



CURRICULUM VITAE

NAME: Nancy H. Hornberger

CURRENT POSITION: Professor of Education
Graduate School of Education, University of Pennsylvania
Member, Anthropology Graduate Group, University of Pennsylvania

ADDRESS: 3700 Walnut Street, Philadelphia, PA 19104-6216
Telephone: (215) 898-7957 E-mail: nancyh@gse.upenn.edu
Website: <https://scholar.gse.upenn.edu/hornberger>

A. EDUCATION

1972 B.A. Harvard University (cum laude)
Hispanic-American History and Literature

1973 M.A. New York University
Education, specializing in Bilingual Education

1985 Ph.D. University of Wisconsin-Madison
Educational Policy Studies; minor in Linguistics

B. FELLOWSHIPS, GRANTS AND AWARDS

1980 Linguistic Society of America Summer Institute Fellowship

1980-81 US Department of Education Foreign Language & Area Studies Fellowship

1981 University of Wisconsin Ibero-American Studies Summer Travel Grant

1981-82 US Department of Education National Resource Fellowship

1982-83 Inter-American Foundation Fellowship

1982-83 Fulbright-Hays Dissertation Research Abroad Fellowship

1984-85 University of Wisconsin Alumni Research Foundation Fellowship

1987 University of Pennsylvania Literacy Research Center mini-grant

1987 University of Pennsylvania Research Foundation award

1987 First Place Outstanding Dissertation, Nat'l Association for Bilingual Education

1988 American Council of Learned Societies Travel Grant

1988-89 National Academy of Education Spencer Fellow

1993 Salzburg Seminar Presidential Fellow

1993-98 Goldie Anna Chair in Education, University of Pennsylvania

2001 Fulbright Senior Specialist Award to Paraguay

2002 Fulbright Senior Specialist Award to New Zealand

2008 Fulbright Senior Specialist Award to South Africa

2008 Distinguished Scholarship & Service Award, American Association for Applied Linguistics

2008 Provost's Award for Distinguished Ph.D. Teaching & Mentoring, University of Pennsylvania

2010 Fellow of the American Educational Research Association

2011 Festschrift in my honor – F. Hult & K. King, eds. *Educational Linguistics in Practice: Applying the Local Globally and the Global Locally*.

2014 George and Louise Spindler Award for significant and ongoing contributions to educational anthropology, Council on Anthropology and Education, American Anthropological Association

2018 Honorary Doctorate, Faculty of Arts, Umeå University, Sweden

2019 Charles A. Ferguson Award for Outstanding Scholarship, Center for Applied Linguistics, Washington DC

C. PUBLICATIONS

BOOKS AND VOLUMES (43)

1977

Nancy H. Hornberger (Ed.) *Ollanta: Antiguo Drama Quechua* (Ollanta: Ancient Quechua Drama). Sicuani, Peru: Wiraqocha Biblioteca. 88 pages.

1983

Esteban S. Hornberger and Nancy H. Hornberger. *Trilingual Dictionary: Quechua of Cusco, Spanish, English*. (Second Edition; First Edition, 1977). La Paz, Bolivia: Wiraqocha Editions. 598 pages.

1985

Nancy H. Hornberger. Bilingual education and Quechua language maintenance in highland Puno, Peru. Ph.D. Dissertation, University of Wisconsin-Madison. *Dissertation Abstracts International*, 46, 1857A. (University Microfilms No. 85-12303). 651 pages.

1988

Nancy H. Hornberger. *Bilingual Education and Language Maintenance: A Southern Peruvian Quechua Case*. Berlin: Mouton de Gruyter. 277 pages.

1989

Nancy H. Hornberger (Ed.) Bilingual Education and Language Planning in Indigenous Latin America. *International Journal of the Sociology of Language*. Vol. 77. 128 pages.

Nancy H. Hornberger. *Haku Yachaywasiman: La Educación Bilingüe y el Futuro del Quechua en Puno* (Let's Go to School: Bilingual Education and the Future of Quechua in Puno). Spanish version by María López de Cerrón-Palomino. Lima-Puno, Peru: Programa de Educación Bilingüe de Puno.

1996

Sandra Lee McKay and Nancy H. Hornberger (Eds.) *Sociolinguistics and Language Teaching*. Cambridge: Cambridge University Press. 484 pages.

Nancy H. Hornberger (Ed.) *Indigenous Literacies in the Americas: Language Planning from the Bottom Up*. Berlin: Mouton de Gruyter, Contributions to the Sociology of Language #75. 393 pages.

Nancy H. Hornberger and Thomas Ricento (Eds.) Language Planning and Policy and the English Language Teaching Profession. Special topic issue of *TESOL Quarterly* 30 (3), Fall. 243 pages.

1998

Nancy H. Hornberger and David Corson (Eds.) *Research Methods in Language and Education*. Volume 8 *The Encyclopedia of Language and Education*. Dordrecht/Boston: Kluwer Academic Press. 275 pages.

2001

Colin Baker and Nancy H. Hornberger (Eds.). *An Introductory Reader to the Writings of Jim Cummins*. Clevedon, UK: Multilingual Matters. 360 pages.

2002

Nancy H. Hornberger (Ed.). 2002 Ethnography in Education Research Forum: Selected Papers. Guest-edited issue of *Penn GSE Perspectives on Urban Education* at <http://www.urbanedjournal.org/>

2003

Nancy H. Hornberger (Ed.) *Continua of Biliteracy: An Ecological Framework for Educational Policy, Research, and Practice in Multilingual Settings*. Clevedon, UK: Multilingual Matters. 370 pages.

2004

Kendall A. King and Nancy H. Hornberger (Eds.) Quechua Sociolinguistics. *International Journal of the Sociology of Language*, 167, special issue.

2005

Nancy H. Hornberger (Ed.). Heritage/Community Language Education: US and Australian Perspectives. *International Journal of Bilingual Education and Bilingualism*, 8 (2&3), special issue.

2006

Nancy H. Hornberger & Martin Pütz (Eds.) *Language Loyalty, Language Planning, and Language Revitalization: Recent Writings and Reflections from Joshua A. Fishman*. Clevedon, UK: Multilingual Matters.

2008

Esteban Hornberger & Nancy H. Hornberger. *Diccionario Trilingüe Quechua de Cusco: Qhiswa, English, Castellano*. Cusco, Peru: Centro de Estudios Regionales Andinos Bartolomé de Las Casas. (3rd edition).

- Nancy H. Hornberger (Ed.) *Can Schools Save Indigenous Languages? Policy and Practice on Four Continents*. Hampshire, UK: Palgrave Macmillan. 182 pages.
- Nancy H. Hornberger, General Editor. *Encyclopedia of Language and Education, 2nd Edition, Volumes 1-10*. Springer.
- Stephen A. May & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 1: Language Policy and Political Issues in Education*. Springer.
- Brian Street & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 2: Literacy*. Springer.
- Marilyn Martin-Jones, Anne-Marie de Mejía & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 3: Discourse and Education*. Springer.
- Nelleke Van Deusen-Scholl & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 4: Second and Foreign Language Education*. Springer.
- Jim Cummins & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 5: Bilingual Education*. Springer.
- Jasone Cenoz & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 6: Knowledge about Language*. Springer.
- Elana Shohamy & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 7: Language Testing and Assessment*. Springer.
- Patricia Duff & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 8: Language Socialization*. Springer.
- Angela Creese, Peter Martin & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 9: Ecology of Language*. Springer.
- Kendall A. King & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 10: Research Methods in Language and Education*. Springer.
- 2009**
- Nancy H. Hornberger & Sandra L. McKay (Eds.) *Sociolinguistics and Language Teaching* (Greek translation). Cambridge, UK, Cambridge University Press.
- Nancy H. Hornberger & Sandra L. McKay (Eds.) *Sociolinguistics and Language Teaching* (South Asian reprint edition). New Delhi, India, Cambridge University Press.
- Nancy H. Hornberger & Sandra L. McKay (Eds.) *Sociolinguistics and Language Teaching* (electronic edition). Cambridge, UK, Cambridge University Press.
- 2010**
- Nancy H. Hornberger and Sandra L. McKay, Eds. *Sociolinguistics and Language Education*. Bristol, UK: Multilingual Matters. 571 pages.
- 2011**
- Nancy H. Hornberger (Ed.) Dell H. Hymes: His Scholarship and Legacy in Anthropology and Education. *Anthropology and Education Quarterly*, 42(4), special issue.
- 2012**
- Hornberger, N. H. (Ed.). (2012). *Encyclopedia of Language and Education* (Chinese edition). Shanghai: Shanghai Foreign Language Press. Volumes 1-10.
- Nancy H. Hornberger (Ed.) *Educational Linguistics: Critical Concepts in Linguistics* (Vol. 1: Language Acquisition). London and New York: Routledge.
- Nancy H. Hornberger (Ed.) *Educational Linguistics: Critical Concepts in Linguistics* (Vol. 2: Language Diversity). London and New York: Routledge.
- Nancy H. Hornberger (Ed.) *Educational Linguistics: Critical Concepts in Linguistics* (Vol. 3: Language Teaching). London and New York: Routledge.
- Nancy H. Hornberger (Ed.) *Educational Linguistics: Critical Concepts in Linguistics* (Vol. 4: Language Policy). London and New York: Routledge.
- Nancy H. Hornberger (Ed.) *Educational Linguistics: Critical Concepts in Linguistics* (Vol. 5: Language Ecology). London and New York: Routledge.
- Nancy H. Hornberger (Ed.) *Educational Linguistics: Critical Concepts in Linguistics* (Vol. 6: Language Identity). London and New York: Routledge.

Nancy H. Hornberger & Teresa L. McCarty (Eds.) Globalization from the Bottom up: Indigenous Language Planning and Policy across Time, Space, and Place. *International Multilingual Research Journal*, 6(1), entire issue.

2017

Nancy H. Hornberger (Ed.), *Honoring Richard Ruiz and his Work on Language Planning and Bilingual Education*. Bristol, UK: Multilingual Matters.

ARTICLES IN REFEREED JOURNALS (78)

1987

Bilingual education and Quechua language maintenance in highland Puno, Peru. *NABE Journal* 11(2), 117-140.

Bilingual education success but policy failure. *Language in Society* 16(2), 205-226.

Schooltime, classtime, and academic learning time in rural highland Puno, Peru. *Anthropology and Education Quarterly* 18(3), 207-221.

1988

Criteria para determinar el éxito de un programa de educación bilingüe en el Perú (Criteria for determining the success of a bilingual education program in Peru). *Revista Peruana de Ciencias Sociales* (Peruvian Journal of Social Science) 1(3), 59-84.

Language ideology in Quechua communities of Puno, Peru. *Anthropological Linguistics* 30(2), 214-235.

Language planning orientations and bilingual education in Peru. *Language Problems and Language Planning* 12(1), 14-29.

Misbehaviour, punishment and put-down: Stress for Quechua children in school. *Language and Education: An International Journal* 2(4), 239-253.

Haku iskwuyllaman: La educación bilingüe y el mantenimiento del quechua. *Perú Indígena* 27, 95-102.

1989

Can Peru's rural schools be agents for Quechua language maintenance? *Journal of Multilingual and Multicultural Development* 10(2), 145-159.

Continua of biliteracy. *Review of Educational Research* 59(3), 271-296.

Introduction: Bilingual education and indigenous languages in the light of language planning. *International Journal of the Sociology of Language* 77, 5-9.

Pupil participation and teacher techniques: Criteria for success in a Peruvian bilingual education program for Quechua children. *International Journal of the Sociology of Language* 77, 35-53.

Trámites and transportes (Paperwork and transportation): The acquisition of second language communicative competence for one speech event in Puno, Peru. *Journal of Applied Linguistics* 10(2), 214-230.

1990

Bilingual education and English-only: A language-planning framework. Invited contribution to Courtney Cazden and Catherine Snow (Eds.), *The Annals of the American Academy of Political and Social Science*, Special Issue, entitled, English Plus: Issues in Bilingual Education. 508, 12-26.

Creating successful learning contexts for bilingual literacy. *Teachers College Record* 92(2), 212-229.

1991

Language planning and internationalism. *Planning for Higher Education* 19(3), 11-21.

1992

Biliteracy contexts, continua, and contrasts: Policy and curriculum for Cambodian and Puerto Rican students in Philadelphia. *Education and Urban Society* 24(2), 196-211.

Literacy in South America. *Annual Review of Applied Linguistics* 12, 190-215.

Presenting a holistic and an emic view: The Literacy in Two Languages project. *Anthropology and Education Quarterly* 23(2), 160-165.

1993

Nancy H. Hornberger & Cheri Micheau. Getting far enough to like it: Biliteracy in the middle school. *Peabody Journal of Education* 69(1), 30-53.

Language policy and planning in South America. *Annual Review of Applied Linguistics* 14, 220-239.

1994

Ethnography. In Alister Cumming (ed.) *Alternatives in TESOL research: Descriptive, interpretive, and ideological orientations*. *TESOL Quarterly* 28(4), 673-703.

Literacy and language planning. *Language and Education: An International Journal* 8(1&2), 75-86.

1995

Ethnography in linguistic perspective: Understanding school processes. *Language and Education: An International Journal* 9(4), 233-248.

Escrituralidad, preservación de la lengua y derechos humanos lingüísticos: Tres casos ilustrativos. *Alteridades* 10, 67-78. (Universidad Autónoma Metropolitana de Mexico). Also on Literacy Online at http://www.literacyonline.org/LOL_spanish/escrituralidad.html

1996

Mother tongue literacy in the Cambodian community of Philadelphia. *International Journal of the Sociology of Language* 119, 69-86.

Nancy H. Hornberger & Kendall A. King. Language revitalisation in the Andes: Can the schools reverse language shift? *Journal of Multilingual and Multicultural Development* 17(6), 427-441.

Thomas K. Ricento & Nancy H. Hornberger. Unpeeling the onion: Language planning and policy and the ELT professional. *TESOL Quarterly* 30(3), 401-427.

1997

Literacy, language maintenance, and linguistic human rights: Three telling cases. *International Journal of the Sociology of Language* 127, 87-103.

1998

La educación bilingüe intercultural, la escrituralidad y los derechos humanos lingüísticos. *Revista Educación Intercultural Bilingüe* 2(3), 23-40 (Cotopaxi, Ecuador: Universidad Politécnica Salesiana).

Language policy, language education, language rights: Indigenous, immigrant, and international perspectives. *Language in Society* 27(4), 439-458.

Nancy H. Hornberger & Kendall A. King. Authenticity and unification in Quechua language planning. *Language, Culture, and Curriculum* 11(3), 390-410.

