

TCU VITA

Steve Daniel Przymus

College of Education
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Academic Background

Education

Ph.D., Second Language Acquisition & Teaching (SLAT)
University of Arizona, 2016

M.A., Teaching English to Speakers of Other Languages (TESOL)/Applied Linguistics
University of Northern Iowa, 2008

B.S.ED., Spanish Education
University of South Dakota, 1996

Present Appointment & Rank

Assistant Professor of Bilingual/Multicultural Education
College of Education
Texas Christian University, Appointed 2016 as Tenure-Track Assistant Professor
Last year of promotion, 2016

Previous Professional Positions

Instructor (Part-time)
Research Associate & Doctoral Student/Candidate (Full-time)
University of Arizona, 2012-2016
Tucson, Arizona

Adjunct lecturer (Part-time)
Wayne State College, 2010-2014
Wayne, Nebraska

Visiting professor (Full-time)
Universidad Autónoma de Chiapas, 2010
Chiapas, México

Adjunct lecturer (Part-time)
Northest Community College, 2009-2011
South Sioux City, Nebraska

ESL & Spanish high school teacher (Full-time)
South Sioux City High School, 2005-2012
South Sioux City, Nebraska

Teacher Trainer (Full-time)
United States Peace Corps, 2003-2005
Santo Domingo, La República Dominicana

Adjunct lecturer (Part-time)
Metropolitan Community College, 1998-2000
Omaha, Nebraska

Spanish Teacher (Full-time)
Woodrow Wilson Jr. High School, 1997-2002
Council Bluffs, Iowa

Formal Continuing Education/Professional Development

TCU Professional Development:

Proposal Writing Institute, TCU Office of Sponsored Programs, Dec. 8, 2016
Responsible Conduct of Research Workshop, TCU Office of Research & Graduate Studies, Oct. 11, 2016
Thinking Strategically about Grants Workshop, TCU Office of Sponsored Programs, Sept. 22, 2016
TCU New Faculty Orientation, Aug. 16-17, 2016
Faculty writing retreats (monthly)
Sheltered Instruction Observation Protocol (SIOP) Teacher Trainer Course, Pearson Education, 2011

Honors and Awards

University of Arizona: Dissertation (*Awarded *high distinction*): Social semiotics, education, and identity: Creating trajectories for youth at schools to demonstrate knowledge and identities as language users, 2015

Best Paper Presentation Award at 2014 *AZCALL Conference*, Tempe, Arizona for The curious code-switching, face saving genre of intercultural, educational on-line written correspondence.

Fulbright Distinguished Awards in Teaching Recipient, 2010

South Sioux City Community Schools Extraordinary Educator of the Year Award, 2010

Woodrow Wilson Jr. High School Teacher of the Year, 2000

Teaching

Courses taught at TCU

EDUC 50513: Curriculum & Instruction, L2
EDUC 50503: Foundations of Language Acquisition
EDEC 30233: Elementary Curriculum, ESL
EDEC 42213: Professional Induction, ESL/Special Education
EDUC 60293: Curriculum Workshop
EDUC 50213: Seminar in Bilingual Education

Courses developed at TCU

ECEC 30222: TESOL Methods & Assessment for Elementary Education
EDSP 60XXX: Teaching Culturally and Linguistically Diverse and Exceptional Youth
(To be proposed via the approval process, Spring 2017)

Courses taught at other institutions

GLS 251 – Dimensions of Globalization: Language, Literature, and Culture (University of Arizona)
SLAT 596y – Second Language Acquisition & Teaching Proseminar (University of Arizona)
SERP 404/504 – Cultural and Linguistic Diversity in Exceptional Learners (University of Arizona)
SERP 535 – Assessment of Exceptional Bilingual Learners (University of Arizona)
Project SEED: English and Information Technology for Education (University of Arizona)
LRC 595A: Linguistic Landscapes. Language, Reading, & Culture (University of Arizona)
EDU 416/516 – ESL Methods & Assessment (Wayne State College)
Methodologies of Language Teaching & Assessment (Universidad Autónoma de Chiapas)
Spanish 101 (Northeast Community College)
Adult Basic Education: ESL (Metropolitan Community College)

Honors projects directed, or committee service

Melissa Moreira, Honors project, committee member, 2016-2017

Graduate treatise directed

Jordan MacAskill, Master's treatise, director, 2016-2017

Internal support for academic work

Instructional Development Fund Grant, \$3,573.96
Preparing Local/Global Educators for Teaching Culturally & Linguistically Diverse Exceptional Youth, Submitted December 5, 2016 (Pending)

Research and Creative Activity

Refereed publications

Przymus, S. D. (2016). Challenging the monolingual paradigm in secondary dual-language instruction: Reducing language-as-problem with the 2-1-L2 model. *Bilingual Research Journal*, 39(3-4), 279-295.

