

Megan Tzeitel Marshall

University of Chicago
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AREAS OF INTEREST

Second language acquisition, dual language and heritage language education, language assessment, phonology/phonetics

EDUCATION

- 2024 Ph.D., Hispanic Linguistics, University of Illinois, Chicago (expected)
Dissertation: *Social Networks, Speaker Investment and Oral Proficiency of Young Adult Heritage and Second Language Speakers of Spanish*
Committee: Liliana Sánchez (chair), Carolina Barrera-Tobón, Jennifer Cabrelli, Judith Liskin-Gasparro, P. Zitali Morales, Kara Morgan-Short
- 2018 M.A., Hispanic Linguistics, University of Illinois at Chicago
- 2003 B.A., *summa cum laude*, Linguistics, University of Toledo, Ohio
Two semesters of study abroad at Sichuan University, Chengdu, China: Mandarin Language, Chinese History and Culture.
- 1999 Spanish as a Second Language Immersion, Cemanahuac Spanish School, Cuernavaca, Mexico

TEACHING AND COORDINATION

Course Coordinator, University of Illinois, Chicago, Chicago, IL

Spanish for Spanish Speakers (SPAN 114, SPAN 113)
AY 2018-2019, AY 2019-2020, AY 2020-2021, AY 2021-2022

Instructor of Record, University of Illinois, Chicago, Chicago, IL

Elementary Spanish II (SPAN 102)
Fall 2016, Spring 2017

Spanish for Spanish Speakers (SPAN 113)
Spring 2017, Fall 2018, Fall 2020, Spring 2021 (online), Fall 2021 (blended),
Spring 2022

Spanish for Spanish Speakers (SPAN 114)
Spring 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2021

Instructor of Record, Roosevelt University, Chicago, IL

Dual Language Advocacy, graduate level (DLTL 480)
Summer 2018, Summer 2019, Summer 2020, Summer 2021 (online), Summer 2022, Summer 2023, Summer 2024

Instructor of Record, DePaul University, Chicago, IL

Intermediate Spanish for Heritage Speakers (SPN 200)
Spring Quarter 2020 (online), Spring Quarter 2021, Spring Quarter 2023

Advanced Spanish Conversation for Heritage Speakers (SPN 207)
Spring Quarter 2020 (online)

Intermediate Spanish for Heritage Speakers (SPN 114)
Autumn Quarter 2020 (online)

Intermediate Spanish for Heritage Speakers (SPN 115)
Winter Quarter 2021 (online), Winter Quarter 2023

Advanced Conversation (SPN 203)

Autumn Quarter 2020 (online), Winter Quarter 2021 (online)
Beginner Spanish 3 (SPN 103)
Spring Quarter 2023

Instructor of Record, University of Wisconsin, Whitewater, WI

Language Ideologies in the Spanish as a Heritage Language Classroom (Summer Seminar)
Summer 2022 (online)

PROFESSIONAL EXPERIENCE

- 2010–2019 **Lango Chicago, Inc.** (www.langochicago.com)
Small business providing language programming for children, preschool through 8th grade.
Founder and Director
In this role, I developed and implemented a comprehensive program of teacher training and professional development for 20+ part-time instructors. I managed partnerships with elementary schools and preschool and daycare programs in the Chicago area, including marketing, contracts, programming, scheduling and billing. I led a team at the national level that developed and managed curriculum and materials creation for the independently owned Lango businesses in the U.S. This project included a shift from printed to digital storybooks for teacher and family use.
- 2003 **Communications Director, Farm Labor Organizing Committee (FLOC)**
In this role, I wrote and translated articles for a bilingual newsletter; provided translation for both on-site work related needs as well as simultaneous translation during conferences. I was also responsible for teaching ESL classes for members and families.