2000

Bilingual education policy and practice in the Andes: Ideological paradox and intercultural possibility. *Anthropology and Education Quarterly* 31(2), 173-201.

Nancy H. Hornberger & Ellen Skilton-Sylvester. Revisiting the continua of biliteracy: International and critical perspectives. *Language and Education: An International Journal* 14(2), 96-122.

Melisa Cahnmann & Nancy H. Hornberger. Understanding what counts: Issues of language, culture, and power in mathematics instruction and assessment. *Educators for Urban Minorities* 1(2), 39-52.

2001

Ideological paradox and intercultural possibility: Andean language-in-education policy and practice and its relevance for South Africa. *South African Journal of Applied Language Studies* 19(3&4), 215-230.

2002

Biliteracy and schooling for multilingual populations. *International Journal of the Sociology of Language*, 155/156, 137-142.

Multilingual language policies and the continua of biliteracy: An ecological approach. *Language Policy*, 1(1), 27-51. Available free online at <http://www.kluweronline.com/issn/1568-4555>

Multilingualism as resource and the ecology of language: Three cases of language education reform. *TESOLANZ Journal* 10, 1-21. (Wellington, New Zealand).

2003

La educación bilingüe intercultural, la escrituralidad y los derechos humanos lingüísticos. *Polifonía* 6, 71-86. (Cuiabá, Brasil: Universidade Federal de Mato Grosso).

2004

The continua of biliteracy and the bilingual educator: Educational linguistics in practice. *International Journal of Bilingual Education and Bilingualism* 7 (2&3), 155-171. Available at http://repository.upenn.edu/gse_pubs/9

Nancy H. Hornberger & Serafin Coronel-Molina. Quechua language shift, maintenance, and revitalization in the Andes: The case for language planning. *International Journal of the Sociology of Language* 167, 9-67.

2005

Opening and filling up implementational and ideological spaces in heritage language education. *Modern Language Journal* 89, 605-612.

Voz y bilingüedad en la revitalización de lenguas indígenas: Prácticas contenciosas en contextos Quechua, Guaraní, y Maori. *Qinasay: Revista de Educación Intercultural Bilingüe* 3(3), 119-136.

Bruce A. Evans & Nancy H. Hornberger. No Child Left Behind: Repealing and unpeeling federal language education policy in the United States. *Language Policy* 4(1), 87-106.

2006

Discursive approaches to understanding teacher collaboration: Policy into practice. *International Journal of Bilingual Education and Bilingualism*, 9(4), 495-499.

Voice and biliteracy in indigenous language revitalization: Contentious educational practices in Quechua, Guaraní, and Maori contexts. *Journal of Language, Identity, and Education* 5(4), 277-292.

Kendall A. King & Nancy H. Hornberger. Quechua as a lingua franca. *Annual Review of Applied Linguistics* 26, 177-194.

2007

Biliteracy, transnationalism, multimodality, and identity: Trajectories across time and space. *Linguistics and Education*, 18(3-4), 325-334.

Nancy H. Hornberger & David C. Johnson. Slicing the onion ethnographically: Layers and spaces in multilingual language education policy and practice. In V. Ramanathan & B. Morgan (Eds.), special issue on Language Policies and TESOL: Perspectives from Practice. *TESOL Quarterly* 41(3), 509-532.

2009

Hymes's linguistics and ethnography in education. *Text & Talk: An Interdisciplinary Journal of Language, Discourse & Communication Studies*, 29(3), 347-358.

La educación multilingüe, política y práctica: Diez certezas. *Revista Guatemalteca de Educación*, 1(1), 1-44.

Multilingual education policy and practice: Ten certainties (grounded in Indigenous experience). *Language Teaching*, 42(2), 197-211.

Nancy H. Hornberger & Vinita Vaish. Multilingual language policy and school linguistic practice: Globalization and English-language teaching in India, Singapore, and South Africa. *Compare: A Journal of Comparative Education*, 39(3), 305-320.

2011

Dell H. Hymes: His Scholarship and Legacy in Anthropology and Education. *Anthropology and Education Quarterly*, 42(4), 310-318.

How I became an Encyclopedia editor -- and other tales of a wayward scholar. *Modern Language Journal*, 95(4), 633-635.

2012

Nancy H. Hornberger & Holly Link. Translanguaging and transnational literacies in multilingual classrooms: A biliteracy lens. *International Journal of Bilingual Education and Bilingualism*. 15(3), 261-278.

Nancy H. Hornberger & Holly Link. Translanguaging in today's classrooms: A biliteracy lens. *Theory into Practice*, 51(4), 239-247.

Nancy H. Hornberger & Teresa L. McCarty. Globalization from the bottom up: Indigenous language planning and policy in time, space, and place. *International Multilingual Research Journal* 6: 1-7.

Nancy H. Hornberger & Karl Swinehart. Bilingual intercultural education and Andean Hip-hop: Transnational sites for Indigenous language and identity. *Language in Society*, 41(4), 499-525.

Nancy H. Hornberger & Karl Swinehart. Not just *situaciones de la vida*: Professionalization and Indigenous language revitalization in the Andes. *International Multilingual Research Journal* 6, 35-49.

2013

Negotiating methodological rich points in the ethnography of language policy. *International Journal of the Sociology of Language*, 219, 101-122.

2014

"Until I became a professional, I was not, consciously, Indigenous": One intercultural bilingual educator's trajectory in Indigenous language revitalization. *Journal of Language, Identity, and Education* 13(4), 283-299.

On Not Taking Language Inequality for Granted: Hymesian Traces in Ethnographic Monitoring of South Africa's Multilingual Language Policy. *Multilingua* 33(5/6), 625-647.

2015

Nancy H. Hornberger & Hanna Outakoski. Sámi time, space, and place: Exploring teachers' metapragmatic statements on Sámi language use, teaching, and revitalization in Sápmi. *Confero: Essays on Education, Philosophy and Politics*, 3(1), 1-46.

2016

Nancy H. Hornberger, Haley De Korne & Miranda Weinberg. Ways of Talking (and Acting) about Language Reclamation: An Ethnographic Perspective on Learning Lenape in Pennsylvania. *Journal of Language, Identity, and Education*, 15(1), 44-58. doi:http://dx.doi.org/10.1080/15348458.2016.1113135

Iliana Reyes & Nancy H. Hornberger. Conversation Currents: The Continuum of Biliteracy. *Language Arts*, 93(5), 401-406.

Language and voice. *Bilingual Research Journal*, 39(3-4), 355-356. doi:10.1080/15235882.2016.1238416

Francis Hult & Nancy H. Hornberger. Revisiting orientations in language planning: problem, right, and resource as an analytical heuristic. *Bilingual Review/Revista Bilingüe*, 33(3), 30-49.

2017

Joshua A. Fishman: a scholar of unfathomable influence. *International Journal of the Sociology of Language*, 243, 17-28.

2018

Nancy H. Hornberger, Aldo Anzures Tapia, David H. Hanks, Frances Kvietok Dueñas & Siwon Lee. Ethnography of language planning and policy. *Language Teaching*, 51(2), 152-186.

2019

Sarah Gallo & Nancy H. Hornberger. Immigration policy as family language policy: Mexican immigrant children and families in search of biliteracy. *International Journal of Bilingualism*, 23(3), 757-770. doi:doi.org/10.1177/1367006916684908

Nancy H. Hornberger & Frances Kvietok Dueñas. Mapping biliteracy teaching in Indigenous contexts: From student shyness to student voice. *Anthropology and Education Quarterly*, 50(1), 6-25. doi:doi.org/10.1111/aeq.12276

Forthcoming

Nicholas Limerick & Nancy H. Hornberger. Teachers, textbooks, and orthographic choices in Quechua: Comparing bilingual intercultural education in Peru and Ecuador across decades. *Compare: A Journal of Comparative and International Education*.

Siwon Lee & Nancy H. Hornberger (in preparation). Multicultural education and language ideology in South Korea. To be submitted to *Journal of Multilingual and Multicultural Development*.

Jamie Schissel & Nancy H. Hornberger (in preparation). Policy-enforced washback: Legislating the influence of tests on teaching. To be submitted for journal publication.

FOREWORDS / AFTERWORDS / PREFACES / COMMENTARIES (19)

1994

Synthesis and discussion: Vitality, versatility, stability: Conditions for collaborative change. *Journal of American Indian Education* (Teresa McCarty, Jerry Lipka, and Galena Sells Dick, Issue Editors) 33(3), 60-63.

1999

Foreword. In Christian J. Faltis and Paula M. Wolfe (Eds.), *So Much to Say: Adolescents, Bilingualism, and ESL in the Secondary School* (pp. vii-x). New York: Teachers College Press.

Foreword. In Lydia Nyati-Ramahobo, *The National Language, a Problem or Resource: Implementation of the Language Policy in Botswana* (pp. v-vi). Gaborone: Pula Press.

Preface: Maintaining and revitalising indigenous languages in Latin America: State planning vs. grassroots initiatives. *International Journal of Bilingual Education and Bilingualism* 2 (3), 159-165.

2000

Afterword. In Marilyn Martin-Jones and Kathryn Jones (Eds.), *Multilingual Literacies: Reading and Writing Different Worlds* (pp. 353-367). Philadelphia: John Benjamins.

2003

Afterword: Linguistic anthropology of education (LAE) in context. In S. Wortham & B. Rymes (Eds.), *Linguistic Anthropology of Education* (pp. 245-270). Westport, Connecticut: Praeger.

Afterword: Ecology and ideology in multilingual classrooms. *International Journal of Bilingual Education and Bilingualism* 6 (3&4), 296-302.

2004

El proyecto Ni Roonda: Promover la literacidad en comunidades indígenas bilingües. [Ni Roonda Project: Promoting literacy in bilingual indigenous communities]. In L. Meyer, B. Maldonado, R. Ortiz, V. García (Eds.), *Entre la Normatividad y la Comunalidad: Experiencias Educativas Innovadoras del Oaxaca Indígena Actual [Between National Standards and Communal Ways of Life: Innovative Educational Experiences from Indigenous Oaxaca Today]* (pp. 374-378). Oaxaca, Mexico: Instituto Estatal de Educación Pública de Oaxaca.

2005

Introduction. Heritage/community language education: US and Australian perspectives. *International Journal of Bilingual Education and Bilingualism* 8(2&3), 101-108. Available at http://repository.upenn.edu/gse_pubs/10

2006

Afterword. Discursive approaches to understanding teacher collaboration: Policy into practice. *International Journal of Bilingual Education and Bilingualism* 9(4), 495-499. Available at http://repository.upenn.edu/gse_pubs/24

2010

Foreword. In Kate Menken & O. García (Eds.), *Negotiating Language Policies in Schools: Educators as Policymakers* (pp. xi-xiii). New York: Routledge.

Foreword. In Francis M. Hult (Ed.), *Directions and Prospects for Educational Linguistics* (pp. v-vii). Springer.

2011

Preface. In S. M. Coronel-Molina & J. H. McDowell (Eds.), *Proceedings of the First Symposium on Teaching Indigenous Languages of Latin America/ Actas del Primer Simposio sobre Enseñanza de Lenguas Indígenas de América Latina* (pp. xiii-xv). Bloomington, Indiana: Indiana University Center for Latin American and Caribbean Studies.

2014

Foreword. In Adrian Blackledge & Angela Creese (Eds.), *Heteroglossia as Practice and Pedagogy* (pp. v-vii). Dordrecht: Springer Science+Business Media.

Foreword: Educational Linguistics in China. In Liming Yu (Ed.), *Educational Linguistics in China* (pp. 1-4). Shanghai, China: East China Normal University Press.

2016

Foreword. In Ge Wang, *Pains and Gains of Ethnic Multilingual Learners in China: An Ethnographic Case Study*. (pp. vii-ix). Springer.

2018

Afterword: Policies, identities, trajectories and practices of multilingual Brazil. In M. C. Cavalcanti & T. M. Maher (Eds.), *Multilingual Brazil: Language Resources, Identities and Ideologies in a Globalized World* (pp. 241-248). New York: Routledge.

2019

For the children, for language revitalization, and for the Indigenous struggle for self-determination: Foreword. In A. Sherris & J. Kreeft Peyton (Eds.), *Teaching Writing to Children in Indigenous Languages: Instructional Practices from Global Contexts* (pp. xi-xiv). New York, NY: Routledge.

Commentary. *Journal of Studies of Educational Linguistics in China*.

CHAPTERS IN EDITED VOLUMES (62)

1988

'Iman chay?': Quechua children in Peru's schools. In Henry Trueba and Concha Delgado-Gaitan (Eds.), *School and Society: Learning Content through Culture* (pp. 99-117). New York: Praeger.

1989

Exitos y desfases en la educación bilingüe en Puno y la política lingüística peruana (Successes and failures in bilingual education in Puno and language policy in Peru). In Luis Enrique López and Ruth Moya (Eds.), *Pueblos Indios, Estados y Educación : 46º Congreso Internacional de Americanistas* (Indian Populations, States, and Education: 46th International Congress of Americanists) (pp. 379-408). Lima, Peru: Programa

de Educación Bilingüe-Puno/Proyecto de Educación Bilingüe Intercultural/Programa de Educación Rural Andina.

1990

Teacher Quechua use in bilingual and non-bilingual classrooms of Puno, Peru. In Rodolfo Jacobson and Christian Faltis (Eds.), *Language Distribution Issues in Bilingual Schooling* (pp. 163-173). Multilingual Matters, Ltd.

1991

Extending enrichment bilingual education: Revisiting typologies and redirecting policy. In Ofelia García (Ed.), *Bilingual Education: Focusschrift in Honor of Joshua A. Fishman on the Occasion of his 65th Birthday, Volume 1* (pp. 215-234). Philadelphia: John Benjamins.

Spanish in the community: Changing patterns of language use in highland Peru. In Carol Klee (Ed.), *Sociolinguistics of the Spanish-Speaking World: Iberia, Latin America, United States* (pp. 141-162). Tempe, Arizona: Bilingual Press/Editorial Bilingüe.

1992

Verse analysis of 'The Condor and the Shepherdess.' In Brian Swann (Ed.), *On the Translation of Native American Literatures* (pp. 441-469). Washington D.C.: Smithsonian Institution Press.

1993

The first workshop on Quechua and Aymara writing. In Joshua A. Fishman (Ed.), *The Earliest Stage of Language Planning: The "First Congress" Phenomenon* (pp. 233-256). Berlin: de Gruyter.