Przymus, S. D. (2016). Imagining and moving beyond the ESL bubble: Facilitating communities of practice through the ELL Ambassadors Program. *The Journal of Language, Identity, and Education*, 15(5), 265-279.

Przymus, S. D. (2016). ¿Eres un gamer?: Encouraging game-ecology language socialization at schools. Refereed conference proceedings of the 43rd International MEXTESOL Convention, 186-192.

Przymus, S. D. (2015). *Imagining and moving beyond the ESL bubble: Observing changes in identity, power, and language acquisition through the ELL Ambassadors Program*. In Lengeling, M. & Pablo, I. (Eds.), *Perspectives on Qualitative Research*, pp. 501-516, Universidad de Guanajuato Press, Guanajuato.

Przymus, S. D. (2014). Negotiating language use in CALL's fourth phase: An introduction to a Functional Approach to Code-switching Electronically (FACE). *Arizona Working Papers in SLA & Teaching*, 21, 1-19.

Non-refereed publications

Przymus, S. D. & Slinkard, J. R. (Eds.) (2016). Introduction. *Arizona Working Papers in SLAT*, 23. <http://slat.arizona.edu/arizona-working-papers-second-language-acquisition-teaching>

Przymus, S. D. (2016). *Social Semiotics, Education, and Identity: Creating Trajectories for Youth at Schools to Demonstrate Knowledge and Identities as Language Users*. (Doctoral dissertation). Retrieved from the University of Arizona Open Repository <http://hdl.handle.net/10150/605221>

Przymus, S. D. (2015). A review of Barkan, Steven (2011). *Sociology: Understanding and Changing the Social World*, In the Open Textbook Library. <http://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=38#Reviews>

Przymus, S. D. (2010). A new approach to teaching content and language at the EFL setting: Mexican English teacher candidates' perceptions of a modified dual-language model. *Distinguished Fulbright Awards in Teaching Program*, <http://www.fulbrightteacherexchange.org/program-overview-da/capstone-project-da>

Refereed publications (Under review)

Przymus, S. D. (Invited manuscript under review for theme issue on symbolic competence). The pedagogical role of purposeful code-switching in transnational telecollaborative exchanges: Negotiating semi-anonymous borders of identity. *L2 Journal*

Przymus, S. D. & Kohler, A. T. (Invited manuscript under review for special issue on schoolscapes). SIGNS: Uncovering the mechanisms by which messages in the linguistic landscape influence language/race ideologies and educational opportunities. *Linguistics & Education*.

Przymus, S. D. (Under review). Subliminal influence of street signs in schoolscapes: Elective vs. circumstantial reverse indexicality in a tale of two Tucsons. *Arizona Working Papers in SLA*, 24.

Przymus, S. D. & Romo Smith, A. (Invited chapter under review). ¿Eres un Gamer?: Engaging transnational children in game-ecology language and identity socialization within the EFL environment. In Perren, J., Kelch, K., Byun, J., Cervantes, S., & Safavi, S. (Eds.), *Applications of CALL Theory in ESL & EFL Environments*, IGI Global.

Kohler, A. T. & **Przymus, S. D.** (Under review). The metonymy of monolingualism: Subtle subversions of bilingual education in America's schoolscapes. In Malinowski, D., Maxim, H., & Dubreil, S. (Eds.), *Language Teaching in the Linguistic Landscape*.

Conference plenary talks, refereed paper presentations, panels, and workshops

Przymus, S. (2017, October). Invited Plenary: "Social (In)Justice in National Bilingual Education Policies: Valuing the Global and the Local. 52nd Annual Colombian Association of Teachers of English (ASOCOPI) Conference, Cali, Colombia.