Professional Development for Teachers

- 2023 **Marshall, M. T.** Linguistic funds of knowledge in the Spanish heritage language classroom. Professional development seminar, ACTFL Heritage Language special interest group.
Domínguez-Fret, N., & Marshall, M. T. Our stories matter: Conducting an oral history project to document our family knowledge and history. Professional development seminar, East Aurora School District.
Marshall, M. T., Domínguez-Fret, N., & Tissera, V. Covert transgressions in the media: Providing tools for students to become cultural and linguistic activists. Professional development seminar, East Aurora School District.
- 2022 Domínguez-Fret, N., **Marshall, M. T.,** & Tissera, V. My name is not Joe, it's José. Why names matter? Student identity and investment in the classroom. Professional development seminar, East Aurora School District.
Domínguez-Fret, N., & Marshall, M. T. Centering the funds of knowledge in the Spanish as a heritage language classroom. Professional development seminar, Baltimore County Public Schools.
Marshall, M. T., & Domínguez-Fret, N. Exploring language variation and translanguaging in the Spanish as a Heritage Language Classroom. Professional development seminar, Baltimore County Public Schools.
- 2021 Domínguez-Fret, N., **Marshall, M. T.,** & Tissera, V. Race, language, and representation in the classroom. Professional development seminar, East Aurora School District. Aurora, Illinois.
- 2020 Domínguez-Fret, N., & **Marshall, M. T.** One form of language isn't better than another: Strategies for identifying and understanding linguistic variation. Super Saturday Literacy

Professional Development, College of Education, University of Illinois at Chicago.

Marshall, M. T., & Domínguez-Fret, N. Language ideologies in the classroom. Professional Development Workshop for Chicago Teachers.

Domínguez-Fret, N., & **Marshall, M. T.** Language ideologies in the classroom. West Suburban World Language Conference.

PUBLICATIONS

Aguilera, L., **Marshall, M. T.**, & Domínguez-Fret, N. (2024) Yo sí digo haiga: A critical approach to teaching Latina/o/e Spanish heritage speaking students. In O. Silverman Andrews & A. Tomlin (Eds.), *When we hear them: Tools to attune teachers' ears to voices of language-diverse learners*. Charlotte, NC: Information Age Publishing.

Martínez Vera, G., López Otero, J. C., Sokolova, M. Y., Cleveland, A., **Marshall, M. T.**, & Sánchez, L. (2023). Aspectual *se* and telicity in heritage Spanish bilinguals: The effects of lexical access, dominance, age of acquisition, and patterns of language use. *Languages*, 8(3), 201.

CONFERENCE PRESENTATIONS

2024 Morales, P. Z., **Marshall, M. T.**, Monsivais Diers, N., Alcalá, R., Zaragoza, M., & Domínguez-Fret, N. Escuchando a las familias: Continued advocacy for Spanish language maintenance in Chicago. American Educational Research Association (AERA). Philadelphia, Pennsylvania, April 2024.

Marshall, M. T. Social networks, speaker investment and oral proficiency of heritage and second language speakers of Spanish. American Association for Applied Linguistics (AAAL). Houston, Texas, March 2024.

Marshall, M. T. Speaker investment and oral proficiency in heritage speakers of Spanish: a quantitative approach. Eleventh National Symposium on Spanish as a Heritage Language (NSSHL). Austin, Texas, February, 2024.

2023 **Marshall, M. T.** Social networks, speaker investment and oral proficiency of young adult heritage and second language speakers of Spanish. International Symposium on Bilingualism (ISB14). Sydney, Australia, June 2023.

Alcalá, R. & **Marshall, M. T.** Bilingual education parents' decision-making experience with local school councils: The power to shape dual language policy. American Education Research Association (AERA). Chicago, Illinois, April 2023.

Aguilera L., **Marshall, M. T.** & Domínguez-Fret, N. Centering the Linguistic Funds of Knowledge of Heritage Speakers in the Spanish as a Heritage Language Classroom. Chicago Language Symposium, Northwestern University. Chicago, Illinois, April 2023.

Morales, P. Z., & **Marshall, M. T.** ¿Qué opciones tengo para que mi hijo(a) continúe desarrollando el español? Seventeenth Annual Statewide Summit for Bilingual Parents: A Conference for Members of Bilingual Parent Advisory Councils. Illinois Resource Center. Oak Brook, Illinois, May 2023

2022 **Marshall, M. T.** Social networks, speaker investment and oral proficiency of young adult heritage and second language speakers of Spanish. Ninth National Symposium on Spanish as a Heritage Language. Tallahassee, Florida, February 2022.

