

9/25/03

## CURRICULUM VITAE

Name: **Madeline Elizabeth Ehrman**

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Birth: New York City NY E-mail: Ehrmanm@aol.com

### Education

Secondary: Castilleja School, Palo Alto CA.

BA *summa cum laude* and Highest Honors in Linguistics, Brown University, 1964.

MA, linguistics, Brown University, 1965.

M. Phil., linguistics, Yale University, 1967.

Ph.D., clinical psychology (subspecialties in individual differences and second language acquisition), The Union Institute, 1989. Dean's commendation.

Dissertation title: Ants and grasshoppers, badgers and butterflies: Qualitative and quantitative investigation of adult language learning styles and strategies. *Dissertation Abstracts International*, 50(12), 5876B. (University Microfilms No. 9005257).

### Awards (earliest first)

#### Academic

Graduation honors (see above)

Phi Beta Kappa, election in junior year, 1963.

Elisha Benjamin Andrews Scholar (undergraduate honor award), 1962-64

Woodrow Wilson National Fellow (Hon.), 1964-65.

American Council of Learned Societies Summer Fellow, Linguistic Institute, Indiana University, 1964.

National Science Foundation Summer Fellow, Linguistic Institute, University of Michigan, 1965.

National Science Foundation Graduate Fellow, 1964-69.

National Science Foundation Predoctoral Research Support Grant, 1967-70.

Psi Chi (national psychology honor society), selection 1988.

Nominee/finalist for first annual Sussman award for best dissertation of the year, Union Institute, 1989.

#### Department of State

US Department of State, Superior Honor Award (unit citation), 1972.

US Department of State, High Quality Step Increases, 1979 and 1983.

US Department of State, Meritorious Honor Award (unit citation), 1982.

US Department of State, meritorious performance cash awards, 1986-96.

National Performance Review Government Reinvention "Hammer" Award (unit citation), 1994.

US Department of State, Meritorious Honor Award (unit citation), 1998.

US Department of State, Meritorious Honor Awards, 1999, 2001.

US Department of State Superior Honor Award, 2003.

#### Other

Listed in Who's Who in America, 1998, 1999, 2000, 2001, 2002, current editions.

Listed in Who's Who in the World, 2000, 2001 editions

Listed in Who's Who of American Women, 1987-present.

Listed in Who's Who of Emerging Leaders in America, 1988-89.

Listed in Who's Who Among Human Services Professionals, 1992-93.

Nominee for first annual Union Institute Alumnus/Alumna of the Year, 1996.

**Experience with US Department of State** (most recent first)

- **Director, Research, Evaluation, and Development**, School of Language Studies (SLS), Foreign Service Institute (FSI), US Department of State. Organized and now head unit devoted to curriculum and staff development, institutional and academic research on adult learning, program evaluation, and learning counsel for students and faculty. Has included responsibility for educational technology and SLS Web development and oversight of the Language Testing Unit. Founded the SLS Learning Consultation Service. Part of the senior management group of the School of Language Studies. 1989 - present.
- Acting Associate Dean, SLS, FSI. Responsible for financial planning, research activities, and recruiting. 1987-88.
- Chair, Department of Asian and African Languages, FSI. Responsible for a department of eight Language Training Supervisors (program managers with advanced degrees) and roughly 60 Language and Culture Instructors representing over 20 non-European languages. 1985-88.
- Training Specialist, Department of Program and Staff Development, FSI. Responsibility for orientation of new faculty, bringing in outside speakers, professional travel by staff; program manager for Turkish language training. 1984-85.
- Language Training Supervisor, FSI. Program manager for Cambodian, Cebuano, Indonesian, Japanese, Korean, Malay, Thai, Tagalog, Tamil, Turkish, and Vietnamese in various combinations at various times. 1975-84.
- Part-time duty with Indochinese refugee operations both in Thailand and in the US. Extensive work in US-sponsored refugee camps in data gathering, interpreting (Thai and Cambodian), and informal counseling of refugees. 1975.
- Regional Language Training Supervisor, American Embassy, Bangkok, Thailand. Responsible for staff training, program evaluation, quality control, curriculum design of language training for US employees at US embassies and consulates throughout Southeast Asia, concurrent with development of a seven-volume Cambodian language textbook array with co-authors in Washington. 1973-75.
- Research trip to Cambodia (preparation for textbook series development), April-June 1971.
- Scientific Linguist, FSI. Responsible for training in Cambodian, Indonesian, Malay, Tagalog, Thai, and Vietnamese in varying combinations and at various times. 1969-73.

**Concurrent Positions**

- Senior Associate, National Foreign Language Center. Second language acquisition projects, including LangNet (interagency-sponsored language learning website). Jan., 2001-present.
- Affiliate Faculty, as Subject Matter Expert, Center for Advanced Study of Language (Dept. of Defense University Affiliated Research Center at the University of Maryland). 2003-. On official detail from the Foreign Service Institute.

## Technical Experience

Programs: MS Access, MS Word, MS Excel, MS PowerPoint, SPSS for Windows, Seagate Crystal Reports, MS Project, EndNote (bibliography program), some HTML. I learn application programs very quickly.