1994

Continua of biliteracy: Quechua literacy and empowerment in Peru. In Ludo Verhoeven (Ed.), *Functional Literacy: Theoretical Issues and Educational Implications* (pp. 237-256). Philadelphia: John Benjamins.

Continua of biliteracy. In Bernardo Ferdman, Rose Marie Weber, and Arnulfo Ramírez (Eds.), *Literacy Across Languages and Cultures* (pp. 103-139). (reprinted from *Review of Educational Research*). Albany, New York: SUNY Press.

(Nancy H. Hornberger and Joel Hardman). Literacy as cultural practice and cognitive skill: Biliteracy in an ESL class and a GED program. In David Spener (Ed.), *Adult Biliteracy in the United States* (pp. 147-169). Washington D.C.: Center for Applied Linguistics.

Whither bilingual education in Peru? Quechua literacy and empowerment. In Peter Cole, Gabriella Hermon, and Mario Daniel Martin (Eds.), *Language in the Andes* (pp. 74-89). University of Delaware: Latin American Studies Program.

1995

Creating successful learning contexts for bilingual literacy. Reprinted in Ofelia García and Colin Baker (Eds.), *Policy and Practice in Bilingual Education: Extending the Foundations* (pp. 176-189). Clevedon, UK: Multilingual Matters.

Five vowels or three? Linguistics and politics in Quechua language planning in Peru. In James W. Tollefson (Ed.), *Power and Inequality in Language Education* (pp. 187-205). Cambridge: Cambridge University Press.

Oral and literate cultures. In Hartmut Günther and Otto Ludwig (Eds.), *Writing and Its Use: An Interdisciplinary Handbook of International Research* (pp. 424-431). Berlin: Walter de Gruyter.

1996

Language and education. In Sandra Lee McKay and Nancy H. Hornberger (Eds.), *Sociolinguistics and Language Teaching* (pp. 449-473). Cambridge: Cambridge University Press.

1998

Nancy H. Hornberger & Luis Enrique López. Policy, possibility, and paradox: Indigenous multilingualism and education in Peru and Bolivia. In Jasone Cenoz and Fred Genesee (Eds.), *Beyond Bilingualism: Multilingualism and Multilingual Education* (pp. 206-242). Clevedon, England: Multilingual Matters Publishers.

1999

Language policy and ideological paradox: Bilingual intercultural education in the Andes. In Jef Verschueren (Ed.), *Language and Ideology: Selected Papers from the 6th International Pragmatics Conference, Volume 1* (pp. 223-245). Antwerp: International Pragmatics Association.

Language and literacy planning. In Daniel A. Wagner, Richard L. Venezky, Brian V. Street (Eds.), *Literacy: An International Handbook* (pp. 277-282). Boulder, Colorado: Westview Press.

Nancy H. Hornberger & Kendall A. King. Authenticity and unification in Quechua language planning. In Stephen May (Ed.), *Indigenous Community-Based Education* (pp. 160-180). Clevedon, UK: Multilingual Matters Publishers.

Hymes. In Bernard Spolsky (Ed.), *Concise Encyclopedia of Educational Linguistics* (pp. 765-766). Oxford: Elsevier Science Ltd.

Language education policy – Latin America. In Bernard Spolsky (Ed.), *Concise Encyclopedia of Educational Linguistics* (pp. 133-139). Oxford: Elsevier Science Ltd.

Función y forma poética en "El cóndor y la pastora." In Juan Carlos Godenzzi (Ed.), *Tradición Oral Andina y Amazónica: Métodos de Análisis e Interpretación de Textos* (pp. 81-147). Cusco, Peru: Centro Las Casas.

2001

Criando contextos eficazes de aprendizagem para o letramento bilingüe. In Maria Ines Pagliarini Cox and Ana Antonia de Assis-Peterson (Eds.), *Cenas de Sala de Aula* (pp. 23-50). Campinas, SP, Brazil: Mercado de Letras.

Educational linguistics as a field: A view from Penn's program as it approaches its 25th anniversary. In Robert Cooper, Elana Shohamy, and Joel Walters (Eds.), *New Perspectives and Issues in Educational Language Policy: A Volume in Honor of Bernard Dov Spolsky* (pp. 271-296). Philadelphia: John Benjamins.

Hymes. In Raj Mesthrie (Ed.), *Concise Encyclopedia of Sociolinguistics* (p. 882). Oxford: Elsevier.

Nancy H. Hornberger & Keith Chick. Co-constructing school safetetime: Safetalk practices in Peruvian and South African classrooms. In Marilyn Martin-Jones and Monica Heller (Eds.), *Voices of Authority: Education and Linguistic Difference* (pp. 31-55). Westport, Connecticut: Ablex.

Nancy H. Hornberger & Kendall A. King. Reversing Quechua language shift in South America. In Joshua A. Fishman (Ed.), *Can Threatened Languages be Saved? Reversing Language Shift Revisited* (pp. 166-194). Clevedon: Multilingual Matters.

2002

Language shift and language revitalization. In Robert B. Kaplan (Ed.), *Oxford Handbook of Applied Linguistics* (pp. 365-373). New York: Oxford University Press.

"Remember I said": Cambodian students' second language literacy development in a mainstream classroom. In Zeynep F. Beykont (Ed.), *The Power of Culture: Teaching Across Language Difference* (pp. 73-88). Cambridge, MA: Harvard Education Publishing Group.

2003

Literacy and language planning. Reprinted in C.B. Paulston and G. R. Tucker (Eds.), *Sociolinguistics: The Essential Readings* (pp. 449-459). Malden, MA: Blackwell Publishing.

La enseñanza de y en quechua en el PEEB. In Ingrid Jung and Luis Enrique López (Eds.), *Abriendo la Escuela: Lingüística Aplicada a la Enseñanza de Lenguas* (pp. 160-181). Madrid: Ediciones Morata.

2005

Biliteracy. In R. Beach, J. Green, M. Kamil and T. Shanahan (Eds.), *Multidisciplinary Perspectives on Literacy Research* (pp. 319-347). Cresskill, NJ: Hampton Press.

Student voice and the media of biliteracy in bi(multi)-lingual/ multicultural classrooms. In Teresa McCarty (Ed.), *Language, Literacy, and Power in Schooling* (pp. 151-167). Mahwah, NJ: Lawrence Erlbaum.

Kendall A. King & Nancy H. Hornberger. Literacies in families and communities. In N. Bascia et al. (Eds.), *International Handbook of Educational Policy* (pp. 715-734). Dordrecht, The Netherlands: Springer.

2006

Frameworks and models in language policy and planning. In Thomas Ricento (Ed.), *An Introduction to Language Policy: Theory and Method* (pp. 24-41). Malden, MA: Blackwell Publishing.

Negotiating methodological rich points in applied linguistics research: An ethnographer's view. In Micheline Chalhoub-Deville, Carol Chappelle, and Patricia Duff (Eds.), *Inference and Generalizability in Applied Linguistics: Multiple Research Perspectives* (pp. 221-240). Dordrecht, The Netherlands: John Benjamins.

Nichols to NCLB: Local and global perspectives on U.S. language education policy. In Ofelia García, Tove Skutnabb-Kangas, & María Torres Guzmán (Eds.), *Imagining Multilingual Schools: Languages in Education* (pp. 223-237). Clevedon, UK: Multilingual Matters.

Nancy H. Hornberger & Francis M. Hult. Educational Linguistics. In Keith Brown (Ed.), *Encyclopedia of Language and Linguistics, 2nd Edition, Volume 4* (pp. 76-81). Oxford, UK: Elsevier.

2008

- Continua of biliteracy. In Angela Creese, Peter Martin, & Nancy H. Hornberger (Eds.), *Encyclopedia of Language and Education, 2nd Edition, Volume 9: Ecology of Language* (pp. 275-290). Springer.
- Continua of biliteracy. In Josué M. González (Ed.), *Encyclopedia of Bilingual Education* (pp. 174-177). Thousand Oaks, CA: Sage
- Voice and biliteracy in indigenous language revitalization: Contentious educational practices in Quechua, Guarani, and Māori contexts. In K. A. King, N. Schilling-Estes, L. Fogle, J. J. Lou & B. Soukup (Eds.), *Sustaining linguistic diversity: Endangered and minority languages and language varieties* (pp. 95-109). Washington D.C.: Georgetown University Press.
- Nancy H. Hornberger & Francis M. Hult. Ecological language education policy. In Bernard Spolsky and Francis M. Hult (Eds.), *Handbook of Educational Linguistics* (pp. 280-296). Blackwell.
- Nancy H. Hornberger & Shuhan C. Wang. Who are our Heritage Language Learners? Identity and biliteracy in heritage language education in the United States. In Donna Brinton, Olga Kagan, & Susan Bauckus (Eds.), *Heritage Language Education: A New Field Emerging* (pp. 3-35). New York and London: Routledge.

2009

- Nichols to NCLB: Local and global perspectives on U.S. language education policy (Chinese translation). In X. Zeng (Ed.), *Collected Speeches of the Jingshi Education Forum*. Beijing, China: Beijing Normal University.
- Voz y bilingüedad en la revitalización de lenguas indígenas: Prácticas contenciosas en contextos Quechua, Guaraní, y Māori. En J. Kalman & B. Street (Eds.), *Lectura, escritura y matemáticas como prácticas sociales: Diálogos con América Latina* (pp. 25-39). México, México: Siglo XXI Editores.

2010

- Language shift and language revitalization. In R. B. Kaplan (ed.), *The Oxford Handbook of Applied Linguistics* (2nd ed., pp. 412-420). Oxford: Oxford University Press.
- Language and education: A Limpopo lens. In N. H. Hornberger & S. L. McKay (eds.), *Sociolinguistics and Language Education* (pp. 549-564). Bristol, UK: Multilingual Matters.

2011

- Nancy H. Hornberger & David C. Johnson. The ethnography of language policy. In T. L. McCarty (ed.), *Ethnography and Language Policy* (pp. 273-289). Routledge.
- Bilingual literacy. In C. A. Chapelle (ed.), *The Encyclopedia of Applied Linguistics*. Oxford: Wiley-Blackwell.
- Sandra Lee McKay. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Oxford: Wiley-Blackwell.
- Multilingual language policies and the continua of biliteracy: An ecological approach. Article reprinted in L. Wei (Ed.), *The Routledge Applied Linguistics Reader* (pp. 397-413). London: Routledge.

2013

- Bilingual literacy. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Oxford, UK: Wiley-Blackwell.
- Sandra Lee McKay. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Oxford, UK: Wiley-Blackwell.
- Biliteracy continua. In M. R. Hawkins (Ed.), *Framing Languages and Literacies: Socially Situated Views and Perspectives* (pp. 149-168). New York: Routledge.

2014

- Bruce A. Evans & Nancy H. Hornberger. No Child Left Behind: Repealing and unpeeling federal language education policy in the United States. Reprinted in J. Gardner (Ed.), *Assessment in Education* (vol 4). Sage Publications.

2015

- Portraits of language activists in Indigenous language revitalization. In B. Spolsky, O. Inbar-Lourie & M. Tannenbaum (Eds.), *Challenges for Language Education and Policy: Making Space for People* (pp. 123-134). New York: Taylor & Francis/Routledge.
- Selecting appropriate research methods in language planning and policy research: Methodological rich points. In Francis M. Hult & David Cassels Johnson (Eds.), *Research Methods in Language Policy and Planning: A Practical Guide* (pp. 9-20). New York: Wiley Blackwell.

2016

- Researching the continua of biliteracy. In K. King, Y. Lai, & S. A. May (Eds.), *Research Methods in Language and Education*, (3rd ed., Vol. 10, Encyclopedia of Language and Education, pp. 1-18): Springer International.

2017

Haley De Korne & Nancy H. Hornberger. Countering unequal multilingualism through ethnographic monitoring. In M. Martin-Jones & D. Martin (Eds.), *Researching Multilingualism: Critical and Ethnographic Approaches* (pp. 247-258). New York/London: Routledge.

2018

Nancy H. Hornberger & Haley DeKorne. Is revitalization through education possible? In L. Hinton, L. Huss, & G. Roche (Eds.), *The Routledge Handbook of Language Revitalization* (pp. 94-103). New York, NY: Routledge.
 Hornberger, N. H. (2018). Ethnography and assessment at the bottom of the pyramid: Commentary. In D. A. Wagner, S. Wolf, & R. F. Boruch (Eds.), *Learning at the Bottom of the Pyramid: Science, Measurement, and Policy in Low-Income Countries* (pp. 154-155). Paris, France: International Institute for Educational Planning/UNESCO.

2019

Nancy H. Hornberger & Nicholas Limerick. Teachers, textbooks, and orthographic choices in Quechua: Bilingual intercultural education in Peru and Ecuador. In C. Cocq & K. P. H. Sullivan (Eds.), *Perspectives on Indigenous Writing and Literacies* (pp. 141-164). Leiden, The Netherlands: Brill Publishers.

BOOK ENDORSEMENTS

- Austin, P. K., & Sallabank, J. (Eds.). (2011). *The Cambridge Handbook of Endangered Languages*. Cambridge: Cambridge University Press.
- Bauer, E. B., & Gort, M. (eds.). (2012). *Early Biliteracy Development: Exploring Young Learners' Use of Their Linguistic Resources*. New York: Routledge.
- Blackledge, A., & Creese, A. (2010). *Multilingualism: A Critical Perspective*. London: Continuum.
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Malden, MA: Wiley-Blackwell.
- García, O., & Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education*. New York, NY: Palgrave Macmillan.
- Hogan-Brun, G. & O'Rourke, B. (Eds.) (forthcoming). *Minority Languages and Communities in a Changing World*. New York & London: Palgrave Macmillan.
- Jie, D. (2011). *Discourse, Identity, and China's Internal Migration: The Long March to the City*. Bristol, UK: Multilingual Matters.
- Lim, L., Stroud, C., & Wee, L. (Eds.). (2018). *The Multilingual Citizen: Towards a Politics of Language for Agency and Change*. Bristol, UK: Multilingual Matters.
- Norton, B. (2013). *Identity and Language Learning: Extending the Conversation*. Bristol, UK: Multilingual Matters.
- Ortega, L. & de Houwer, A. (2019). *The Cambridge Handbook of Bilingualism*. Cambridge, UK: Cambridge University Press.
- Skutnabb-Kangas, T., Phillipson, R., Mohanty, A. K., & Panda, M. (Eds.). (2009). *Social Justice through Multilingual Education*. Bristol/Buffalo/Toronto: Multilingual Matters.
- Torres-Guzmán, M., & Gómez, J. (Eds.). (2009). *Global Perspectives on Multilingualism: Unity in Diversity*. New York: Teachers College Press.
- Wright, W. E. (2010). *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. Philadelphia, PA: Caslon.