Przymus, S. (2017). CALL's Role in Supporting Transnational Youth Beyond the Classroom: Encouraging Game-Ecology Language Socialization Spaces. Panel presentation at the 51st International Teaching English to Speakers of Other Languages (TESOL) Convention, Seattle, WA, March 21-24, 2017.

Przymus, S. (2017, March). How bilingual, really, is bilingual education?: Explaining how the metonymy of monolingualism undermines bilingual education efforts in America's schoolscapes. Invited talk for the *Second Language Acquisition & Teaching Colloquium*, University of Arizona, Tucson, March 3, 2017.

Fránquiz, M., Escamilla, K., et al., **Przymus, S.** (2017). Invited panel presentation "Richard Ruiz and Research on Language Planning-30 years plus. 46th Annual National Association for Bilingual Education Conference, Dallas, TX, February 23-25, 2017.

Przymus, S. (2017). Teaching FACE: A functional approach to code-switching electronically for developing symbolic competence in telecollaborative exchanges. Paper

presentation at the 46th Annual National Association for Bilingual Education Conference, Dallas, TX, February 23-25, 2017.

Przymus, S. (2017). Marrying translanguaging and dual language instruction with the 2-1-L2 model. Paper presentation at the 46th Annual National Association for Bilingual Education Conference, Dallas, TX, February 23-25, 2017.

Przymus, S. (2016). ¿Eres un gamer?: Encouraging game-ecology language socialization at schools. Paper presentation at the 43rd International MEXTESOL Convention, Monterrey, MX, October 27-30, 2016.

Przymus, S. (2016). Questioning why and where there is English in our surroundings: Using a Linguistic Landscape approach to bringing critical language awareness activities into the EFL classroom. *Invited Plenary Talk* at the XXII SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS & IV INTERNATIONAL SYMPOSIUM ON LITERACIES AND DISCOURSE STUDIES, Bogotá, Colombia, November 3-4, 2016

Przymus, S. (2016). How to Avoid Cultural Clashes in CALL's Fourth Phase. *Paper presentation* at the 2016 TESOL International Convention. Baltimore, MD

Diaz-Rico, L., Fletcher, T., & **Przymus, S.** (2016). Assessing English Learners' Language Trajectories - Distinguishing Difference from Disability. *TESOL Assessment Forum Academic Session*. TESOL International Convention. Baltimore, MD

Warner, C., Gramling, D., & **Przymus, S.** (2016). Multilingual Ecologies in the American Southwest Borderlands. Vulnerable Participants or Vulnerable Researchers? Pressure and Pain in the U.S. and U.K. Doctoral Systems Postgraduate Symposium. Part of the *Researching Multilingually at the Borders of the Body, the Law, and the State* project funded by the Arts and Humanities Research Council (AHRC). Tucson, AZ

Przymus, S. (2016). How to Avoid Intercultural Clashes in CALL'S Fourth Phase. *Paper presentation* at the Fifth International Conference on the Development and Assessment of Intercultural Competence. Tucson, AZ

Przymus, S. & Alcaraz-Brito, C. J. (2015). Making virtual and in-person exchanges work for all students. U.S. Dept. of State/Fulbright sponsored *panel presentation* at the Global Education Forum. Graduate School of Education at the University of Pennsylvania

Przymus, S. (2015). Dimensions of globalization: Specifically, the dilemma of the 21st century hipster. *Panel presentation* at the Ignite 520 Summit. Tucson, AZ

Waugh, L., **Przymus, S.**, Kohler, A., & Helland, K. (2015). Semiotic Border Fences and Crossings: Investigating the Impact of Multimodal Discourse on Multilingual Communities (*A Tale of Two Tucsons: The language of street signs & classroom*

instruction). *Symposium* at the 2015 International Society for Language Studies Conference. Albuquerque, NM

Przymus, S. (2015). A Tale of Two Tucsons: The language of street signs and classroom instruction. *Paper presentation* at the 7th International Linguistic Landscape Workshop. University of California Berkeley, Berkeley, CA