Database Projects: Responsible for development for School of Language Studies enrollment and outcomes database; (1996-1998); Designed reports for School of Language Studies using the database (SQL server, Crystal Reports). (1998-2000); Created initial design for Language Testing Unit scheduling database (Access). (1999)

### Multimedia Projects:

- **Student Orientation**: Production manager for multimedia presentation to orient new language students to the School of Language studies: responsibility for script, overseeing collection of images, arranging for voice recording, liaison with multimedia developers, evaluation of product. The product was widely imitated around the Foreign Service Institute and was also the base for a version to be shown to visitors to the School of Language Studies. (2000)
- **'Out and About' Projects**: Production manager for multimedia course development project: launched 'Out and About in Bangkok,' 'Out and About in Beijing,' and 'Out and About in Moscow.' Responsible for all aspects of the project, including supervision of a full-time staff of content experts and a program assistant, liaison with multimedia developers, and provision of direction to contractors. Together with staff designed the content and format, negotiated disagreements, arranged for logistic support, and kept a high budget (ca. \$500,000), high visibility project on track. Three more cities were added in July 2000: Arabic (Cairo), Greek (Athens), and Japanese (Tokyo). Subsequent city versions have followed my design. (March – December 2000)
- **Distance Education Survival Course Project**: Launched major multimedia course development project to provide a distance education course for survival German, Russian, and Vietnamese. Initiated all aspects of the project, including getting a full-time staff of content experts, an instructional designer, and a program assistant started, close liaison with the multimedia development division, initial content design, and coordination of the relations among language program managers, design staff, technical support offices, multimedia programmers, a closely related multimedia development project in Korean, the SLS Dean's office, and related project staff. Together with staff designed initial content and format, negotiated disagreements, arranged for logistic support, and kept a very high budget (ca. \$1,000,000), high visibility project on track. (September-December 2000)
- **Design of interagency language resource website ("Langnet")**, through the National Foreign Language Center. Part-time detail as FSI representative to interagency/academic design board, providing content, design, and development of high-level templates and user interface for a database-driven website to provide assessment of learner language proficiency and learning style, guidance to learning strategies and appropriate resources, some of the resources, and links to others, in a wide range of languages (to include English as a Second Language), to meet the needs of learners and faculty at government agencies, academic institutions, and relevant professional organizations. (January, 2001-present)

### **Psychotherapy-Related Activities** (most recent first)

- **Therapist** (postgraduate trainee), Eugene Meyer III Treatment Center of the Washington School of Psychiatry. Delivery of individual insight-oriented psychotherapy. 1989-1994.

- Co-leader, The Connection. Arlington County Community Mental Health Program evening activities program for psychiatric patients. Volunteer assistant to regular therapist (practicum experience). 1989.
- Trainer of new listeners, Northern Virginia Hotline. Provided demonstrations, lectures, small-group leadership, and one-on-one supervision to trainees. 1988-90.
- Intern, United States Information Agency Office of Advice, Referral, and Counseling (Employee Assistance Program). Participated in conduct of workshops on stress and personality factors, administration of psychological tests, and individual counseling of clients on life issues, career problems, and substance abuse. 1988-89.
- Co-leader, Northern Virginia Type Talk Group. Selection of speakers, organization and leadership of meetings, presentations on issues related to psychological type. 1987-91.
- Telephone counselor, Northern Virginia Hot Line. Crisis hot line counseling on a wide range of problems. 1987-90.

#### **Consultations and Other Academic Activities** (most recent first)

- Guest editor for special issue of *System* (European journal on second language acquisition), addressing individual differences, 2003.
- Chair, Working Group on Second Language Acquisition (interagency planning group) for the new University Affiliated Research Center on Language, sponsored by the Department of Defense, 2002-present.
- Consultant on establishment of language learning advisory program, Defense Language Institute, April, 2002.
- Visiting Academic Specialist in Turkey on Psychology of Language Learning, sponsored by the Public Affairs Bureau, United States Department, Nov., 2001. Presented workshops and lectures on cognitive styles, learner autonomy, teacher-student relations, and tolerance of ambiguity. Included the opening plenary at the annual Turkish English Teachers Association convention.
- National Foreign Language Center, Interagency Internet Website Board. January, 2001-present. (See above, recent multimedia projects.)
- Panel member, dissertation defense jury, University of La Rochelle, France. December 2000.
- Diplomatic Service Language Centre (UK Foreign Office language training program) at DSLC invitation to consult with teachers and provide staff training on FSI operations, individual learner differences, testing, etc. May 2000.
- Salem State College, English Department, 2000.
- Visiting Academic Specialist in Egypt on Psychology of Language Learning, sponsored by the United States Information Agency, Nov. 1994. Presented workshops and lectures on basic learning styles, learner autonomy, teacher-student relations, and tolerance of ambiguity. Included a six-day course on individual learner differences for Egyptian teachers sponsored by the Ministry of Education.
- Language Proficiency Testing Board, Center for Advancement of Language Learning, 1993-1999.
- Research and Development Board, Center for Advancement of Language Learning, 1993-1996.
- Advisory Board, Overseas ESL Teacher Training Project, Overseas Briefing Center, FSI, 1993-94.
- Member, Editorial Board, *Journal of Psychological Type*, 1991-present.
- Japanese Program Review, government representative, Defense Language Institute, Monterey CA, 1991.
- Learning Strategies Center Design Group, Defense Language Institute, Monterey CA, 1990.
- Peer reviewer, *Modern Language Journal*, 1988 - present; *Foreign Language Annals*, 1989 - present; *Journal of Psychological Type*, 1989 - present; *American Journal of Distance Education*, 1991-present, *System*, 1998-present, *Language Learning*, 1998-present.
- Organizer, Symposium on Adult Foreign Language Learning Styles and Strategies, 1987.