- 2021 **Marshall, M. T.** & Domínguez-Fret, N. Language ideologies in the Spanish heritage language classroom. American Council on the Teaching of Foreign Languages (ACTFL). November 2021.
- Sánchez L., **Marshall, M. T.**, Martínez G., & Sokolova M. Universal quantification and aspect: Examining collective and distributive interpretations. Talks in Linguistics, University of Illinois at Chicago, March 2021.
- 2019 Betancourt-Ciprian, A., & **Marshall, M. T.** Addressing intra-Latino racism: A curricular unit for heritage speaker courses. Sixth National Symposium on Spanish as a Heritage Language. McAllen, Texas, February 2019.
- Potowski, K., & **Marshall, M. T.** The Spanish of Latinx students in dual language programs versus all English programs. Fourteenth Annual Statewide Summit for Bilingual Parents Illinois Resource Center. Oak Brook, Illinois, May 2019.
- Marshall, M. T.**, & Dominguez-Fret, N. Language ideologies in the classroom. La Cosecha Dual Language Conference. Albuquerque, New Mexico, November 2019.
- 2018 Carpio-Rios, M., Echeverria, L., **Marshall, M. T.**, & Tissera, M. The role of identity and social justice in the heritage language classroom. Network of Illinois Educators of Spanish Heritage Learners (NIESHL). Chicago, Illinois, February 2018.
- 2017 Torres, L., Potowski, K., & **Marshall, M. T.** Language socialization in Latino Chicago. Latin American Studies Association. Lima, Peru, April 29- May 1, 2017.

RESEARCH EXPERIENCE

- 2023 Research Assistant to P. Zitlali Morales. Dual language bilingual education research collective
- 2020–present Bilingualism Research Lab, University of Illinois at Chicago
- 2019–2022 Bilingual Language Development Lab, DePaul University
- 2019–2022 Multiphon Lab, University of Illinois at Chicago
- 2020 Research Assistant to Dr. Liliana Sánchez. Project: Quantification in bilingual development
- 2019 Development and phonetic production of /l/ phones in Spanish-English bilingual children. Qualifying Research Paper, University of Illinois, Chicago
- 2018 M.A. State of the Art: Spanish-English bilinguals and language of instruction.
- 2017–2018 Research Assistant to Dr. Kimberly Potowski. Project: Cowles Elementary Dual Language Outcomes.
- 2015–2020 Language in Context Research Group, University of Illinois at Chicago

GRANTS AND AWARDS

- 2023 Institute for Research on Race and Public Policy (IRRPP), dissertation grant, \$2,000
Kouvel Fellowship, Hispanic Studies, University of Illinois, Chicago, \$11,747
- 2022 University of Illinois, Chicago, Provost Graduate Research Award, \$5,000

PERSONAL PROFESSIONAL DEVELOPMENT

- 2004 Instituto Cervantes, Chicago, Illinois. Skill building for translators
- 2008 University of Chicago Graham School. Translation course, Spanish to English
- 2024 ACTFL OPI Assessment workshop

SERVICE

- 2023 Reviewer, National Symposium on Spanish as a Heritage Language (NSSHL), 2024
- 2022 Reviewer, *The Elementary School Journal*
- 2017–2019 Talks in Linguistics (TIL) Talk Series University of Illinois, Chicago. Organizing Committee Chair (AY 2018-2019); Work Group Coordinator (AY 2017-18)
- 2018–present Roosevelt University, Dual Language Teacher Leadership Program Advisory Committee
- 2017–2019 Social Media Coordinator of the Language and Social Justice Committee (LSJ) of the American Anthropological Association (AAA)
- 2013–2018 Member of Board of Directors, National Lango Language Co-Op
- 2014 InterAmerican Dual Language Magnet School Local School Council (LSC), Principal Selection Committee Chair
- 2013–2022 InterAmerican Dual Language Magnet School Local School Council (LSC) Chair, Co-Chair, Secretary, Member at Large.

LANGUAGES

English native, Spanish near native, Mandarin Chinese intermediate proficiency

REFERENCES

- Dr. Liliana Sánchez, Professor, University of Illinois, Chicago (lesanche@uic.edu)
- Dr. Kara Morgan-Short, Professor, University of Illinois, Chicago (karams@uic.edu)
- Dr. Jennifer Cabrelli, Associate Professor, University of Illinois, Chicago (cabrelli@uic.edu)
- Dr. Judith Liskin-Gasparro, Professor Emeritus, University of Iowa (jliskin@uiowa.edu)
- Dr. Glen Carman, Associate Professor, DePaul University (gcarman@depaul.edu)
- Dr. Carolina Barrera-Tobon, Associate Professor, DePaul University (cbarrer6@depaul.edu)
- Dr. Tammy Oberg De La Garza, Professor, Roosevelt University (tobergdelagarza@roosevelt.edu)