ARTICLES IN WORKING PAPERS AND NEWSLETTERS (20)

1983

Nancy Hughes Hornberger '72. *Radcliffe in Latin America* # 1 (June).

1986

Should Quechua be used in Puno's rural schools? In *Working Papers in Educational Linguistics* (University of Pennsylvania Graduate School of Education) 2(1), 25-53. <<http://www.gse.upenn.edu/wpel/archive>>

1990

- Actions and reflections: A day in the life of a school-community ethnographer. *Newsletter of the Graduate School of Education*, (Spring, pp. 1, 4,8). University of Pennsylvania.
- Creating successful learning contexts for biliteracy. In *Working Papers in Educational Linguistics* (University of Pennsylvania Graduate School of Education) 6(1), 1-21. <<http://www.gse.upenn.edu/wpel/archive>>

Quechua. In *Penn Language News* #2, page 12. Penn Language Center, University of Pennsylvania.

1997

Language policy, language education, and language rights: Indigenous, immigrant, and international perspectives. *Working Papers in Educational Linguistics* (University of Pennsylvania Graduate School of Education) 13 (2), 1-21. Available at <http://www.gse.upenn.edu/wpel/archive>

1998

Indigenous and intercultural bilingual education in South America. *LED News* 1997-1998, pp. 22-23. (University of Pennsylvania Graduate School of Education, Language in Education Division).

1999

(Melisa Cahnmann and Nancy H. Hornberger). Math + language + culture. *LED News* 1998-1999, pp. 1 ff. (University of Pennsylvania Graduate School of Education, Language in Education Division).

(Nancy H. Hornberger, Leslie Harsch, and Bruce Evans). Language Education of Language Minority Students in the United States: Six Nation Education Research Project Country Report. *Working Papers in Educational Linguistics* 15(1), vii-xiv, 1-92. Available at <http://www.gse.upenn.edu/wpel/archive>

2000

Serafin Coronel-Molina & Nancy H. Hornberger. *World Languages Report: Quechua*. UNESCO: World Languages Report.

2001

Educational linguistics as a field: A view from Penn's program on the occasion of its 25th anniversary. *Working Papers in Educational Linguistics*, 17(1-2), 1-26. <<http://www.gse.upenn.edu/wpel/archive>>

2002

An ecological approach to bilingual education. *GSE News*. Fall.

2003

English in the global ecology of languages: The value of multilingualism. *Business Issues* 2, pp. 2-6 [Publication of the Business English Special Interest Group of the International Association of Teachers of English as a Foreign Language, IATEFL, edited by Oleg Tarnopolsky, Dnipropetrovsk, Ukraine].

Política y práctica educativa bilingües en los Andes: la paradoja ideológica y la posibilidad intercultural. Available free online from the Diploma in Bilingual Intercultural Education at the Universidad Pedagógica Nacional de Mexico at <http://interbilingue.ajusco.upn.mx>

2005

Nichols to NCLB: Local and global perspectives on U.S. language education policy. *Working Papers in Educational Linguistics* 20(2), 1-17. Available at <http://www.gse.upenn.edu/wpel/archive>

2009

Multilingual education policy and practice: Ten certainties (grounded in Indigenous experience). *Working Papers in Educational Linguistics* 24(2), 1-18. Available at <http://www.gse.upenn.edu/wpel/archive>

2010

Multilingual education policy and practice: Lessons From Indigenous experience. *CAL Research Digest*. Washington D.C.: Center for Applied Linguistics.

2013

On not taking language inequality for granted: Hymesian traces in ethnographic monitoring of South Africa's multilingual language policy. *Working Papers in Educational Linguistics*, 28(1), 1-21. <<http://www.gse.upenn.edu/wpel/archive>>

2015

Nancy H. Hornberger, Haley De Korne, and Miranda Weinberg. Ways of Talking (and Acting) about Language Reclamation: An Ethnographic Perspective on Learning Lenape in Pennsylvania. *Working Papers in Educational Linguistics* 30(1), 1-20.

2017

Nancy H. Hornberger & Frances Kvietok-Dueñas. From student shyness to student voice: mapping biliteracy teaching in Indigenous contexts. *Working Papers in Educational Linguistics*, 32(1), 1-24.

BOOK REVIEWS (28)

1987

Review of James Alatis and John Staczek (Eds.), *Perspectives on Bilingualism and Bilingual Education* and Jane Miller, *Many Voices: Bilingualism, Culture and Education*. *Language in Society* 16(2), 265-270.

1988

Review of Susan U. Philips, *The Invisible Culture: Communication in Classroom and Community on the Warm Springs Indian Reservation*. *Anthropology and Education Quarterly* 19(1), 52-54.

Review of Wolfgang Wölck, *Pequeño Breviario Quechua/A Short Quechua Breviary*. *Correo de Lingüística Andina/Andean Linguistics Newsletter* 17,12-13.

1989

Brief notice of Edith Harding and Philip Riley, *The Bilingual Family: A Handbook for Parents*. *Language in Society* 18(3), 459-460.

Review of Colin Baker, *Aspects of Bilingualism in Wales*; John Edwards (Ed.), *Linguistic Minorities, Policies and Pluralism*; Alvino E. Fantini, *Language Acquisition of a Bilingual Child: A Sociolinguistic Perspective (to age ten)*; and Eugene E. García and Raymond Padilla (Eds.), *Advances in Bilingual Education Research*. *Language in Society* 18(3), 389-395.

Review of Joshua Fishman et al., *The Rise and Fall of the Ethnic Revival: Perspectives on Language and Ethnicity*. *Language in Society* 18(3), 405-411.

1990

Review of Colin Baker, *Key Issues in Bilingualism and Bilingual Education*; Michael Byram, *Minority Education and Ethnic Survival*; Linguistic Minorities Project, *The Other Languages of England*; Terrell Morgan, James Lee, and Bill Van Patten (Eds.), *Language and Language Use: Studies in Spanish*; and Tove Skutnabb-Kangas and Jim Cummins (Eds.), *Minority Education: From Shame to Struggle*. *Language in Society*. 19(3), 406-412.

1991

Review of Regina Harrison, *Signs, Songs, and Memory in the Andes: Translating Quechua Language and Culture*. *Language in Society* 20(1), 126-131.

1992

Review of Robert Cooper, *Language Planning and Social Change* and James W. Tollefson, *Planning Language, Planning Inequality*. *Language in Society* 21(3), 487-492.

1993

Review of Donal Carbaugh (Ed.), *Cultural Communication and Intercultural Contact*. *Language in Society* 22(2), 300-304.

Review of Bruce Mannheim, *The Language of the Inka Since the European Invasion*. *Language in Society* 22(3), 456-459.

Review of Bertha Pérez and María Torres-Guzmán, *Learning in Two Worlds: An Integrated Spanish/English Bilingual Approach*. *Teachers College Record* 95(1), 141-143.

1995

Review of Colin Baker, *Foundations of Bilingual Education and Bilingualism*. *Studies in Second Language Acquisition* 16(2).

Review of Colin Williams (Ed.), *Linguistic Minorities, Society and Territory*. *Journal of Intercultural Studies*.

Review of Kathryn Davis, *Language Planning in Multilingual Contexts: Policies, Communities and Schools in Luxembourg*. *TESOL Quarterly* 29(3), 599-601.

1996

Review of Elizabeth H. Boone and Walter D. Mignolo (Eds.), *Writing Without Words: Alternative Literacies in Mesoamerican and the Andes*. *Applied Psycholinguistics* 17, 257-260.

Review of Julio Calvo Pérez, *Introducción a la Lengua y Cultura Quechuas*. *International Journal of American Linguistics* 62(2), 219-221.

1998

Review of Leanne Hinton, *Flutes of Fire: Essays on California Indian Languages*. *International Journal of the Sociology of Language* 132, 205-208.

Review of Tove Skutnabb-Kangas and Robert Phillipson (Eds.), *Linguistic Human Rights: Overcoming Linguistic Discrimination*. *International Journal of American Linguistics*, 64(2), 174-176.

Review of Andrée Tabouret-Keller et al. (Eds.), *Vernacular Literacy: A Re-evaluation*. *Language Problems and Language Planning* 22(3), 280-282.

2001

Review of Aydin Yücesan Durgunoglu and Ludo Verhoeven (Eds.), *Literacy Development in Multilingual Context: Cross-Cultural Perspectives*. *Written Language and Literacy* 4(1), 125-129.

2003

Review of Yali Zou and Enrique T. Trueba (Eds.), *Ethnography and Schools: Qualitative Approaches to the Study of Education*. *Journal of Anthropological Research* 59, 566-567.

2005

Review of Teresa L. McCarty, *A Place to be Navajo – Rough Rock and the Struggle for Self-Determination in Indigenous Schooling*. IN *Language Policy* 4, 417-420.

Nancy H. Hornberger & Deborah Sartwell. Review of Tomás Mario Kalmar, *Illegal Alphabets and Adult Bilingual Literacy: Latino Migrants Crossing the Linguistic Border*. *Written Language and Literacy* 8(1), 63-68.

2006

Review of Luke Eric Lassiter, *The Chicago Guide to Collaborative Ethnography*. IN *Anthropology and Education Quarterly*.

Review of Suresh A. Canagarajah (Ed.), *Reclaiming the Local in Language Policy and Practice*. IN *Applied Linguistics* 27, 142-145.

2014

Review of Leanne Hinton, *Bringing Our Languages Home: Language Revitalization for Families*. IN *Language* 90(2), 540-543.

2016

Review of Martha Bigelow & Johanna Enns-Kananen (Eds.), *The Routledge Handbook of Educational Linguistics*. IN *Language and Education*, 30(1), 86-89.

D. ACADEMIC AND PROFESSIONAL POSITIONS

1970 Teacher (volunteer), Public School, Arequipa, Peru.

1972-73 Student Teacher, Bilingual Program, P.S. 20, New York City.

1973-79 Consultant, Quechua Community Ministry, Cusco, Peru.

1976-77 Lecturer, Instituto de Pastoral Andino, Cusco, Peru.

1978-79 Consultant, Bilingual Education Project, US/AID, Cusco, Peru.

1981-82 Instructor in Quechua, Anthropology/Linguistics Departments, U. of Wisconsin.

1982-83 Independent Researcher, Experimental Bilingual Education Project, Puno, Peru.

1985-present Graduate School of Education, University of Pennsylvania, Philadelphia

Professor 1996-present, Associate Professor 1991-96, Assistant Professor 1985-91

Convenor, Ethnography in Education Research Forum 1999-2015

Chair (Director), Educational Linguistics Division (Programs) 1990-1993, 1998-2016

Director, Educational Linguistics Ph.D. specialization, 1990-1993, 1998-present

Goldie Anna Chair in Education 1993-98

Dean -- Acting 1993-94, Interim 1994-95

Director, Intercultural Communication specialization 1985-90

E. VISITING POSITIONS

1989 Visiting Professor, Department of Educational Policy Studies, University of Wisconsin-Madison. Summer.

1996 Overseas Research Fellow, Department of Linguistics, University of Natal, Durban, **South Africa**. Centre for Science Development/Human Sciences Research Council. June.

1997 Visiting Professor/Fellow, Instituto de Estudos de Linguagem, Universidade Estadual de Campinas, São Paulo, **Brasil**. January. State of São Paulo Foundation for Research Support.

1997 Visiting Professor, Andean Linguistics and Bilingual Education Program, Colegio Andino [University Andean College], Cusco, **Peru**. July. Centro Bartolomé de Las Casas.

- 1997** Visiting Professor, Programa de Formación de Especialistas para la Educación Intercultural Bilingüe en la Región Andina (PROEIB Andes), Universidad Mayor de San Simón, Cochabamba, **Bolivia**. August. PROEIB Andes / German Agency for Technical Cooperation (GTZ).
- 2000** Visiting scholar, National Institute of Education, **Singapore**. August.
- 2004-2005** Visiting professor, PROEIB Andes, University of San Simón, Cochabamba, **Bolivia**.
- 2008** Visiting Fulbright Senior Specialist, University of Limpopo, **South Africa**. August.
- 2010** Visiting Professor, University of Kwazulu-Natal, Durban, **South Africa**. August.
- 2012-2016** Visiting Professor, Umeå University, **Sweden**. August 2012, June 2013, June 2014, June 2015, March 2016.

F. COURSES TAUGHT

University of Pennsylvania (*currently teaching)

- ED 536 *Indigenous Education and Language Revitalization
- ED 537 Educational Linguistics
- ED 546 Sociolinguistics in Education
- ED 567 Internship in Intercultural Communication
- ED 661 *Language Diversity and Education
- ED 675 Structure of English
- ED 741 Bilingual Education
- ED 927 *Research Seminar: Language Planning/Policy and Education
- ED 995 *Dissertation Seminar: Ethnographic Research Methods in Language & Education

University of Wisconsin: Cultural Pluralism and Educational Policy. 1986?

University of Natal, Durban, South Africa: Applied Sociolinguistics (with Keith Chick & Ralph Adendorff). 1996.

Universidade Estadual de Campinas, São Paulo, Brasil: Graduate Seminar in Bilingual Education (with Marilda Cavalcanti). January 1997.

Colegio Andino, Cusco, Peru: Bilingual Intercultural Education: Foundations and Effects. August 1997.

Universidad San Simón, Cochabamba, Bolivia

Language Planning and Bilingual Intercultural Education; Ethnographic Research Methods. 2004-2005.

University of British Columbia, Vancouver: Language Diversity and Education. August 2017

Universidad del Valle, Cali, Colombia: Graduate Seminar on Interculturality and the Continua of Biliiteracy. September 2018

Universidad del Quindío, Armenia, Colombia: Doctoral Seminar on Bilingualism from the Sociolinguistic Perspective. September 2018

G. CONSULTANCIES – Local, National, International

1985-1993

Intercultural Communication Internship co-ordinator and supervisor: Getting Through Customs, Greenfield Intercultural Center, Inlingua Translation Services, International Classroom, International Professional Exchange, Lauder Program, Nationalities Services Center, Office of International Programs, Southeast Asian Mutual Assistance Associations Coalition, World Game, Inc., and others.

1986-1990

International House of Philadelphia, Foreign Student Host.

1987-2000

School District of Philadelphia

Aspira Task Force (advisory to Superintendent), School District of Philadelphia (SDP) (1987-92).