- Consultant, computer-assisted language learning. University of Delaware language simulation game project. 1987.
- Member, Arlington County Schools, Citizens Advisory Board for ESOL/HILT (English as a Second Language/High Intensity Language Training), 1985-89.
- Member, Final Review Panels for grant proposals, US Department of Education. 1984, 1985, 1986, 1987.
- Technical Reviewer, US Department of Education, Program on International Education. 1980-present.
- Chair, 1980, and Secretary-Treasurer, 1979, of the East Asian Section, South Atlantic Modern Language Association.
- Secretary-Treasurer, American Council of Uncommonly Taught Asian Languages, 1976-78.
- Secondary Staff, Counseling Learning Institutes. Small group facilitation, teaching Indonesian to language teachers by Counseling-Learning principles as part of training program, trainer of active listening skills. 1976-77.
- Visiting Lecturer, Georgetown University. Taught course on morphology, syntax, and linguistic analysis. Summer 1972.
- Field Research on the Bolinao Language. Bolinao, Pangasinan, Philippines. 1968.
- Instructor in TEFL (Teaching English as a Foreign Language). Brown University Peace Corps Training Program for Tunisia. Summer 1966.
- Teaching Assistant, Brown University. Full responsibility for an undergraduate section of beginning linguistics course; editorial assistance to Professor W. N. Francis on a book. 1964-65.
- Undergraduate Teaching Assistant, Brown University. Paper grading, some classroom presentations. 1963-64.

### **Design and Delivery of Workshops and Training**

- **Adult Learning.** Foreign Service Institute.
- **Active Listening Skill Training.** Foreign Service Institute.
- **Conflict Resolution Series.** Foreign Service Institute.
- **Correlates of Language Learning Success.** Foreign Service Institute.
- **Creativity and Individual Differences.** The Union Institute; Northern Virginia Type Talk Group, Washington Area Teachers of English as a Second Language Professional Development Seminar.
- **Enhancing Independent Learning:** US Information Agency English Teaching Program in Egypt, Foreign Service Institute, Defense Language Institute.
- **Individualizing Learning in Heterogeneous Classes:** Foreign Service Institute.
- **Introduction to the Myers-Briggs Type Indicator and Learning Styles.** FSI, Defense Language Institute, American Council for Collaboration in Education and Language Study, The Union Institute.
- **Learning Styles.** Defense Language Institute, Foreign Service Institute; Northern Virginia Hotline Trainers; Delaware State Department of Public Instruction, Cornell University, American Council on the Teaching of Russian (Bryn Mawr College), U.S. Information Agency English Teaching Program in Egypt, 1994, University of Seville (Spain), University of Huelva (Spain), Pablo de Olveda University (Seville, Spain); Diplomatic Service Language Centre (UK Foreign Office language training program).
- **Principles of Cross-Disciplinary Assessment.** Foreign Service Institute.
- **Team Building.** Center for Applied Linguistics; Annenberg/CPB Project; US State Department Office of Science and Technology; US State Department Foreign Buildings Office; US State Department Diplomatic Security Office.
- **Time Management.** Arlington County Schools, Foreign Service Institute.

- **Type Differentiation Indicator and Expanded Analysis Report (MBTI).** Interpretations. Foreign Service Institute; Northern Virginia Type Talk Group.

**Selected Training Received** (most recent first)

- Multimedia and Web Project Management. Two-day course. EEI, Inc. Sept. 2000.
- New Directions in Psychoanalytic Thinking: Adolescent Issues. Three-day workshop. April 1998.
- New Directions in Psychoanalytic Thinking: Gender and Treatment. Three-day workshop. Jan. 1998.
- New Directions in Psychoanalytic Thinking: The Impact of Siblings. Three-day workshop. Nov. 1998.
- New Directions in Psychoanalytic Thinking: Critical Thinking in Psychoanalysis. Two-day workshop. Nov. 1998.
- Assessment of Learning Disabilities for Psychologists. One-day workshop. The Lab School of Washington. 6/97.
- Management Controls. Two-day workshop. Foreign Service Institute. 1996.
- Intermediate Microsoft Access. Two-day workshop on Access database program for intermediate users. Foreign Service Institute. 1995.
- Mediation and Conflict Resolution. Weeklong intensive workshop. Einstein Medical School at Cape Cod, MA, taught by Kenneth Cloke. 1995.
- Foreign Affairs Leadership Seminar. Two-week residential training program to enhance leadership skills for foreign affairs managers. Foreign Service Institute. 1995.
- SPSS for Windows: Basic, Intermediate, and some Advanced Training, 1995.
- Organizational Transformation. Weeklong intensive workshop. Einstein Medical School at Cape Cod, MA, taught by Edith and Charles Seashore. 1994.
- Organizational Diagnosis. Weeklong intensive workshop. Harvard University Medical School, at Cape Cod, MA, taught by Harry Levinson. 1993.
- Clinical Psychotherapy Training Program (postdoctoral clinical training program that addresses a variety of modalities, including individual, couples, family, group, and brief insight-oriented psychotherapy). Washington School of Psychiatry, Washington DC. 1992 - 1994.
- Dynamics of Psychotherapy Training Program (postdoctoral clinical training program that focuses on individual insight-oriented psychotherapy). Washington School of Psychiatry, Washington DC. 1989 - 1992.
- Object Relations Psychotherapy Training. Intensive three-day weekend seminars sponsored by the Washington School of Psychiatry, Washington DC. Include lectures, case presentations, and small group processing of case material and personal experience. 1990-91.
- Object Relations Group Psychotherapy. Weeklong intensive workshop led by Anne Alonso. New England Educational Institute, at Cape Cod MA. 1990.
- Psychopathology and Personality Type (MBTI). Temperament Research Institute. 1990.
- The Type Differentiation Indicator and the Expanded Analysis Report. (Training in interpretation of a version of the MBTI requiring clinical background). ORA, Inc., Boulder CO. 1989.
- Coursework in research design, statistics, physiological bases of behavior and cognition, psychological testing (ability, personality, projective), personality theory, adult development, individual counseling, group counseling, psychopathology, psychoanalytic theory and practice, psychological bases of creativity, history and systems of psychology, and ethics, principles, and philosophies of psychology. Predoctoral coursework, through The Union Institute, Cincinnati OH. 1987 - 89.
- Assessment for College Educators. Alverno College, Milwaukee WI. 1989.
- Workshops in object relations theory and psychoanalytic psychotherapy. The Washington School of Psychiatry, Washington DC. 1987-92.
- Why Interventions Work. NTL Institutes (Edith Seashore and Morley Segal). Bethel ME, 1987.