Przymus, S. (2015). A Tale of Two Tucsons: A semiotic analysis of the linguistic landscape of borderland communities in the American Southwest. *Paper presentation* at the 2015 SLAT Roundtable. University of Arizona, Tucson, AZ

Przymus, S. (2015). Two Tucsons: The language of street signs and classroom instruction. *Paper presentation* at the 2015 Oceans & Deserts Transdisciplinary Conference. University of Arizona, Tucson, AZ

Przymus, S. (2015). A Tale of Two Tucsons: The language of street signs and classroom instruction. Revised linguistic anthropology version *paper presentation* at the 2015 Sandrizona Interdisciplinary Conference on Language. University of Arizona, Tucson, AZ

Przymus, S. (2014). A Tale of Two Tucsons: The language of street signs and classroom instruction. Revised version for secondary education educators presented at the 2014 Arizona Language Association Conference, Mesa, AZ

Przymus, S. (2014). Imagining and moving beyond the ESL bubble: Observing changes in identity, power, and language acquisition through the ELL Ambassadors Program. *Paper presentation* at the V International Qualitative Research Conference, Universidad de Guanajuato, Guanajuato, México

Przymus, S. (2014). Passive interactions between language and culture. *Paper presentation* at the Oceans and Deserts Transdisciplinary Symposium, University of Arizona, Tucson, Arizona

Przymus, S. (2014). Increasing teacher compassion through a greater understanding of linguistic figured worlds. *Paper presentation* at the Teaching, Learning, & Sociocultural Studies (TLS) Colloquy, University of Arizona, Tucson, Arizona

Przymus, S. (2014). The curious code-switching, face saving genre of intercultural, educational on-line written correspondence. *Paper presentation* at the AZ CALL Conference, Arizona State University, Tempe, Arizona

*Awarded best session

Przymus, S. (2013). Intercultural School Speak: Language, thought, and immigrant education implications. *Paper presentation* at the 40th International MEXTESOL Convention, Querétaro, México.

- Przymus, S.** (2013). Marrying Dual Language with Foreign Language Instruction: Introducing the 2-1-L2 Approach. *Workshop presentation* at the 2013 Arizona Language Association Conference, Phoenix, AZ
- Przymus, S.** (2013). ELL Ambassadors Language & Culture Program. *Presentation* given to the Refugee Integration Service Providers Network (RISP-Net) of Tucson, Arizona
- Przymus, S.** (2013). Using the Fulbright Experience to Globalize our Teaching Practices. *Panel presentation* at the Fulbright Distinguished Awards in Teaching Alumni Conference, Washington, D.C.
- Przymus, S.** (2013). Marrying Dual Language with Foreign Language Instruction: The Case for the 2-1-L2 Model. *Workshop presentation* at the 2013 SLAT) Roundtable at the University of Arizona, Tucson, AZ.
- Przymus, S.** (2013). The ELL Ambassadors Language Socialization Program. *Paper presentation* at the 2013 TLS Graduate Student Colloquy at the University of Arizona, Tucson, AZ.
- Przymus, S.** (2011). Internationalizing our Classrooms and English Teaching Practices. *Panel presentation* at the 38th International MEXTESOL Convention in Morelia, México.
- Przymus, S., & Cal y Mayor, A.** (2011). 2-1-2: A modified dual language approach to teaching content & language at the EFL setting. *Paper presentation* at the Fourth International Symposium on Bilingualism and Bilingual Education in Latin America in Oaxaca, México.
- Przymus, S.** (2011). 2-1-2: A new approach to teaching content and language at the EFL setting: A Fulbright Distinguished Awards in Teaching Capstone Project in Southern Mexico. *Panel presentation* at the Asia Society's 2011 Partnership for Global Learning Annual Conference in Washington, D.C.
- Przymus, S.** (2011). The ELL Ambassadors Program. *Workshop presentation* at the 2011 Nebraska State Adult Education Conference in Kearney, NE.
- Przymus, S.** (2011). 2-1-2: A new approach to teaching content and language at the Adult ESL setting. *Workshop presentation* at the 2011 Nebraska State Adult Education Conference in Kearney, Ne.
- Przymus, S.** (2010). The impact & benefits for teachers and schools of the Fulbright Distinguished Awards in Teaching Program. *Panel presentation* at the 37th International MEXTESOL Convention in Cancun, Mexico.

