ELEANOR DANCEY, Ph.D

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Passionate humanitarian and Fulbright recipient with a commitment to achieving social justice through the development of international literacy projects. Skilled in program management and development with expertise innonprofit administration, board and volunteer development, marketing, and human resources management and staffing. Conversational French and Finnish language abilities with skills in Microsoft Office and Photoshop. Fourteen years of teaching experience in secondary and post-secondary schools.

**Education**

Cornell University Ithaca, New York May 2013

*Doctor of Philosophy in Applied Linguistics*

* Dissertation: “Language Applied: The Importance of Linguistic Studies in a Global Society”
* Honors graduate with summa cum laude distinction
* Sage Fellowship Recipient: received a full-tuition fellowship based on academic merit

American University Washington, D.C. May 2009

*Master of Arts in TESOL*

* Thesis: “Using International Educational Practices in American Schools”
* Selected as a graduate assistant, teaching one class per semester and receiving a full-tuition scholarship
* Graduated with magna cum laude distinction

Middle Tennessee State University Murfreesboro, TN May 2004

*Bachelor of Science in Special Education* Cumulative GPA: 3.94

* Concentration in English as a Second Language | Minor in French
* University Honors graduate with summa cum laude distinction
* Undergraduate Honors Thesis: “Invisible Children: Promoting Continuing ESL Classes in Secondary Schools”
* Buchanan Fellow: one of twenty students selected to receive university’s highest academic fellowship including a full tuition waiver and stipend for books and study abroad

Helsinki University Helsinki, Finland January – May 2003

*Finnish Language Studies*

* Semester study abroad program studying Finnish and observing teaching methods in secondary education classrooms
* Exhibited adaptability and enhanced communication skills in order to engage in a new culture

Professional Experience

University of Pennsylvania Philadelphia, Pennsylvania September 2013 – Present

*Professor of Educational Linguistics*

* Utilize experience in secondary education and English As a Second Language to prepare graduate students seeking degrees in educational linguistics with a focus in TESOL
* Conduct research with colleagues on the benefits of immersion-style ESL classes for students in kindergarten through the eighth-grade to further enhance the English-learning process

Additional Teaching Experience

American University Washington, D.C. August 2007 – May 2009

*Graduate Teaching Assistant*

* Taught two undergraduate French classes under the supervision of the chair of the foreign language department
* Crafted college-level lesson plans for classes of 30+ studies
* Developed leadership and disciplinary skills while still remaining approachable to students

Lycée Blaise Pascal Abidjan, Côte d’Ivoire January – October 2005

*Fulbright English Teaching Assistant*

* Awarded one of two grants available to teach English and conduct research in an urban secondary school
* Given the opportunity to utilize skills developed through training as an ESL-certified teacher
* Immersion into new culture required adaptability and exercise of non-native language skills

Siegel Middle School Murfreesboro, TN March – May 2004

*Student Teacher*

* Residency II candidate in 4 English as a Second Language classes
* Worked in classrooms with more than 50% IEP and inclusion student population

Riverdale High School Murfreesboro, TN January – March 2004

*Student Teacher*

* Residency II Candidate in the special education classroom
* Worked with students from a diverse range of backgrounds and developed differentiated, individualized lesson plans

Smyrna Middle School Smyrna, TN August – December 2003

*Student Teaching Observer*

* Residency I placement observing and assisting with 2 English as a Second Language classes
* Implemented differentiated lesson plans to reach a variety of students

Oakland Middle School Murfreesboro, TN August – December 2002

*Methods Placement – 8 hours*

Blackman High School Murfreesboro, TN January – May 2002

*Classroom Management Placement – 10 hours*

Eagleville School Eagleville, TN August – December 2001

*Planning & Assessment Placement – 10 hours*

Presentations

TESOL 2014 International Convention Portland, OR 29 March, 2014

*Keynote Speaker*

* “Complexity Theory: Renewing Our Understanding of Language, Learning, and Teaching”

BETT Show 2013 London, England, UK 24 January, 2013

*Invited International Presenter*

* “Language In Your Pocket: How the Technology of the Present is Shaping Language-Learning for Tomorrow”

iNACOL Online Learning Conference Indianapolis, IN 22 November, 2011

*Keynote Student Speaker*

* “Preparing Student Educators for the Future of the American Public School System”

SXSW.EDU Austin, TX 9 March 2009

*Workshop Leader*

* “Reading Out Loud as a Method of Language Learning”
* Led a workshop with two fellow masters students on the benefits of having English Language Learners read outloud in a classroom setting; worked with other post-secondary students in a teacher-student model setting.

Publications & Research

Dancey, Eleanor, James Kirkgard, Anna Wantabe, et al. *Watch the Spanish Soap Operas: A Comprehensive Study of*

*Immersion-Style English Language-Learning in Secondary English*. Philadelphia: U Penn, 2015. Print.

Dancey, Eleanor. "An Argument Against the Fulbright Teaching Program for the Sake of American ESL

Teachers." *TESOL Journal* 3.4 (2014): 14-19. *TESOL International Association*. TESOLIA, 1 Mar. 2014. Web.

Dancey, Eleanor. *Language Applied: The Importance of Linguistic Studies in a Global Society*. Diss. Cornell U, 2013.

Ithaca, NY: Cornell UP, 2013. Print.

Dancey, Eleanor. *Using International Educational Practices in American Schools*. Thesis. American University,

2009. Washington, DC: American UP, 2009. Print.

Aiden, Michael, Eleanor Dancey, & Rachel Marathon. "Etymological Relics and Their Benefit to English Language

Learners." *The Journal of Linguistics* 48.2 (2008): 22-28. *Cambridge Journals Online*. Web.

Dancey, Eleanor. *Invisible Children: Promoting Continuing ESL Classes in Secondary Schools*. Thesis. Middle

Tennessee State University, 2004.