- Group Leader Educator Program. Group development and experiential design skills. Mid-Atlantic Association for Training and Consulting. 1987, 1988.
- Group Relations Conferences. Experiential workshops in the Tavistock model that treat intra- and intergroup functioning from a psychodynamic perspective. A. K. Rice Institute, Washington DC. 1987, 1990.
- Basic Human Relations Weekend. Mid-Atlantic Association for Training and Consulting. Basic T-group weekend on the National Training Laboratories (NTL) Model. 1987.
- Training of Trainers. Foreign Service Institute, Arlington VA. 1986.
- Specialized training in the use of the Myers-Briggs Type Indicator (MBTI) and psychological type: Type and Life Styles, Using Type in Counseling, Type in Organizations. Center for Applications for Psychological Type. 1986.
- Myers-Briggs Type Indicator (MBTI) Professional Qualifying Program. Principles of psychological testing and statistics, administration and interpretation of the MBTI, and dynamics of psychological type. Institute for Type Development, Bethesda MD. 1986.
- Stanford University Intercultural Seminar, Stanford University CA. 1979.
- Counseling-Learning and Community Language Learning Institutes. Sinsinawa WI, 1976. Ann Arbor MI, 1976. New York, 1977.
- Silent Way Language Training. Three workshops in Japanese, 1976-77; one workshop in French (as an observer), 1977.
- The La Jolla Program. 17-day program of community building, encounter groups, and small-group facilitation training based on principles of Carl Rogers. University of California at San Diego. 1976.

### Publications

#### Books

- Ehrman, M. E. (1966). *The meanings of the modals in present-day American English*. The Hague: Mouton & Co. (A treatment of the semantics of the English verb system).
- Ehrman, M. E. (1996). *Understanding second language learning difficulties*. Thousand Oaks, CA: Sage Publications.
- Ehrman, M. E., & Dörnyei, Z. (1998). *Interpersonal dynamics in second language education*. Thousand Oaks, CA: Sage Publications.

#### Language Textbooks

- Ehrman, M. E., Kem, S., and Kheang, L. H. (1975). *Contemporary Cambodian*. Washington DC: Government Printing Office. (A 7-volume textbook array for teaching speaking and reading of Cambodian, including reference grammar and student dictionary. Widely adopted, often without credit, by a variety of refugee assistance programs.)
- Ehrman, M. E. & Ibrahim, L. (1977). *Malay conversations*. Washington DC: Department of State.
- Ehrman, M. E., Chadran, J. M., & Poeraatmadja, S. (1980). *Indonesian FAST course*. Washington DC: Department of State internal publication. (A six-week intensive course focusing on daily living and conversation management.)

#### Articles

- Ehrman, M. E. (1966). The meanings of the modals in present-day American English. *Linguistics* 45.
- Ehrman, M. E. (1989). Psychological type and adult language learning. In Quenk, N. (Ed.), *Proceedings of APT VIII: Biennial international MBTI conference* (at Boulder CO.). Gainesville FL: Association for Psychological Type.