Przymus, S. (2010). Eliciting meaningful language production from English Language Learners. *Plenary talk* given at the MEXTESOL 5th Regional Convention in Tuxtla Gutierrez, Chiapas, Mexico.

Przymus, S. (2009). Eliciting meaningful language production from English Language Learners. *Workshop presentation* at the 2009 Nebraska State Adult Education Conference in Kearney, NE.

Przymus, S. (2008). 8 To Great: A bilingual social skills curriculum for secondary students. *Workshop presentation* at the 2008 California Charter Schools Conference in Sacramento, CA.

Service: Editorships & Invited Reviewer

Invited reviewer (2016). For Perren, J., Kelch, K., Byun, J., Cervantes, S., & Safavi, S. (Eds.), *Applications of CALL Theory in ESL & EFL Environments*, IGI Global.

Invited reviewer (2016). For Laihonen, P. & Szabo, T. (Eds.), *Studying the visual and material dimensions of education and learning. Linguistics & Education*, 37(4).

Senior Editor, 2014-2016

Arizona Working Papers in SLAT, Volumes 22 & 23

Second Language Acquisition & Teaching Ph.D. Program, University of Arizona

Copy-Editor (2013-2016). For Waugh, L. (Ed.)

- *Cambridge History of Linguistics (Forthcoming)*
- *Selected Writings of Roman Jakobson, Vol. IX (Forthcoming)*
- Critical Discourse analysis: Definition, approaches, relation to pragmatics, critique, and trends. In Capone, A. (Ed.), *Interdisciplinary Studies in Pragmatics, Culture, and Society* (2015) (pp. 71-135). Springer International Publishing

External support received

Fulbright Distinguished Awards in Teaching (Universidad Autónoma de Chiapas, 2010) \$12,500

Competitive Fulbright Alumni Grant (Dissertation Research in Mazatlán, MX, 2015) \$2,652

Competitive Fulbright Alumni Grant (4th Symposium on Bilingual Ed. In Latin America, 2011) \$2,300

Competitive Fulbright Alumni Grant (38th International MEXTESOL, 2011) \$1,740

Academy for Educational Development Grant (Partnership for Global Learning Annual Conference, 2011) \$1,000

Fulbright Professional Development Grant (37th International MEXTESOL, 2010) \$1,000

Internal support received or pending

Discovering Local Citizenship Local/Global Leaders Initiative Grant, \$750.79

Developing an Ecological Framework for Assessing Emergent Bilinguals in FWISD
Received November, 2016

Junior Faculty Summer Research Program (JFSRP) (Submitted Jan. 23, 2017), \$6,000-Pending
 Research & Creative Activity Fund (RCAF) (Submitted Jan. 23, 2017), \$2,000-Pending
 Center for Public Education Grant to support the 1st Annual TCU Roundtable on Translanguaging in Bilingual Education (Submitted Jan. 18, 2017), \$1,000-Pending
 University of Arizona Second Language Acquisition & Teaching Research Award (Dissertation research, Mazatlán, MX, 2015) \$1,070
 University of Arizona Graduate Professional Student Council (GPSC) Travel Award (2016) \$748
 Herbert E. Carter Travel Award, University of Arizona (2013) \$600
 University of Arizona Graduate Professional Student Council (GPSC) Travel Award (2014) \$500
 University of Arizona GPSC Travel Award (2015) \$469
 University of Arizona Student/Faculty Interaction Grant (SFI), April 2014, \$450
 Herbert E. Carter Travel Award (2015) \$425
 SLAT Travel Merit Award (2014) \$400
 SLAT Travel Support Grant (2013) \$275
 University of Arizona SFI, April 2013, \$250
 University of Arizona SFI, November 2013, \$250
 University of Arizona SFI, September 2014, \$200
 SLAT Travel Support Grant (2014) \$125

Other research or creative activities

Developed and led the 1st Annual TCU Roundtable on Translanguaging in Bilingual Education (February 22, 2016) Guest speakers: David & Yvonne Freeman, (Professors Emeriti, UT Brownsville); Cecilia Silva, (Piper Professor, TCU), Mary Soto, (Assistant Professor, Cal State East Bay), Xavier Vasquez (Director of Bilingual Education, FWISD), **Przymus, S.** (Assistant Professor, TCU).