Coordinator for panel on Expectations and Learning Implications for Students of Different Cultures, Professional Development, District 7 (1988).

Advisory Committee for development of a Remedial Plan for education of Asian students (1988).

Facilitator (with Melisa Cahnmann) of Potter Thomas School Staff Development Institute on Math Assessment with Language Minority Youth. Office of Accountability and Assessment and Office of Instructional Technology (1998).

Culturally and Linguistically Diverse Assessment Advisory Committee (1998-2000)

1988-1996

Board of Trustees, Friends Select School. School Head Search Committee, 1990-92.

1990

Consultant, The Learning Center for Deaf Children, Framingham, Massachusetts.

1991

Evaluation Mission Team Leader, UNDP (United Nations Development Program), Mobilizing Project for Literacy and Basic Education for All in **El Salvador** (ELS/90/001).

1995

Consultant, UNICEF / UNDP/ Bolivian Ministry of Human Development, National Education Reform, **Bolivia**.

1996

Overseas Research Fellow, Department of Linguistics, University of Natal-Durban, South Africa. Centre for Science Development/Human Sciences Research Council, **South Africa**.

1997

Visiting Fellow, Instituto de Estudos da Linguagem, Universidade Estadual de Campinas, São Paulo, **Brasil**.
State of São Paulo Foundation for Research Support.

1999

Adviser, Research Institute for the Study of Language in Urban Society, CUNY Graduate School, New York.
Consultant, Language in Education: Regional Report on Latin America submitted to Standing Committee on Language Education and Research (SCOLAR), **Hong Kong**.

Academic Specialist, USIS, **South Africa**. <<http://exchanges.state.gov/education/engteaching/highlights>>

2000

Consultant, Ministry of Education, National Education Reform, **Bolivia**

Invited participant, Heritage Languages Research Priorities Conference, UCLA.

2001

Invited participant/facilitator, Australia-US Heritage Language Education Research Conference, Victoria University of Technology, Melbourne, Australia and University of California Los Angeles.

Fulbright Senior Specialist, hosted by Universidad Evangélica del Paraguay and North American-Paraguayan Cultural Center, **Paraguay**. <http://www.cies.org/specialists/stories/ss_nhornberger.htm>

2002

Fulbright Senior Specialist, hosted by CLESOL (Community Languages and ESOL), Victoria University of Wellington, Auckland University, and Waikato University, **New Zealand**.

2003

Consultant on Language, Literacy, and Culture Ph.D and Bilingual teacher training programs, Division of Bilingual-Bicultural Studies, University of Texas at San Antonio. April.

Consultant on Bilingual Intercultural Education, Universidad Pedagógico Nacional, **Mexico**.

Consultant on Bilingual/Immersion Education: Indicators of Good Practice. Research Project directed by Stephen May, University of Waikato, **New Zealand**.

2004

English Language Specialist, U.S. Department of State – North American-Paraguayan Cultural Center, Asunción, **Paraguay**.

2005 & 2006

Visiting Professor, Consultant on *A Sociolinguistic Survey of Singapore*, Centre for Research in Pedagogy and Practice, National Institute of Education, **Singapore**.

2006

Consultant on Bilingual Intercultural Education, National Pedagogical University, **Mexico**.

2008

Fulbright Senior Specialist, Consultant on English-Sepedi Dual-Medium B.A. program in Contemporary English and Multilingual Studies, University of Limpopo, **South Africa**.

2010

Consultant on Multilingual Language Policy, University Teaching and Learning Office, University of KwaZulu-Natal, Durban, **South Africa**.

2011

Consultant on Bilingual Intercultural Education, National Pedagogical University, **Mexico**.

2012 to present

Consultant on Indigenous Language Revitalization, Umeå University, Sweden.

H. PROFESSIONAL ACTIVITIES

Convenor: Annual Ethnography in Education Research Forum, Graduate School of Education, University of Pennsylvania (1999 - 2015).

Chair, Organizing Committee: Joshua A. Fishman 80th Birthday Symposium, University of Pennsylvania, September 2006

National Advisory Board member, Alliance for the Advancement of Heritage Languages, Center for Applied Linguistics (www.cal.org/heritage/about/advisors)

National Advisory Board member, Center for Applied Linguistics Survey on the Current State of Applied Linguistics

National Advisory Board member, National Heritage Language Resource Center, UCLA (<http://nhlrc.ucla.edu/about/people.asp>)

Affiliate, National Center for Research on Cultural Diversity & Second Language Learning (1992-1996)

International Advisory Committee member, Language Policy Research Network (LPRen) of the International Association of Applied Linguistics (AILA)

International Advisory Board member, Bloomsbury Review

International Advisory Board member, MOSAIC Centre for Research on Multilingualism, University of Birmingham, UK

International Advisory Group, Cambridge Research in Community and Heritage Language Education (CRICHLE)

Associated Fellow, Babylon Center for Studies of the Multicultural Society, University of Tilburg, the Netherlands (<https://www.tilburguniversity.edu/research/institutes-and-research-groups/babylon/fellows2/>)

Ton Valen Award Committee Member, Tilburg University, the Netherlands

Member (Center for Urban Ethnography), Superdivers Consortium, University of Tilburg, the Netherlands (<https://www.tilburguniversity.edu/research/institutes-and-research-groups/babylon/consortium/>)

Member, Advisory Group for Research Evaluation, Pontificia Universidad Católica del Perú.

American Anthropological Association -- Council on Anthropology and Education
CAE Board (Member, 2009-2013)

CAE Spindler Award Nominations Committee (Chair, 2001; Member, 2002)

CAE Nominations Committee (Member, 1999-2000)

CAE Outstanding Dissertation Award Committee (Chair, 2007)

American Association for Applied Linguistics Executive Committee member-at-large 2001-2004

American Educational Research Association Annual Meeting Program Committee, Division G Subcommittee co-chair 1993-1994

Division G Mentoring Award committee 2012-2013

Association Internationale de Linguistique Appliqué /International Association of Applied Linguistics (AILA), Language Policy Research Network (LPRen) 2005-present

Teachers of English to Speakers of Other Languages (TESOL) Language Policy Task Force 2010-present

TIRF-The International Research Foundation for English Language Education

Reviewer for James E. Alatis Prize for Research on Language Policy and Planning in Educational Contexts (2016)

Reviewer for Doctoral Dissertation Grant (2015)

Editor: *Anthropology and Education Quarterly* (2009-2013)

Co-editor: *Bilingualism and Bilingual Education Series*, Multilingual Matters Publishers, Clevedon, UK

General Editor *Encyclopedia of Language and Education*, 2nd edition (Springer 2008)

Senior Advising Editor *Encyclopedia of Language and Education*, 3rd edition (Springer 2016)

Advisory Board: *Second Language Instruction/Acquisition Abstracts* (since 1991)

Editorial Board (book series):

AILA Applied Linguistics (John Benjamins Publishers)

Multilingualism and Linguistic Diversity Series (Multilingual Matters Publishers)

Series in Educational Ethnography (Emerald Publishers)
Studies in Written Language and Literacy (John Benjamins Publishers)

Editorial Board (journals):

AlterNation, University of KwaZulu Natal, 2017-present <http://alternation.ukzn.ac.za>
American Educational Research Journal 2013-2016
Anthropology and Education Quarterly
Applied Linguistics 1999-2004
Compare 2006 – 2013
Cultura y Educación (Spain) 2009-2014
Current Issues in Language Planning 2000-present
International Journal of Bilingual Education and Bilingualism 1996-present
International Journal of Multilingualism 2002-present
International Multilingual Research Journal 2012-present
Iranian Journal of Language Teaching Research 2012-present
Journal of Ethnographic and Qualitative Research 2012-present
Journal of Language, Identity, and Education 2000-2012
Journal of Southeast Asian American Education and Advancement 2006–present
Language and Education: An International Journal 1998-present
Language in Society 1990-96
Language Policy 2000-present
Language Policy and Language Education 2015-present
Multilingual Education 2011-present - open access
NABE Journal for Research and Practice 2012-present
Revista Peruana de Investigación Educativa 2013-2016
Sociolinguistic Studies 2010-present
TESOL Quarterly 1993-96
Written Language and Literacy 2003-present

Member (current): American Anthropological Association (AAA)

American Association for Applied Linguistics (AAAL)
American Educational Research Association (AERA)
Council on Anthropology and Education (CAE)
Society for the Study of the Indigenous Languages of the Americas (SSILA)
Teachers of English to Speakers of Other Languages (TESOL)

REVIEWER (past and ongoing)

Conference abstract review:

AAAL Sociolinguistics strand / Language Planning and Policy strand /Language, Culture, and Socialization strand/ Educational Linguistics strand
AERA Division G and AERA Bilingual Education Research Issues SIG
Sociolinguistics Symposium
First International Conference on the Revitalization of Indigenous and Minoritized Languages

Journal article review (in addition to editorial board service above):

AlterNation (University of KwaZulu-Natal, South Africa)
American Educational Research Journal
Anthropology and Education Quarterly
Anthropology and Humanism
Applied Linguistics
Educational Researcher
Journal of Early Childhood Literacy
Journal of Linguistic Anthropology
Journal of Reading Behavior

Language, Culture, and Curriculum
Language Learning
Language Problems and Language Planning
Peabody Journal of Education
Qualitative Studies in Education
TESOL Quarterly

Book manuscript or proposal review:

Blackwell Publishers	Cambridge University Press
Caslon Publishing	Continuum Publishers
Harvard Educational Review	John Benjamins Publishers
Kluwer Academic Publishers	Lawrence Erlbaum Publishers
Longman Publishers-Education Division	Newbury House-Linguistics Division
Open University Press	Oxford University Press
Routledge Press	State University of New York Press
Teachers College Press	University of Utah Press
Wiley-Blackwell	

Grant proposal review:

Academic Research Fund, Ministry of Education, Singapore
British Academy
Centres of Research Excellence (CoRE), Fund of New Zealand
Economic and Social Research Council, UK
Killam Research Fellows Program, The Canada Council for the Arts
Leverhulme Trust
National Science Foundation
Spencer Foundation
USIA Fulbright Scholar Program

Faculty tenure and promotion review: American University, Boston College, City University of New York, Harvard University, New York University, Ontario Institute for Studies in Education (Toronto, Canada), Teachers College- Columbia University, Temple University, Tsinghua University (China), Universidad de los Andes, Universidad del Quindío-Colombia, University of Arizona, University of California - Davis, University of California - Los Angeles, University of California - Santa Barbara, University of Cyprus, University of Georgia, University of Hawaii, University of Indiana, University of Massachusetts-Amherst, University of Natal (Durban, South Africa), University of New Mexico, University of Texas-El Paso, University of Texas-San Antonio, University of Wales-Bangor, University of Wisconsin-Madison, University of Wisconsin-Milwaukee, Washington State University. I have with great regret turned down many tenure and promotion review requests again this year for lack of time.

Academic program review:

University of Illinois at Urbana-Champaign, Quechua Language Teaching Program, Center for Latin American and Caribbean Studies (1998)
University of Arizona, Interdisciplinary PhD Program in Second Language Acquisition and Teaching (2000)
University of Texas at San Antonio, PhD Program in Language, Literacy, and Culture (2000, 2004)
York University, Toronto, MA Program in Theoretical and Applied Linguistics (2005)
Teachers College, Columbia University, New York, Department of International and Transcultural Studies (2008)
Swarthmore Department of Educational Studies (2015)
Rossier School of Education, University of Southern California, Master's programs (2017)

I. FUNDED RESEARCH / PROGRAMS

1982-1983 Bilingual Education and Quechua Language Maintenance in Peru.
Fulbright-Hays Dissertation Research Abroad Fellowship.
Inter-American Foundation Fellowship.

CURRICULUM VITAE - NANCY H. HORNBERGER

- 1987 Literacy in Two Languages: A Pilot Study
Literacy Research Center mini-grant, University of Pennsylvania.
- 1987 Uses of Quechua in Urban Highland Peru.
Research Foundation award, University of Pennsylvania.
- 1988-89 Literacy in Two Languages: Policy, Program, and Community.
National Academy of Education Spencer Fellowship.
Spanish and English GED/ Preliterate and Literate Khmer ESL: A Comparative Ethnographic Study of Two Biliteracy Programs in Philadelphia.
National Center on Adult Literacy, University of Pennsylvania.
- 1991-92 Biliteracy Programs Among Hispanic and Khmer Adults.
National Center on Adult Literacy, University of Pennsylvania.
- 1991-94 Bilingual Education Fellowships. (Co-Principal Investigator with Teresa Pica). U.S. Department of Education, OBEMLA, Title VII.
- 1994-97 Bilingual Education Fellowships. (Co-Principal Investigator with Teresa Pica). U.S. Department of Education, OBEMLA, Title VII.
- 1994-97 Teachers of English in the Academic Mainstream (TEAM). (Co-Principal Investigator with Teresa Pica). U.S. Department of Education, OBEMLA, Title VII.
- 1998-2002 Bilingual Education Fellowships. (PI Teresa Pica on behalf of the Educational Linguistics Program). U.S. Department of Education, OBEMLA, Title VII.
- 2000-05 Project TEAM-UP to support 30 teachers from the School District of Philadelphia as M.S. TESOL students at GSE. (Co-Principal Investigator with Teresa Pica). U.S. Department of Education, Title VII.
- 2006 Joshua A. Fishman 80th Birthday Symposium. (Co-Principal Investigator with Harold F. Schiffman, School of Arts and Sciences). Research Foundation, University of Pennsylvania.
- 2006-07 Imagining New Americans: Schooling Immigrant Mexican Youth in the Latino Diaspora. Co-Principal Investigator with Stanton Wortham, Kathryn Howard, and Vivian Gadsden. Faculty Research Fund for the Study of Race in Education, Penn GSE.
- 2006-07 Learning through Action: A Pilot Project to Internationalize Teacher Preparation. Co-Principal Investigator with Katherine Schultz and Kathleen Hall. Longview Foundation.
- 2007-08 Endangered Languages: Exploring the Interface between Academia and Native American Communities in the U.S. (Co-Principal Investigator with Robert W. Preucel and Eugene Buckley, School of Arts and Sciences). Research Foundation, UPenn.
- 2014-2015 Letters of intent submitted to Lyle Spencer Research Grant and William T. Grant Foundation Major Research Grant for a proposed project on Revitalizing Ethnographic Methods in the Study of Educational Inequality: A New Center for Urban Ethnography (Principal investigator with co-PIs Nelson Flores and Robert Moore, GSE) - unsuccessful.
- 2015-2017 Migrant students' language attitudes: An instrument for social and educational integration. Funded by Spanish Ministry of Economy and Competitiveness (member of faculty work team with Principal Investigators Àngel Huguet and Cecilio LaPresta of University of Lleida).
- 2018-2020 Acculturation and linguistic acculturation of the descendants of migrants. Challenges and opportunities for language learning and linguistic and socio-educational inclusion. Funded by Spanish Ministry of Economy and Competitiveness (member of faculty work team with Principal Investigators Cecilio LaPresta and Àngel Huguet of University of **Lleida, Spain**).
- 2018-2020 "Language and Education" Research Group, University of **Lleida, Spain**. Grant from Generalitat de Catalunya/Government of Catalonia (international collaborator).
- 2019 Postdoctoral grant using continua of biliteracy model (Hornberger 1989, 2003) as theoretical framework to develop, implement, and evaluate translanguaging pedagogies, working in partnership with preschool teachers and also involving children's families. Gabrijela Aleksic, Principal Investigator, Nancy H. Hornberger non-contracting partner, CORE Multi-Annual Thematic Research Programme, Fonds National de Recherche **Luxembourg, University of Luxembourg**.