- Ehrman, M. E. (1990). Psychological factors affecting distance education. *The American Journal of Distance Education* 4(1), 10-24.
- Ehrman, M. E. (1990). Owls and doves: Cognition, personality, and learning success. In J.E. Alatis (Ed.), *Linguistics, language teaching and language acquisition: The interdependence of theory, practice, and research*. Washington DC: Georgetown University Press, 413-437.
- Ehrman, M. E. (1990). The role of personality type in adult language learning: An ongoing investigation. In T. Parry and C. W. Stansfield (Eds.), *Language aptitude reconsidered*. Englewood Cliffs NJ: Prentice Hall, 126-178.
- Ehrman, M. E. (1993). The Type Differentiation Indicator and foreign language learning. In J. Robinson (Ed.), *Conscious choices, unconscious forces: Implications of type, temperament, and the MBTI*. Kansas City MO: Association for Psychological Type.
- Ehrman, M. E. (1993). Ego boundaries revisited: Toward a model of personality and learning. In J. E. Alatis (Ed.), *Strategic interaction and language acquisition: Theory, practice, and research*. Washington DC: Georgetown University Press, 331 - 362.
- Ehrman, M. E. (1994). The Type Differentiation Indicator and language learning success. *Journal of Psychological Type* 30, 10 - 29.
- Ehrman, M. E. (1994). Weakest and strongest learners in intensive language training: A study of extremes. In C. Klee (Ed.) *Faces in a crowd: Individual learners in multisection programs*. Boston MA: Heinle & Heinle, 81-118.
- Ehrman, M. E. (1995). Personality, language learning aptitude, and program structure. J. Alatis (Ed.), *Linguistics and the education of second language teachers: Ethnolinguistic, psycholinguistic, and sociolinguistic aspects*. Washington DC: Georgetown University Press, 328-345.
- Ehrman, M. E. (1996a). An exploration of adult language learner motivation, self-efficacy, and anxiety. In Oxford, R. (Ed.), *Language learning motivation: Pathways to the new century*. Honolulu, HI: University of Hawaii Press, 103-131.
- Ehrman, M. E. (1996b). Psychological type and extremes of training outcomes in foreign language reading proficiency. In A. Horning & R. Sudol (Eds.), *Understanding literacy: Personality preferences in rhetorical and psycholinguistic contexts* (pp. 231-273). Cresskill, NJ: Hampton Press.
- Ehrman, M. E. (1997). Field independence, field dependence, and field sensitivity. In Reid, J. (Ed.), *Understanding learning styles in the second language classroom* (pp. 62-70). Englewood Cliffs, NJ: Regents Prentice Hall.
- Ehrman, M. E. (1998a). A Study of the Modern Language Aptitude Test for Predicting Learning Success and Advising Students. *Applied Language Learning* 9(1&2), 31-70.
- Ehrman, M. E. (1998b). The learning alliance: Conscious and unconscious aspects of the second language teacher's role. *System* 26(1), 93-106.
- Ehrman, M. E. (1999). Ego boundaries and tolerance of ambiguity in second language learning. In J. Arnold (Ed.), *Affect in language learning* (pp. 68-86). New York: Cambridge.
- Ehrman, M. E. (2000). Affect, cognition, and learner self-regulation in second language learning. In O. Kagan and B. Rifkin, Eds., *The learning and teaching of Slavic languages and cultures: Toward the 21st century* (109-133). Bloomington, IN: Slavica.
- Ehrman, M. E. (2001). Bringing learning strategies to the learner: The FSI language learning consultation service. In J.E. Alatis and A. Tan (Eds.), *Language in our time: Bilingual education and official English, Ebonics and standard English, immigration and the Unz Initiative* (pp. 41-58). Washington DC: Georgetown University.
- Ehrman, M. E. (2002). Putting psychology into practice for language teachers and learners. *AATSEEL Newsletter*.
- Ehrman, M. E. (2002). The learner at the Superior-Distinguished threshold. In B.L. Leaver and B. Shekhtman (Eds.), *From superior to distinguished: Training language learners at very high proficiency levels* (pp. 245-259). Cambridge, UK: Cambridge University.



- Ehrman, M. E. (in press). Learners and Teachers: The application of psychology to second language acquisition. *Proceedings of the 2001 FIPSE Language Teaching Summit*, May 2001. Washington DC.
- Ehrman, M. E. & Dörnyei, Z. (1998). Interpersonal psychological processes in L2 interaction. *IATEFL Issues 145*, 14-15.
- Ehrman, M. E. & Leaver, B. L. (2003). Cognitive styles in the service of language learning. *System 31*: 393-415.
- Ehrman, M. E., & Leaver, B. L. (submitted for publication). Development of a profile approach to learning style diagnosis. Unpublished manuscript.
- Ehrman, M. E., Leaver, B. L., & Oxford, R.L. (2003). A brief overview of individual differences in second language learning. *System 31*: 313-329.
- Ehrman, M. E. & Oxford, R. L. (1990). Effects of sex differences, career category, and psychological type on adult language learning strategies. *Modern Language Journal 73*(1), 1-13.
- Ehrman, M. E. & Oxford, R. L. (1990). Adult language learning styles and strategies in an intensive training setting. *Modern Language Journal 74*(3), 311-327.
- Ehrman, M. E. & Oxford, R. L. (1995). Cognition plus: Correlates of language learning success. *Modern Language Journal 79*(1), 67-89.
- Grigorenko, E. L., Sternberg, R. J., & Ehrman, M. E. (2000). A theory based approach to the measurement of foreign language learning ability: The Canal-F theory and test. *Modern Language Journal 84*(3), 390-405.
- Krashen, S., Terrell, T., Ehrman, M. E., and Herzog, M. (1984). A theoretical basis for teaching the receptive skills. *Foreign Language Annals 17* (4).
- Oxford, R. L. & Ehrman, M. E. (1989). Adult language learning and psychological type: A pilot study. *Journal of Psychological Type 16*, 22-32.
- Oxford, R. L. & Ehrman, M. E. (1993). Second language research on individual differences. In W. Grabe (Ed.), *Annual Review of Applied Linguistics XIII, Issues in Second Language Teaching and Learning*, 188-205.
- Oxford, R. L. & Ehrman, M. E. (1995). Adults' language learning strategies in an intensive foreign language program in the United States. *System, 23*, 359-386.
- Oxford, R. L., Ehrman, M. E., & Lavine, R. Z. (1991). "Style wars": Teacher-student style conflicts in the language classroom. In S. Magnan (Ed.), *Challenges in the 1990s for college foreign language programs*. Boston MA: Heinle & Heinle, 1-25.
- Oxford, R. L., Nyikos, M. & Ehrman, M. E. (1988). Vive la difference? Reflections on sex differences in use of language learning strategies. *Foreign Language Annals 21*(4), 321-29.

#### Other Materials

- Ehrman, M. E. (1974). *Indonesian 100-hour course*. U. S. Embassy, Jakarta, Indonesia.
- Ehrman, M. E. (1975). Cambodian personal names. Commissioned for the Department of Defense.
- Ehrman, M. E. (1982-83). Communicative supplements to Young & Nakajima's *Learn Japanese*, prepared for FSI's Japanese language program.
- Ehrman, M. E. (1984). Communicative supplements to *Myongdo's Korean*, prepared for FSI's Korean language program.
- Ehrman, M. E. (1987). Recent research on aging and verbal processing in normal adults. (Literature review).
- Ehrman, M. E. (1989a). The study of individual differences before Galton: An overview.
- Ehrman, M. E. (1989b). Personality type in cross-cultural settings.
- Ehrman, M. E. (1998) Applying individual difference dimensions: A student in extreme distress.
- Ehrman, M. E., and Leaver, B. L. (1998). Ehrman & Leaver Learning Styles Questionnaire. Unpublished manuscript.