Przymus, S. D. (Book in progress). *We all sound White: Narratives of cultural & linguistic guilt and loss, and a pedagogical road map for a hopeful journey.*

Przymus, S. D. (2013-Present). Immersion Inquiries: An informative blog for parents with children in dual- language immersion programs:

<https://immersioninquiries.wordpress.com>

Patents in process

- 2-1-L2 Dual-Language Instruction Model (Patent process in progress)
- ELL Ambassadors Program (Patent process in progress)
- Functional Approach to Code-switching Electronically (FACE) (Patent process in progress)
- Semiotic Index of Gains in Nature & Society (SIGNS) Framework (Patent process in progress)

Service

College service

College of Education Global Engagement Committee Member (2016-Present)
Center for Public Education, Associated Faculty (2016-Present)
Literacy Professor of Professional Practice Search Committee Member (2016-2017)
College of Education Study Abroad/Clinical Teaching Program in Panama, Faculty Member

University service

Discovering Global Citizenship Committee Member
TCU Intensive English Program (IEP) Panamá Bilingue Program
TCU House/Frog Calls

Community (Local/Global) activities/projects

Local:

An Ecological Approach to Assessing the Full Linguistic Repertoire of Newcomer Refugee and Immigrant Youth. Ongoing project with the International Newcomers Academy, Fort Worth, TX

The English Language Learner (ELL) Ambassadors Program. Ongoing project with the Fort Worth Independent School District's Secondary Education Language Centers and E. M. Daggett Elementary School

Bilingual Secondary Content Curriculum Writing Workshop. Proposed Summer 2017 Fort Worth ISD week-long workshop to train FWISD middle/high school content teachers in bilingual pedagogy and work with teachers to write bilingual content curriculum.

International Newcomers Academy Site-Based Decision Making Committee, Member

Fort Worth ISD/TCU Miller Clinic Stuttering Support Group, Spanish language interpreter

Global:

Ongoing Transnational Education Collaboration with TCU & the Universidad Distrital Francisco José de Caldas in Bogotá, Colombia.

Telecollaboration project: September, 2016-Present

TCU College of Education/Universidad Distrital Skype Educational Roundtable on Promoting English Language Literacy through Content, Nov. 2, 2016

Verano en México Bilingual-Special Education Study Abroad Program, Guanajuato, México. I teach a seminar in bilingual education course at La Universidad de Guanajuato as part of the 6-week study abroad program and participate in community education activities at Resplendor, a community education center outside of Guanajuato, México.

Professional service

National Association of Bilingual Education (NABE) Member

- NABE Dual Language Immersion Special Interest Group (SIG) Member
- NABE Bilingual Education SIG Member
- NABE Critical Pedagogy SIG Member
- NABE Policy Makers SIG Member
- NABE Indigenous Bilingual Education SIG Member
- NABE ELL Secondary Education SIG Member
- NABE Special Education SIG Member
- NABE Refugee & Newcomer SIG Member

International Teaching English to Speakers of Other Languages (TESOL) Association Member

- TESOL Bilingual Education Special Interest Group (SIG) Member
- TESOL Computer Assisted Language Learning (SIG) Member

International Society for Language Studies (ISLS) Member

Mexican Teachers of English to Speakers of Other Languages (MEXTESOL) Member

Conference panel & paper presentation chair

2016 Fifth International Conference on the Development and Assessment of Intercultural Competence, Center for Educational Resources in Culture, Language, and Literacy (CERCLL), University of Arizona, Tucson, Arizona

2015 7th International Linguistic Landscape Workshop, University of California Berkeley, Berkeley, CA

2015 Second Language Acquisition & Teaching Roundtable, University of Arizona, Tucson, AZ

2014 Fourth International Conference on the Development and Assessment of Intercultural Competence, Center for Educational Resources in Culture, Language, and Literacy (CERCLL), University of Arizona, Tucson, Arizona

2014 Arizona Computer Assisted Language Learning (AZCALL) Conference, Arizona State University, Tempe, Arizona

2014 Second Language Acquisition & Teaching Roundtable, University of Arizona, Tucson, Arizona