J. INVITED and REFEREED TALKS - SELECTED National and International (in bold)

1986

Keynote speaker, Pedagogical Institute on Teaching Content Areas to LEP Pupils, School District of Philadelphia. "What Every Teacher of LEP Pupils Should Know About Language Acquisition."

1987

Guest lecturer, Programa de Lingüística Aplicada, Universidad Nacional del Altiplano, Puno, **Peru**. "Educación bilingüe y mantenimiento del idioma Quechua."

1988

Speaker, Seminario de Reflexión sobre las actividades del PEEB-P, Chucuito, **Peru**. "El uso del Quechua en aulas del PEEB."

1989

Speaker, Educational Forum, Friends Select School, Philadelphia. "Bilingualism as a Valuable Resource in Our Schools."

Speaker, Interdisciplinary Conference, Abington Friends School, Abington, Pennsylvania. "Bilingual/Bicultural Education: A Realistic Assessment."

Keynote speaker, Language Coordinators' Workshop, Pennsylvania School for the Deaf. "Bilingual Education: What Have We Learned?"

1990

Colloquium speaker, Department of Education, University of California at Santa Barbara. "Contexts, Continuity and Contrasts: Puerto Rican and Cambodian Children Becoming Biliterate in Two Philadelphia Schools."

Panelist, Middle States Regional Meeting of the College Board, Philadelphia. "Issues of Language and Culture in Instruction."

Speaker, PennTESOL-East Annual Spring conference, Graduate School of Education, University of Pennsylvania. "Creating Successful Learning Contexts for Biliteracy."

Colloquium speaker, Egyptian Fulbright Scholars' Summer Enrichment Program in English Language Teaching Methodology, Graduate School of Education, University of Pennsylvania. "Literacy in Two Languages."

Keynote speaker, Re-entry Conference for Study Abroad Participants, sponsored by a consortium of universities in the Philadelphia area.

1991

Workshop presenter, Conference on Latino Youth, America's Hope. Mayor's Commission on Puerto Rican/Latino Affairs, Philadelphia. "Effective Bilingual Education Programs."

Speaker, Latin American Cultures Program Noontime Seminar Series, University of Pennsylvania. "Five Vowels or Three? Linguistics and Politics in Quechua Language Planning in Peru."

Speaker, American Educational Research Association (AERA) Division G Invited Symposium on the Role of Ethnography in Educational Research: Emancipating Culture, Annual Meetings, Chicago. "Presenting a Holistic and an Emic View: The Literacy in Two Languages Project."

Speaker, American Educational Research Association (AERA) Invited Symposium co-sponsored by the Hispanic Research SIG and the International SIG, on International and Comparative Perspectives on Language Policy and Hispanics, Annual Meetings, Chicago. "Contexts, Continua, and Contrasts: Biliteracy in Puno and Philadelphia."

Keynote speaker, Re-entry Conference for Study Abroad Participants, sponsored by a consortium of universities in the Philadelphia area.

Speaker, Phi Beta Delta Honor Society of International Scholars, University of Pennsylvania. "How to Keep an International Perspective in your Career."

Speaker, SOL on the Horizon: Symposium on the Sociology of Language in Honor of Joshua A. Fishman's 65th Birthday, Linguistic Society of America Summer Institute, Santa Cruz, California. "Extending Enrichment Bilingual Education."

Keynote speaker, World Conference on Comparative Adult Education. University of Ibadan, Ibadan, **Nigeria**.

Keynote speaker, International Conference on Attaining Functional Literacy: A Cross-Cultural Perspective. University of Tilburg, Tilburg, **Netherlands**.

Speaker, International Conference on Language, Language Policy, and Education in the Andes. University of Delaware.

1992

Panelist, Literacy, Culture, and Ethnography: The Fit That Works? National Center for Adult Literacy session at the Thirteenth Annual Ethnography in Education Research Forum. University of Pennsylvania, Philadelphia.

Leader (with Brian Street), Cultural and Multilingual Issues in Literacy module, International Literacy Training Development Program Workshop. University of Pennsylvania, Philadelphia.

1993

Keynote speaker, International Seminar on Sustaining Local Literacies: People, Language, Power. Education for Development, in association with the University of Reading, **United Kingdom**.

Speaker, Academic Session on Alternative Research Approaches to TESOL. TESOL Annual Convention, Atlanta.

Panelist, Research Methodologies. International Literacy Training Development Program Workshop. University of Pennsylvania, Philadelphia.

Speaker, Invited Session on Understanding School Processes: Multidisciplinary Approaches to Ethnographic Research. Sponsored by the Council on Anthropology and Education and General Anthropology Division. American Anthropological Association. Washington D.C. "Ethnography in Linguistic Perspective."

Chair and Discussant, Language Education Policy Development in Indigenous America. Council on Anthropology and Education Session, American Anthropological Association. Washington D.C.

1994

Speaker, Sociolinguistics Symposium X, Discourse: Practices and Identities. University of Lancaster, United Kingdom. "Mother Tongue Literacy in the Cambodian Community of Philadelphia."

Speaker, Society for Latin American Studies Symposium on Multilingualism, Education, and Politics in Latin America. University of Liverpool, **United Kingdom**. "Five Vowels or Three? Linguistics and Politics in Quechua Language Planning in Peru."

Featured speaker, Bilingual Education Commission, Cusco, **Peru**, 5 July. "Bilingual Education in Latin America."

Featured speaker, Program in Applied Linguistics and Bilingual Education, University of Cuenca, **Ecuador**, 14 July. "Bilingual Education in Latin America."

1995

Speaker, Southern African Regional Literacy Forum, Gordon's Bay, **South Africa**, 27 June. "Biliteracy and Language Planning."

Featured Speaker, Department of Psychology and Education, University of San Simón, Cochabamba, **Bolivia**, 30 October. "Investigación de Procesos de Aprendizaje en el Aula."

1996

Chair, Session on Native Language Literacies. World Conference on Literacy, International Literacy Institute, UNESCO/University of Pennsylvania, Philadelphia.

Speaker (with Kendall King), Session on Mother Tongue Literacies. World Conference on Literacy, International Literacy Institute, UNESCO/University of Pennsylvania, Philadelphia.

Speaker, Session on Schooling in Language Minority Communities: Exploring Home-School Articulations. Society for Applied Anthropology, Baltimore.

Colloquium speaker, Department of Linguistics, University of Natal, Durban, **South Africa**. Literacy, language maintenance, and linguistic human rights: Three telling cases.

Keynote Speaker, International Seminar on the Teaching and Learning of Indigenous Languages in Latin America. Iquique, **Chile**.

1997

Panel, Bilingual Education in South America and its Relationship to Bidialectalism: Case Studies. University of Campinas, São Paulo, **Brasil**.

Plenary Speaker, American Association for Applied Linguistics. Orlando, Florida. Language Policy, Language Education, and Language Rights: Indigenous, Immigrant, and International Perspectives.

Keynote Speaker, First National Conference on Directions for Language Policy in Israel: Languages in Society and School. Language Policy Research Center, Bar-Ilan and Tel Aviv Universities, **Israel**.

Invited speaker, La educación bilingüe intercultural, la escritura, y los derechos humanos lingüísticos. Centro Bartolomé de Las Casas, Cusco, **Peru**.

1998

AAAL Invited Colloquium speaker, "Language policy and ideological paradox in three Andean countries," Seattle.

Invited Colloquium speaker, "Co-constructing safetime in Peruvian and South African classrooms" (co-authored with Keith Chick), Sociolinguistics Symposium 12, London, **United Kingdom**.

AERA Invited Symposium speaker, "Revisiting the continua of biliteracy: International and critical perspectives" (co-authored with Ellen Skilton-Sylvester), San Diego.

Invited Colloquium speaker, "Language policy and ideological paradox: A comparative look at bilingual intercultural education policy and practice in three Andean countries," 6th International Pragmatics Conference, Reims, **France**. [ERIC ED 429 395]

Keynote speaker, "Language policy, language education, language rights: Indigenous, immigrant, and international perspectives," 4th Annual Conference of the National Council of Associations of Chinese Language Schools, Princeton.

Invited speaker, "Bilingual education policy and practice in the Andes: Ideological paradox and intercultural possibility," Division of Education, University of California at Davis.

1999

Invited speaker, "Bilingual education policy and practice in the Andes: Ideological paradox and intercultural possibility," Department of International and Transcultural Studies, Columbia Teachers College, New York City.

Plenary speaker, "Social, cultural and political contexts of language teacher education," First International Conference on Language Teacher Education, Minneapolis.

Keynote speaker at the conference on "Bilingualism and Biliteracy Through Schooling," Long Island University School of Education, New York.

Keynote speaker at the conference on "Formulating and Implementing Multilingual Language-in-Education Policies in South Africa's Schools, Colleges, and Universities," English Language Education Trust, Durban, **South Africa**.

Guest speaker, "Multilingualism, literacy, and language policy," Post-graduate Seminar, Applied English Language Studies, University of the Witwatersrand, Johannesburg, **South Africa**.

Guest speaker on Ethnographic Research in Education, Rand Afrikaans University, Johannesburg, **South Africa**.

Invited speaker on "Reversing Quechua Language Shift" with Kendall King, Conference on Nationalism, Identity, and Minority Rights, University of Bristol, **United Kingdom**.

2000

Keynote speaker, Applied Linguistics Winter Conference, New York State TESOL and Research Institute for the Study of Language in Urban Society, CUNY Graduate School, New York.

Guest speaker, Department of Reading, Language, and Culture, University of Arizona, Tucson.

Guest speaker, Cross-London Seminar on Language and Literacy, King's College, London, **United Kingdom**.

Keynote speaker, Conference on Qualitative Research in Education, Rand Afrikaans University, Johannesburg, **South Africa**.

Guest speaker, "Ethnographic data analysis." PROEIB, University of San Simon, Cochabamba, Bolivia.

Plenary speaker, "Continua of biliteracy: International and critical perspectives" at 9th International Symposium and Book Fair on English Teaching, Taipei, **Taiwan**.

Panelist, Invited CAE session on Historical, Empirical and Theoretical Reconsiderations of the Ethnography of Communication in Education, American Anthropological Association annual meetings, San Francisco.

2001

Invited speaker, "Language education, language policy, language rights: Indigenous, immigrant, and international perspectives," Swarthmore Diversity Week, Swarthmore College, March.

Plenary speaker, Third International Symposium on Bilingualism, University of the West of England, Bristol, **United Kingdom**, April.

Invited speaker, "Multilingual language policies: Ideologies and implementation," College of Education, Arizona State University, Tempe, May.

Invited speaker, Our Languages, Our Heritages: Community Languages into the Future Conference, Victoria University of Technology, Melbourne, **Australia**, July.

Featured speaker, Universidad Católica, Asunción, **Paraguay**, October.

Invited speaker, Centro Cultural Paraguayo-Norteamericano, Asunción, **Paraguay**, October.

Invited speaker, Colegio Loyola, Asunción, **Paraguay**, October.

Invited lecturer, Facultad de Lenguas Vivas, Universidad Evangélica del Paraguay, Asunción, **Paraguay**, October.

Beatrice S and David I. Miller Education Seminar Speaker, School of Education, Indiana University, Bloomington, October.

Invited speaker, Graduate School of Education, University of Utah, Salt Lake City, November.

Keynote speaker, World Languages Conference, William Paterson University, New Jersey, December.

2002

Invited speaker, GSE International Series, University of Pennsylvania, March.

Featured speaker, NABE (National Association for Bilingual Education), Philadelphia, March.

Invited speaker, Consortium for Language Planning and Policy Brownbag Colloquium series, University of Pennsylvania, March.

Invited presenter, Reach for the Stars poster session, AERA, New Orleans, April.

Invited speaker, Colloquium on Ideologies of Literacy: Exploring Emerging Intercultural Practices, American Association for Applied Linguistics Conference, Salt Lake City, April.

Keynote speaker, NFLRC/CSLR Summer Institute on Heritage Learners and National Language Needs, National Foreign Language Resource Center, University of Hawai'i at Manoa, June.

Invited speaker, Public Lectures in Applied Linguistics, University of Auckland, **New Zealand**, July.

Invited speaker, School of Education, University of Waikato, Hamilton, **New Zealand**, July.

Opening Keynote speaker, Eighth National Conference on Community Languages and ESOL, Wellington, **New Zealand**, July.

Invited Roundtable speaker on Maori Language Revitalization, Education Review Office, Wellington, **New Zealand**, July.

Opening Keynote speaker, International Conference on Innovative Approaches to Teaching Foreign Languages and Cultures in the New Millennium, Dnipropetrovsk University of Economics and Law, **Ukraine**, September.

Invited speaker, conference on From Rhetoric to Reality: Education Reform and Language Minority Students, Harvard Graduate School of Education, Cambridge, Massachusetts, October.

Invited panelist, Heritage Languages Research: Priorities and New Directions, at 2nd National Conference on Heritage Languages in America: Building on Our National Resources, Washington D.C., October.

Opening Plenary speaker, Penn TESOL-East Conference, Philadelphia, November.

Invited discussant, panel on Bilingual and Multilingual Educational Policy and its Impact on Identity Construction of Linguistic Minorities in a Global Context, sponsored by the Council on Anthropology and Education at the American Anthropological Association meetings, New Orleans, November.

Invited speaker/moderator, Educational Linguistics as a Transdisciplinary Field, Educational Linguistics Forum, Graduate School of Education, University of Pennsylvania, Philadelphia, December.