## Presentations

### Keynote Presentations

- Ehrman, M. E. (1985a). Teaching for proficiency and real world use. Keynote speech for the annual meeting of the Delaware Valley Translators Association. Philadelphia PA.
- Ehrman, M. E. (1985b). Proficiency and the world of foreign language teaching: A view from Washington. Keynote speech for the annual meeting of the Rhode Island Foreign Language Teachers Association. Providence RI.
- Ehrman, M. E. (1991). Individual differences in adult language learning. Keynote speech for annual meeting of Deseret Language and Linguistics Society. Brigham Young University. Provo UT.
- Ehrman, M. E. (2000). Individual differences in adult language learning. Keynote speech for annual meeting of Virginia Adult Language Learning Association. Arlington, VA.
- Ehrman, M. E. (2001). Interpersonal dynamics in learner autonomy. Opening plenary for Turkish English Teachers' Association (INGED), Anadolu University, Eskisehir, Turkey.

### Television and Radio Interviews

- Interviewed as expert on the psychology of language learning for "Second Tongue", a program for "The Nature of Things", a science & culture series by Canadian Public Broadcasting. Aired 1990.
- Interviewed as an expert on language learning on the Cable News Network (CNN), August 1993.
- Interviewed as an expert on language learning styles for the Voice of America, August 1993.
- Interviewed about innovative teacher training workshop to help teachers enhance learner independence for "Ed Talk: The Radio Show" by KNRY radio, Monterey CA, June 1995.
- Interviewed about language learning aptitude and individual learner differences for "Ed Talk: The Radio Show" by KNRY radio, Monterey CA, July 1995.
- Interviewed on World Net television about language learning styles and strategies, December 1995.

### Invited Presentations

- Ehrman, M. E. (1983). Increasing communicative competence in the Foreign Service Institute's Japanese Language Program. Harvard University Conference on Japanese and Korean Linguistics and Pedagogy. Cambridge MA.
- Ehrman, M. E. (1984). Teaching Japanese for foreign affairs purposes. American Council on the Teaching of Foreign Languages annual meeting. San Francisco CA.
- Ehrman, M. E. (1988). Personality type and language learning: An ongoing investigation. Interagency Language Roundtable Invitational Symposium on Language Learning Aptitude. Washington DC.
- Ehrman, M. E. (1990). Owls and doves: Cognition, personality, and learning success. Georgetown University Roundtable on Languages and Linguistics. Washington DC.
- Ehrman, M. E. (1991). Some findings for psychological type in second language acquisition. Advanced Applications for MBTI Technology. Princeton NJ.
- Ehrman, M. E. (1991). Individual differences in adult language learning. (Presentation and workshop). Consortium of Teachers of Southeast Asian Languages annual meeting & The Southeast Asian Studies Summer Institute. Cornell University, Ithaca NY.
- Ehrman, M. E. (1992). Individual differences in language teaching and learning. Association of Departments of Foreign Languages (Modern Language Association) annual Summer Seminar for Language Department Chairs. Berkeley CA.
- Ehrman, M. E. (1993). Ego boundaries revisited: Toward a model of personality and learning. Georgetown University Roundtable on Languages and Linguistics. Washington DC.

- Ehrman, M. E. (1993). The Type Differentiation Indicator and adult language learning success. Symposium on Psychological Type and Education at the Tenth Biennial International Meeting of the Association for Psychological Type. Newport Beach CA.
- Ehrman, M. E. (1993). Current findings from the Language Learning Profiles Project: Cognition, personality, and affective factors. University of Alabama, Tuscaloosa AL.
- Ehrman, M. E. (1994). Why Doesn't Everyone Learn the Same Way: Introduction to Individual Differences and Learning. CORLAC Institute for Teachers of Russian. Bryn Mawr PA.
- Ehrman, M. E. (1995). Personality, language learning aptitude, and program structure. Georgetown University Roundtable on Languages and Linguistics. Washington DC.
- Ehrman, M. E. (1995). Ego boundaries and personality type: Expanding the construct of tolerance of ambiguity. Invitational Symposium on Advances in Theory in Psychological Type. Association for Psychological Type Biennial Conference XI. Kansas City, MO.
- Ehrman, M.E. (1999). Establishment of a learning consultation service: Bringing strategies to the student. Invitational Symposium on Language Learning Strategies. Teachers College, Columbia University. March 1999.
- Ehrman, M.E. (1999). Personalizing language learning strategies: Bringing learning strategies to the student: The FSI language learning consultation service. Georgetown University Roundtable on Languages and Linguistics (pre-session). Washington, D.C.
- Ehrman, M.E. (1999). Ego boundaries, personality, defensive style, and tolerance of ambiguity. Conference on Expressions of self, expressions of spirit. Unitarian Universalist Church of Arlington.
- Ehrman, M.E. (2000). A psychologist looks at language learning. Salem State College, Salem MA.
- Ehrman, M.E. (2000). An introduction to language training at FSI; FSI in more depth; The FSI language proficiency testing program; Individual differences: cognitive styles; Individual differences: Personality styles; Language learning aptitude; Interpersonal dimensions of language teaching and learning. London, UK: Diplomatic Service Language Centre, UK Foreign Office.
- Ehrman, M.E. (2001). Multiple workshops on cognitive styles and learner autonomy in Turkey, Bilkent University, Baskent University, Gazi University, Turkish-American Teachers Association (Ankara); Anadolu University (Eskisehir); Bogazici University, Bilgi University (Istanbul); Ege University (Izmir).

