduate Fellowship, University of California, Berkeley (1999-2001; 2003-2004).
- Part-time Faculty Award of Excellence, Whatcom Community College, Bellingham, Washington (1997).
- Materials Writing Grant, ABLE Network, Seattle, Washington (1995-1996).