2003

Gorski Lecturer, Penn State University, University Park, PA, January.

Invited speaker, Colloquium on Contexts of Minority Language Learning, Use, and Maintenance: Home, School, and Community Perspectives, Georgetown University Round Table on Languages and Linguistics, Washington DC, February.

Invited speaker, International Symposium: Social Production of Knowledge through Diversity of Expressive Modes, Multiple Literacies and Bi(multi)lingual Relationships, J.P. Naik Centre for Education and Development, Indian Institute of Education, Pune, **India**, March.

Invited speaker, Bilingual-Bicultural Division, University of Texas at San Antonio, Texas, April.

Invited panelist in a three-part colloquium on Current Policy Challenges and Prospects for Bilngual Education: A Global Perspective, 4th International Symposium on Bilingualism, Arizona State University, Tempe, Arizona, April-May.

Teleconference speaker, Indigenous and Intercultural Bilingual Education, Universidad Pedagógica Nacional, **Mexico**, May.

Plenary speaker, International Conference on Minority Languages, Kiruna, **Sweden**, June.

Keynote presenter, International Conference on Language, Education and Diversity, University of Waikato, Hamilton, **New Zealand**, November.

2004

Invited speaker, Department of Language, Reading, and Culture, College of Education, University of Arizona, Tucson, March.

Plenary speaker (bilingual), First International Symposium on Bilingualism and Bilingual Education in Latin America, Buenos Aires, **Argentina**, April.

Invited speaker, AERA Basic Research in Reading and Literacy SIG Invited Symposium on Literacy Instruction and Language Minority Children: Theory, Research, and Practice, AERA, San Diego, April.

Invited speaker, Colloquium on Heritage Language Education: Theory, Research, and Practice, American Association for Applied Linguistics, Portland, May.

Invited speaker, International Symposium on Language, Diversity, and Education, Centre for Intercultural Language Studies, University of British Columbia, Vancouver, **Canada**, May.

Plenary speaker, Congress on Language Diversity, Sustainability, and Peace, sponsored by Linguapax Institute at the Universal Forum of Cultures, Barcelona, **Spain**, May.

Plenary speaker, International Conference of the Southern African Applied Linguistics Association, Ten years of Multilingualism: Fact or Fantasy? Limpopo, **South Africa**. July.

Invited pre-conference speaker, 15th ParaTESOL Annual Conference, Asunción, **Paraguay**. July.

Invited speaker, Centro Cultural Paraguayo-Americano and Instituto Superior de Lenguas, Facultad de Filosofía, Universidad Nacional de Asunción, **Paraguay**. July.

Invited speaker, Facultad de Humanidades y Ciencias de la Educación, Universidad de San Simón, Cochabamba, **Bolivia**. August.

Invited speaker, Maestría en Lingüística Aplicada y Educación, Universidad Nacional del Altiplano, Puno, **Peru**. August.

Invited plenary speaker, Imagining Multilingual Schools: An International Symposium on Language in Education, Teachers College, Columbia University, New York. October.

Nessa Wolfson Colloquium speaker, Graduate School of Education, University of Pennsylvania, Philadelphia. October.

2005

Invited speaker, Voices of America: Language, Power, and Community. Language Institute, University of Wisconsin-Madison. March.

Keynote speaker, Educating All Children: Challenges, Possibilities, and “No Child Left Behind,” Bryn Mawr College. April.

Invited speaker, Puntos Metodológicamente Ricos: Investigación etnográfica en la Educación Intercultural Bilingüe. Maestría en Educación Intercultural Bilingüe, University of San Simón, Cochabamba, **Bolivia**.

Invited speaker, Continua of Biliteracy: Where bi(multi)lingualism and literacy meet. Centre for Research in Pedagogy and Practice, National Institute of Education, **Singapore**.

Featured Symposium Chair and Organizer, Can Schools be Agents for Indigenous Language Revitalization? Policy and Practice on Four Continents. World Congress of Applied Linguistics, Madison, Wisconsin. July.

Invited speaker, What does it mean to be indigenous? Language ideologies in practice in an Andean academic program. Invited session of the Council on Anthropology and Education, Annual Meeting of the American Anthropological Association, Washington D.C. November.

2006

Plenary speaker, GURT '06: Endangered and Minority Languages and Language Varieties: Defining, Documenting, and Developing. Georgetown University Round Table on Languages and Linguistics, Washington D.C. March.

Plenary speaker, Voice and biliteracy in indigenous language revitalization: Contentious educational practices in Quechua, Guarani, and Maori contexts. First International Conference on Applied Linguistics, Chiayi University, **Taiwan**.

Invited speaker, Puntos Metodológicamente Ricos: Investigación etnográfica en la Educación Intercultural Bilingüe. Maestría en Educación Intercultural Bilingüe, University of San Simón, Cochabamba, **Bolivia**.

Invited speaker, Voz y biliteracidad en la revitalización de lenguas indígenas. Universidad Pedagógica Nacional, Querétaro, **Mexico**. June.

Invited speaker, Biliteracy, Universidad Pedagógica Nacional, **Mexico**.

Invited panelist, Multilingual language policy and school linguistic practice: Globalization and educational equity in South Africa, India and Singapore. Sociolinguistics Symposium 16, Limerick, **Ireland**.

Invited speaker, Centre for Research in Pedagogy and Practice, National Institute of Education, **Singapore**.
Conferencia magistral (Plenary talk), La educación intercultural bilingüe desde una perspectiva global: Diez certezas. VII Congreso Latinoamericano de Educación Intercultural Bilingüe, Cochabamba, **Bolivia**.

2007

Co-chair/co-organizer/co-presenter with Francis Hult (PhD '07), colloquium on Educational Linguistics: Directions and Prospects, American Association for Applied Linguistics, Costa Mesa, USA. April.

Invited discussant, colloquium on Research on Heritage and Community Languages: National and Cross-National Perspectives, American Association for Applied Linguistics, Costa Mesa, USA. April.

Invited seminars and talks in Beijing, **China**, June.

Department of English and Graduate School of Education, Peking University.

Central University for Nationalities.

Beijing Foreign Studies University.

Department of Applied Linguistics, Graduate School of the Chinese Academy of Social Sciences.

School of Education, Beijing Normal University.

2008

Plenary speaker, Multilingual education policy and practice: Ten certainties (grounded in indigenous experience), American Association for Applied Linguistics, Washington DC. March.

Discussant, Colloquium on Changing multiliteracies in changing multilingual contexts, American Association for Applied Linguistics, Washington DC, March.

Keynote speaker, Voz y biliteracidad en la revitalización de lenguas indígenas: Practicas contenciosas en contextos Quechua, Guaraní, y Māori, International Seminar on Latin American Literacy Studies, Patzcuaro, **Mexico**, April.

Invited panelist, Language, Empowerment, and Development, Second Annual Global Development Initiative (GDI) Forum, University of Pennsylvania, Philadelphia. April.

Invited speaker, Multilingual education policy and practice: Ten certainties (grounded in indigenous experience), School of Education, Indiana University, Bloomington. April.

Invited speaker, Voice and biliteracy in indigenous language revitalization: Contentious educational practices in Quechua, Guaraní, and Māori contexts, Minority Languages and Cultures Program, Indiana University, Bloomington. April.

Invited speaker in the lecture series on Cross-disciplinary perspectives on early bilingualism: Developmental and educational issues, Simpson Center for the Humanities, University of Washington, Seattle. May.

Invited speaker, Slicing the onion ethnographically: Layers and spaces in multilingual language education policy and practice, School of Education, University of Washington, Seattle. May.

Invited speaker, Multilingual education policy and practice: Ten certainties (grounded in Indigenous experience), University of Limpopo, **South Africa**. August.

Invited keynote speaker, *La Educación Multilingüe, política y práctica* 'Multilingual education, policy and practice,' at *Encuentro Nacional de Calidad Educativa* 'National Encounter on Educational Quality', Ministry of Education / GTZ / UNICEF / USAID / JICA / Ministry of Foreign Relations, Norway / World Bank, Guatemala, **Guatemala**. August.

Guest speaker, Department of Modern Languages, Carnegie Mellon University, Pittsburgh. November.

2009

Featured lecturer, International Year of Languages Symposium, College of Education and Human Development, University of Texas at San Antonio/ World Affairs Council of San Antonio, Texas, USA. April.

Plenary speaker, Annual Graduate Student Conference, Department of Language and Literacy Education, University of British Columbia, Vancouver, **Canada**. April-May.

Invited speaker, Language, Discourses & Society Academic Group, School of Education, University of Birmingham, **UK**. July.

Colloquium speaker, Bilingual intercultural education and global hip-hop in the Andes: Transnational sites for Indigenous language and identity (co-authored with Karl Swinehart). In Colloquium on Bilingualism in the new linguistic economy, International Symposium on Bilingualism 7, Utrecht, the **Netherlands**. July.

Colloquium speaker with David Johnson. The ethnography of language policy. In colloquium on Ethnography and language policy – new means, new ends, new times, American Anthropological Association, Philadelphia, USA. December.

Keynote speaker, International Conference on Bilingualism and Bilingual Education: Fostering Multiliteracies through Education: Middle Eastern Perspectives, American University of Sharjah, **United Arab Emirates**. December.

2010

Plenary speaker, First International Conference on Heritage/Community Languages, National Heritage Language Resource Center, University of California, Los Angeles, USA. February.

Plenary speaker, Ethics and Politics of Research with Immigrant Populations Conference, University of Minnesota, USA. June.

Keynote speaker, 7th International Conference on Chinese Sociolinguistics, Xining, **China**. July.

Principal speaker, Multilingualism and Education: Global Practices, Challenges, and the Way Forward. Kenyatta University, Nairobi, **Kenya**. July.

Invited speaker, Multilingual education policy and practice: Ten certainties (grounded in Indigenous experience), University of KwaZulu-Natal, Durban, **South Africa**. August.

Invited speaker, Negotiating methodological rich points in the ethnography of language policy, PRAESA, University of Cape Town, **South Africa**. August.

Plenary speaker, *Första svenska revitaliseringskonferensen*, Hugo Valentin-centrum, Uppsala University, Uppsala, **Sweden**. October. (CD available)

2011

Co-chair/co-organizer with Teresa L. McCarty, colloquium on Globalization from the bottom up: Indigenous language planning and policy in globalizing spaces and places, American Association for Applied Linguistics conference, Chicago, USA. March.

Colloquium speaker, Bilingual intercultural education and global hip-hop in the Andes: Transnational sites for Indigenous language and identity (co-authored with Karl Swinehart), American Association for Applied Linguistics, Chicago, USA. March.

Discussant, Colloquium on Translanguaging as pedagogy: Between ideology and possibility, American Association for Applied Linguistics, Chicago, USA. March.

Discussant, Colloquium on Connecting language planning and policy across spaces, time, texts, and discourses, American Association for Applied Linguistics, Chicago, USA. March.

Panelist, Colloquium on Políticas lingüísticas y revitalización de lenguas indígenas y de señas nacionales, IV International Symposium on Bilingualism and Bilingual Education in Latin America, Oaxaca, **Mexico**, June-July 2011.

Discussant, Colloquium on Proyecto T'arhexperakua – Creciendo juntos: Investigación-acción colaborativa y educación intercultural bilingüe p'urhepecha, IV International Symposium on Bilingualism and Bilingual Education in Latin America, Oaxaca, **Mexico**, June-July 2011.

Colloquium speaker, On not taking language inequality for granted: Hymesian traces in ethnographic monitoring of South Africa's multilingual language policy. In colloquium on Dell Hymes and the New Language Policy Studies – Legacies and Reimaginings of Linguistic (In)equality in Education. American Anthropological Association, Montreal, **Canada**. November 2011.

2012

Invited speaker, Translanguaging and transnational literacies in today's classrooms, TESOL International Convention, Philadelphia, March.

Invited panelist, Global perspectives on effects of policy on English-medium instruction. TESOL International Convention, Philadelphia, March.

Invited speaker, Conversation on Immigration, Center for Ethics and Human Values, Ohio State University, April.

Invited speaker, Educational Linguistics as a Globalizing Field of Study, International Symposium on Educational Linguistics in China, Fudan University, Shanghai, **China**. May.

Invited speaker, Negotiating methodological rich points in the ethnography of language policy, Fudan University, Shanghai, **China**, May.

- Invited speaker, Translanguaging and transnational literacies in multilingual classrooms: A biliteracy lens, Foreign Language Strategy Research Centre, Shanghai, **China**. May.
- Invited speaker, Shandong University, **China**. May.
- Invited speaker, Puntos metodológicamente ricos en la investigación etnográfica de la política lingüística. Program in Andean Studies, Pontificia Universidad Católica, Lima, **Peru**. June.
- Invited speaker, Esquemas de análisis en la investigación cualitativa en la educación. Graduate Programs in Linguistics, Education, Learning and Human Development. Pontificia Universidad Católica, Lima, **Peru**. June.
- Panelist, 'Until I became a professional, I was not consciously Indigenous': One intercultural bilingual educator's trajectory in Indigenous language revitalization. Colloquium on Deconstructing the urban-rural dichotomy: language dynamism in indigenous language contexts. Sociolinguistics Symposium 19, Berlin, **Germany**. August.
- Invited speaker, Voice and biliteracy in Indigenous language revitalization: Contentious educational practices in Quechua, Guarani, and Maori contexts. Department of Language Studies, University of Umeå, **Sweden**. August.
- Panelist in Invited Colloquium, Multilingualism in the Community: Promoting a community-based approach to research on linguistic diversity and contact, at the 45th Annual Meeting of the British Association for Applied Linguistics: Multilingual Theory and Practice in Applied Linguistics. Southampton, **England**, UK. September.
- Keynote, at The Road Less Travelled: An International Conference on Heritage Languages and Language Acquisition. Victoria College, University of Toronto, **Canada**. October.
- Keynote, Translanguaging and transnational literacies in today's classrooms: A biliteracy lens. Culturally Responsive Research and Pedagogy Symposium 2012. University of Waikato, **New Zealand**. November.