#### Other Presentations

- Brown, H. D., Ehrman, M. E., and Oxford, R. L. (1988). Language learning and psychological type. Colloquium at Teachers of English to Speakers of Other Languages annual meeting. Chicago IL.
- Ehrman, M. E. (1968). Deixis in Bolinao (a Philippine language). Linguistic Society of America annual meeting. New York City.
- Ehrman, M. E. (1978). Student centered teaching of Southeast Asian languages. South Atlantic Modern Language Association annual meeting. Atlanta GA.
- Ehrman, M. E. (1985). Task, communication, and grammar: Curriculum adaptation at FSI. Teachers of English to Speakers of Other Languages annual meeting. New York City.
- Ehrman, M. E. (1986). Delayed production strategies: Implementing contemporary acquisition theory in the real world. Teachers of English to Speakers of Other Languages annual meeting. Anaheim CA.
- Ehrman, M. E. (1987). Language learning and psychological type: A pilot study. Georgetown University Roundtable on Languages and Linguistics pre-session. Washington DC.
- Ehrman, M. E. (1988). Introduction to the Myers-Briggs model of learning styles for foreign language teachers. (Workshop). American Council on the Teaching of Foreign Languages annual meeting. Atlanta GA.
- Ehrman, M. E. (1989a). Psychological type and adult language learning. APT VIII (biennial meeting of the Association for Psychological Type). Boulder CO.

- Ehrman, M. E. (1989b). Personality type and adult language learning. Washington Area Teachers of English to Speakers of Other Languages annual meeting. Arlington VA.
- Ehrman, M. E. (1989c). Personality factors in second language acquisition. American Association for Applied Linguistics annual meeting. Washington DC.
- Ehrman, M. E. (1990). Learning styles and strategies: Theory and application. (Half-day workshop). American Council on the Teaching of Foreign Languages annual meeting. New York City.
- Ehrman, M. E. (1993). Strongest and weakest learners: A study of extremes. Annual meeting of the American Council on the Teaching of Foreign Languages. San Antonio, TX.
- Ehrman, M. E. (1993). Language aptitude and other individual variables: A continued progress report on development of a diagnostic-predictive profile. American Council on the Teaching of Foreign Languages annual meeting. San Antonio TX.
- Ehrman, M. E. (1994). Tolerance of ambiguity: A new approach. Teachers of English to Speakers of Other Languages annual meeting, Baltimore MD.
- Ehrman, M. E. (1994). Expanding the Concept of Language Learning Aptitude. Language Aptitude Invitational Symposium, Arlington VA.
- Ehrman, M. E. (1995). Language Aptitude, Personality, and Language Learning: Is There a Link? American Association of Applied Linguistics Annual Meeting, Long Beach, CA.
- Ehrman, M. E. (1995). Motivation and Attitudes Among Adult Language Learners in an Intensive Language Program. American Association of Applied Linguistics Annual Meeting, Long Beach, CA.
- Ehrman, M. E. (1995). Chair of colloquium: Using motivation survey information in the classroom. Paper: A case study of the effects of 'overmotivation.' Teachers of English to Speakers of Other Languages annual meeting, Long Beach CA.
- Ehrman, M. E. (1995). Use of affective information in student counseling at FSI. Teachers of English to Speakers of Other Languages annual meeting, Long Beach CA.
- Ehrman, M. E. (1995). Breakfast seminar on learning styles. Teachers of English to Speakers of Other Languages annual meeting, Long Beach CA.
- Ehrman, M. E. (1995). The Type Differentiation Indicator, Ego Boundaries, and Adult Language Learning. Association for Psychological Type Biennial Conference XI. Kansas City MO.
- Ehrman, M. E. (1996). Chair of colloquium: Using motivation survey information in the classroom. Paper: A case of motivation used as a cognitive gatekeeper. Teachers of English to Speakers of Other Languages annual meeting, Long Beach CA.
- Ehrman, M. E. (1996). Breakfast seminar on learning strategies. Teachers of English to Speakers of Other Languages annual meeting, Long Beach CA.
- Ehrman, M. E. (1996). Breakfast seminar on motivation. Teachers of English to Speakers of Other Languages annual meeting, Long Beach CA.
- Ehrman, M. E. (1996). Personality type and tolerance of ambiguity. National Capital Type Professionals, Rockville, MD.
- Ehrman, M. E. (1996). Understanding second language learning difficulties. Mini-seminar and book signing. Baileys Crossroads, VA: Borders Bookstore.
- Ehrman, M. E. (1997). Relationship of Teacher and Student Styles and Their Beliefs About Teacher Roles. Teachers of English to Speakers of Other Languages annual meeting. Orlando, FL, March 1997.
- Ehrman, M. E. (1997). Chair of colloquium: Classroom applications of motivation assessment. Paper: Assessing motivation and its effects after the classroom. Teachers of English to Speakers of Other Languages annual meeting. Orlando, FL, March 1997.
- Ehrman, M. E. (1998). Chair of colloquium: Classroom applications of motivation research. Paper: Motivation and learner self-regulation in second language learning. Teachers of English to Speakers of Other Languages annual meeting. Seattle, WA, March 1998.

- Ehrman, M. E (1999). Chair of colloquium: Classroom applications of motivation research. Paper: The learning alliance: Effects of teacher and student relations on motivation. Teachers of English to Speakers of Other Languages annual meeting. New York City, March 1999.
- Ehrman, M. E (1999). Paper: Ego boundaries, anxiety, and tolerance of ambiguity. Teachers of English to Speakers of Other Languages annual meeting. New York City, March 1999.
- Ehrman, M. E. (2000). Motivation and defensive style. Presentation at Colloquium on Classroom Applications of Motivation Research. Teachers of English to Speakers of other Languages annual meeting, Vancouver, BC, March 2000.
- Ehrman, M. E. (2000). The FSI language learning consultation service. Presentation at Colloquium on Best Practices in Enhancing Learning Autonomy. Teachers of English to Speakers of other Languages annual meeting, Vancouver, BC, March 2000.
- Ehrman, M.E. (2002). A website for all seasons: The LangNet project. Computer Assisted Language Instruction Consortium annual meeting, Davis, CA, March, 2002.
- Ehrman, M.E., & Green, John (2000). A course on individual differences for teachers. In progress session. Teachers of English to Speakers of other Languages annual meeting, Vancouver, BC, March 2000.
- Ehrman, M. E. (2000). A program to enhance learner self-management. Paper in colloquium on best practices in developing metacognition and learner self management. Washington, DC. April 2000.
- Ehrman, M. E., & Leaver, B. L. (1997). Sorting Out Global and Analytic Functions in Second Language Learning. Paper delivered at the American Association for Applied Linguistics annual meeting. Orlando, FL, March 1997.
- Ehrman, M. E. & Oxford, R. L. (1988b). The role of learning styles and strategies in language learning aptitude. (Panel presentation). American Council on the Teaching of Foreign Languages annual meeting. Washington DC.
- Ehrman, M. E. & Oxford, R. L. (1988a). Qualitative research on second language acquisition variables: Sex, occupation, personality type, and strategies. Research Perspectives on Adult Language Learning and Acquisition. The Ohio State University, Columbus OH.
- Ehrman, M. E. & Oxford, R. L. (1988b). The role of learning styles and strategies in language learning aptitude. (Panel presentation). American Council on the Teaching of Foreign Languages annual meeting. Washington DC.
- Ehrman, M. E. & Oxford, R. L. (1989). Learning styles in adult language study. (Workshop). American Council on the Teaching of Foreign Languages annual meeting. Boston MA.
- Ehrman, M. E. & Oxford, R. L. (1990). Learning styles and strategies: Theory and application. (Half-day workshop). American Council on the Teaching of Foreign Languages annual meeting. New York City.
- Ehrman, M. E. & Oxford, R. L. (1991). Reconsidering language aptitude: A progress report on development of a diagnostic-predictive profile. American Council on the Teaching of Foreign Languages annual meeting. Washington DC.
- Ehrman, M. E. & Oxford, R. L. (1992). Reconsidering language aptitude: A further progress report on development of a diagnostic-predictive profile. American Council on the Teaching of Foreign Languages annual meeting. Chicago IL.
- Ehrman, M. E. & Oxford, R. L. (1993). Language aptitude and other learner variables: Progress report on development of a diagnostic profile. American Council on the Teaching of Foreign Languages annual meeting. San Antonio TX.
- Grigorenko, E. L., Sternberg, R. J., & Ehrman, M. E. (1996). Development of a simulation-based foreign language aptitude test. American Council on the Teaching of Foreign Languages annual meeting. Philadelphia, PA.
- Hahn-Rollins, D., Mongeon, J., & Ehrman, M. E. (1987). Using the Myers-Briggs Type Indicator (MBTI) to train the Foreign Service. APT-VII Biennial Conference. Association for Psychological Type. University of Florida, Gainesville FL.

- Hart-Gonzalez, L., White, J., and Ehrman, M. E. (1991). Research on intensive language training at FSI. American Council on the Teaching of Foreign Languages annual meeting. Washington DC.
- Hart-Gonzalez, L., Ehrman, M. E., Jackson F., & White, J. (1994). Testing language aptitude testing. Language Testing Research Colloquium annual meeting. Washington DC.
- Leaver, B., Ehrman, M. E., and Bruhn, T. C. (1988). Current research in learning styles at the Foreign Service Institute. (Panel presentation.) American Council on the Teaching of Foreign Languages annual meeting. Washington DC.
- Oxford, R. L., Ehrman, M. E., Anderson, N., & Nyikos, M. (1991). Report on a consortium to develop a language learning profile. Annual Symposium on Language Testing Research. Princeton NJ.
- Oxford, R. L., Ehrman, M. E., Lavine, R. Z., & Fechter, S. (1992). Style wars: Managing teacher-student conflicts. (Half-day workshop.) American Council on the Teaching of Foreign Languages annual meeting. Chicago IL.
- Oxford, R. L., Lavine, R. Z., Ehrman, M. E., & Fechter, S. (1991). Style wars: Real examples of teacher-student conflicts in the language classroom and what can be done to resolve these conflicts. American Council on the Teaching of Foreign Languages annual meeting. Washington DC.

### **Current Professional Affiliations**

American Association for Applied Linguistics

American Council on the Teaching of Foreign Languages

American Psychological Association

Divisional memberships: Adult Development and Aging, Educational Psychology,  
Organizational and Industrial Psychology, Personality and Social Psychology, Psychoanalysis,  
Psychotherapy.

American Psychological Society

Association for Psychological Type

Phi Beta Kappa

Psi Chi (psychology honor society)

Society for Industrial and Organizational Psychology

Teachers of English to Speakers of Other Languages

Virginia Psychological Association

Academies (Divisions): Academic Psychology and Applied Psychology

### **Languages**

In order of peak proficiency (would need brush up in all now): Spanish, French, Turkish, Indonesian, Cambodian, Thai, Japanese, Russian, Bolinao (Philippines), , German, Chinese, Tagalog, Vietnamese, Egyptian Arabic.