2013

- Invited speaker, 'Until I became a professional, I was not consciously Indigenous': One intercultural bilingual educator's trajectory in Indigenous language revitalization. Centre for Sámi Research, University of Umeå, **Sweden**, June.
- Keynote, Voice and biliteracy in Indigenous language revitalization: contentious educational practices in Quechua, Guaraní, and Maori contexts. VII International Conference on Language Acquisition, Bilbao, **Spain**, September. <http://www.aealbilbao.com/>
- Journal interview (in Euskera): Revista Argia <http://www.argia.com/argia-astekaria/2384/nancy-h-hornberger>
- Radio interview (in Spanish): Radio Euskadi - La Mecánica del Caracol 06/09/2013 (minutes 13:00-39:20) <http://www.eitb.tv/es/radio/radio-euskadi/la-mecanica-del-caracol/945042/1429684/la-adquisicion-de-los-idiomas-y-los-300-numeros-de-la-revista-elhuyar>
- Invited speaker, Where we are: Struggles and Challenges. Conference on the Future of Anthropology in Schools of Education, Teachers College, Columbia University, October
- https://www.youtube.com/watch?v=45fFS_Iz0qs&index=6&list=PLuFs4Fyk-v0B2B7kMEkSRnkcYJzq-utDG

2014

- Invited speaker, On not taking language inequality for granted: Hymesian traces in ethnographic monitoring of South Africa's multilingual language policy.' University of Texas at El Paso, February.
- Invited speaker, The biliteracy lens in dual language education. Workshop for Principals of Dual Language Schools, Project LEAD, El Paso, Texas, February.
- Invited speaker, On not taking language inequality for granted: Hymesian traces in ethnographic monitoring of South Africa's multilingual language policy. Division G, AERA, Philadelphia, April.
- Invited informal talk at Bilingual Research SIG, AERA, Philadelphia, April.
- Guest lecture, Negotiating methodological rich points in the ethnography of language policy. Department of International Business Communication, Copenhagen Business School, **Denmark**, May.
- Invited speaker, Round Table on Challenges in Language Policy, Language Education and Language Ecology, Copenhagen Business School, **Denmark**, May.
- Invited speaker, On not taking language inequality for granted: Hymesian traces in ethnographic monitoring of South Africa's multilingual language policy. Språkstudier, Umeå University, **Sweden**, June.

Panelist with Hanna Outakoski in Invited Colloquium, Language(s) in education across time and (transnational) space: Tracing trajectories of language learning and socialization. Sociolinguistics Symposium 20, Jyväskylä, **Finland**, June.

Invited speaker, Native American Studies at Penn: Indigenous Knowledge in the Academy, Native American and Indigenous Studies Conference, University of Pennsylvania, November.

Invited lecture in the Language Institute Series on Language, Power, Equity and Justice, University of Wisconsin-Madison, October.

Panelist in Invited Colloquium, Producing language reclamation: Contesting and decolonizing 'endangered languages' from the bottom up. American Anthropological Association, Washington DC, November.

2015

Panelist with Sarah Gallo in Invited Colloquium, Family language policy and transnationalism: Resistance and transformation, Washington DC, March.

Panelist in Invited Colloquium, Indigenous languages and identities, American Association for Applied Linguistics, Toronto, **Canada**, March.

Invited speaker, Thinking Andean Studies conference, University of Pennsylvania, April.

Panelist in colloquium, "Strange" new norms: Standardizing Indigenous languages across educational settings. American Anthropological Association, Denver, November.

2016

Keynote speaker, Things we really know to be true about Indigenous education. Aktasne/Together II: New Concepts, Theories and Methodologies on Saami Studies, Umeå University, **Sweden**, March.

Invited speaker, The Life and legacy of Joshua Fishman: Seminal contributions to sociolinguistics and human development. American Educational Research Association, Washington D.C., April.

Invited speaker, Revitalización de lenguas indígenas en las escuelas / Indigenous language revitalization in schools, Mesa Técnica Regional de la Educación Intercultural Bilingüe / Expert RoundTable on Bilingual Intercultural Education, Cusco, **Peru**, August.

2017

Keynote speaker, Researching the Continua of Biliteracy, Language Education and Multilingualism Research Conference, University of Hamburg, Hamburg, **Germany**, February.

Invited discussant, Panel: In what ways can ethnographic and cultural anthropological methodologies enhance our understanding of learning at the Bottom of the Pyramid? Invitational Working Conference on Learning at the Bottom of the Pyramid: Science, measurement and policy in low-income countries in an era of global change, Graduate School of Education, University of Pennsylvania, Philadelphia, March.

Panelist in Invited Colloquium, Ethnographic Research in Applied Linguistics: Transdisciplinarity, Transnationalism, Transformation, American Association for Applied Linguistics, Portland, March.

Invited speaker, Teaching the Continua of Biliteracy, TESOL Language and Linguistics Speakers Series, College of Education, Temple University, Philadelphia, April.

Invited talk, Researching and Teaching (with) the Continua of Biliteracy. Language and Literacy Education, University of British Columbia, **Vancouver**, July.

Invited speaker, Teaching and Researching the Continua of Biliteracy, Educational Linguistics Proseminar, PennGSE, Philadelphia, October.

Invited panelist, Countering unequal multilingualism as an ethnographer in educational linguistics. Taking Action in Troubled Times: Learning and Engaging with Shirley Brice Heath. American Anthropological Association, Washington DC, November.

2018

Opening Plenary speaker, *Researching and teaching (with) the continua of biliteracy*, Multilingualism and Education: Interdisciplinary and International Perspectives, University of **Oslo, Norway**. May.

Plenary speaker, *Researching and teaching (with) the continua of biliteracy*, IX International Congress of Psychology and Education, **Logroño, Spain**. June.

Invited speaker, *Things we know to be true about multilingual education*, Escuela de Ciencias del Lenguaje y la Maestría en Estudios Interlingüísticos e Interculturales, Universidad del Valle, **Cali, Colombia**, September. *Multilingüismo, una propuesta para no olvidar otras lenguas*, Agencia de Noticias Univalle, <https://www.univalle.edu.co/lo-que-pasa-en-la-u/multilinguismo-propuesta-no-olvidar-otras-lenguas>

Keynote address, *Researching and teaching the continua of biliteracy*, 1st International Conference on Literacy, Culture and Language Education, School of Education, University of Indiana, Bloomington, Indiana, October.

Honorary doctorate lecture, *Things we know to be true about Indigenous education*, Årshögtiden, University of Umeå, Sweden, October

Keynote speaker, *Monolingualism and the continua of biliteracy: Whence and wherefore?* Colloquium Monolingualism, Institute of Multilingualism, Fribourg, Switzerland, November.

2019

Invited panelist, *Honoring the Legacy of Brian Street*, Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, February

Invited panelist, *Evening Plenary: Ethnography in Education: Critical Issues in the Future of the Field*, Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, February.

Invited panelist, *What all teachers need to know about language and why*, TESOL 2019 International Convention, Atlanta, March.

Charles A. Ferguson Award for Outstanding Scholarship acceptance, *Things we know to be true about Indigenous education and language revitalization*, TESOL 2019 International Convention, Atlanta, March.

Featured speaker, *Stories and lessons from Indigenous education*, Multilingualism, Diversity, and Democracy Conference, School of Education and Communication, University of Jönköping, Sweden, April.

Keynote speaker, *Researching and teaching (with) the continua of biliteracy*, Translanguaging in the Individual, at School and in Society, Linneaus University, Växjö, Sweden, April.

K. SERVICE TO THE GRADUATE SCHOOL OF EDUCATION

Advisory Board

Cantor-Fitzgerald Center for Research on Diversity in Education, 1996-1999

PACE-Programs for Awareness in Cultural Education, 1995-present

Affiliated Faculty

Literacy Research Center, 1986-present

National Center on Adult Literacy, 1990-present

National Center on Fathers and Families, 1994-present

Committee on Academic Freedom and Responsibility, 1988-93, 97-00, 03-07, 09-10

Chair, 1990-91, 1997-98, 2005-07

Alternate member, 1988-89, 2010-2011

Committee on Instruction. Subcommittee on Colloquia, 1985-87

Organized and coordinated visit and two lectures by Dr. Joshua Fishman, 1986

Committee on Research, 1989-92

Consultative Committee to Review the Dean, 1992-93, 2000-01

Consultative Committee on Appointment of Acting Dean, 1992-93, 2006

Core Curriculum Committee, Chair 1991-92

Core Faculty, International Education Development Program, 2010-present

Dean - Acting / Interim, 1993-95

Educational Linguistics Division (Program), Chair (Director) 1990-1993, 1998-2016

Ethnography in Education Research Forum, Convenor 1999-2015

reviewer, adviser, and participant 1986-present

Executive Committee, 1987-88, 1991-92 (expanded), 1993-95, 2011-2016

Faculty Personnel Committee 2011-present

Faculty Review Committees

Member, Marilyn Cochran-Smith tenure review committee, 1992-93

Chair, Vivian Gadsden tenure review committee, 1995-96

Chair, Rebecca Freeman tenure review committee, 1998-99

Chair, Stanton Wortham full professor promotion review committee, 2003-04

Chair, Vivian Gadsden full professor promotion review committee, 2005-06

Chair, Kathryn Howard assistant professor reappointment review, 2006-07

Chair, Lawrence Sipe full professor promotion review committee, 2008-09

Member, Katherine Schultz full professor promotion review committee, 2009-10

Chair, Kathryn Howard tenure review committee, 2010-11

Chair, Betsy Rymes full professor promotion review committee 2015-2016

Chair, Yuko Butler full professor promotion review committee 2017-2018

Faculty Search Committees

Member, LED Search, 1988-89, 1999-2001

Member, PED Search, 1989-91

Chair, LED Search, 1991-92

Member, PED Search, 1997-98

Chair, ELD Search, 1999-2000

Member, ELD Search, 2000-01

Chair, LLED Search, 2006-07

Chair, ELX Search 2014-2016

Early Career Mentoring Committee, chair 2016-2017, member 2019-

Fellowship Selection Committee, 1989-93

GSE International - Six Nation Education Project

Adviser/ Faculty representative for Language and Literacy Education, 1995-99

Global Education Task Force member, 2016-2017

Global Engagement Office Advisory Committee, 2018-

International Education Advisory Committee 2007-2016

International Visiting Faculty Selection sub-committee, Chair, 2008-2015

Advisory Committee on International Programs, 1992-93, 99-03

International Education Development M.S. Ed. Specialization, Core Faculty member 2007-present

Junior Faculty Mentoring Committee (invited guest), 2009-2010

Nessa Wolfson Colloquium, Convenor 1990-1993, 1998-2016

Spencer Steering Committee, 1997-2004; Chair 1998-2004

Working Papers in Educational Linguistics, Faculty Adviser 1985-present

L. SERVICE TO THE UNIVERSITY OF PENNSYLVANIA

1985-87 PARSS Seminar: Diversity of Language and the Structure of Power.

1986-n.d. Committee on Language, Culture and Society, Arts and Sciences.

1986-now Ethnography in Education Research Forum: reviewer of abstracts; chair/moderator/discussant; convenor; Saturday night conversationalist.

1987-n.d. Affiliated, Literacy Research Center, Graduate School of Education.

1987-1989 University Council Committee on International Programs.

1988-n.d. Board of Advisors, Office of International Programs.

1988-89 Provost's Planning Committee on International Dimensions.

1988-now Latin American and Latino Studies (formerly Latin American Cultures)

1989-2018 University of Pennsylvania Chamber Singers, Choir, and Choral Society.

1989-90 250th Anniversary Alumni/Faculty Exchange Organizer and Leader. "Spanish Literacy in U.S. Schools: Implications for Educational Achievement"

1990-94 Provost's Council on International Programs

1990-n.d. Phi Beta Delta, Honor Society for Int'l Scholars, President 1993-94.

1991-92 Task Force on the Just Cause Procedure, Faculty Senate

1991-94 Hearings List, Faculty Grievance Commission, Faculty Senate

1992-93 Nominating Committee, Faculty Senate

1993-now Urban Studies Graduate Certificate Program

1993-95 Acting Dean, Graduate School of Education

1995-96 Nominating Committee, Faculty Senate

1995-97 Faculty Liaison, Trustees' Committee on Internationalization

1995-2000 Advisory Board, Programs for Cultural Awareness in Education (PACE)

2000-now Advisory Board, Greenfield Intercultural Center

2000 Provost's Ad Hoc Committee on Internationalization

2001	Provost's Advisory Committee on Music at Penn
2002-03	Provost's Middle States Accreditation Review. Subcommittee on Support Systems for Graduate Students.
2005-06	Nominating Committee, Faculty Senate
2007-10	Research Fellow, Center for Native American Studies
2008-09	Provost's Teaching Awards Selection Committee
2009-10	Fulbright Campus Interview Committee
2011-now	Faculty Affiliate, Native American and Indigenous Studies minor

M. DISSERTATIONS SUPERVISED (at University of Pennsylvania)

- Cristi Alberino (2004). *Desperate Measures: The Effects of Standards and Standardized Testing on Teaching and Curriculum in Two Philadelphia Schools.*
- Elaine Allard (2013). *Latecomers in the New Latino Diaspora.*
- Nancy Bell (2002). *Using and Understanding Humor in a Second Language: A Case Study.*
- Ruth Benander (1993). *Communicative Competence in Second Language Acquisition: Noticing and Choosing to Perform Positive Evaluation Speech Acts.*
- Cathrine Berg (1997). *The Effects of Trained Peer Response on Writing Quality, Revision Strategies, and Peer Talk about ESL Texts.*
- Melisa Cahnmann (2001). *Shifting Metaphors: Of War and Reimagination in the Bilingual Classroom.*
- Keo Chea-Young (2014). *Identity Construction through Language and Literacy Practices: Case Studies of Four Second-generation Khmer Adolescents.*
- Su-chiao Chen (1992). *Language Maintenance and Shift in the Chinese Community of Greater Philadelphia.*
- Serafin Coronel-Molina (2007). *Language policy and planning, and language ideologies in Peru: The Case of Cuzco's High Academy of the Quechua Language (Qheswa Simi Hamut'ana Kuraq Suntur).*
- Angela Creese (1997). *Partnership Teaching in Mainstream British Secondary School Classrooms: A Language Policy for Bilingual Students.*
- Haley De Korne (2015). *Imagining convivial multilingualism: Practices, ideologies and strategies in Diidzaxá/Isthmus Zapotec indigenous language education.*
- Stuart DeLorme (1999). *Mother Tongue, Mother's Touch: Kazakh Metaphors of Identity and Language Planning.*
- Aminata Diallo (2008). *Language education policy and its implementation in three schools in Windhoek, Namibia's capital city.*
- Seran Dogançay (1993). *Turkish Language Reform in a Language Planning Framework: Its Impact on Language Use of Turkish Cypriot High School Students.*
- Coleman Donaldson (2017). *Clear Language: Script, Register and the N'ko Movements of Manding-Speaking West Africa.*
- Iffat Farah (1992). *Literacy Practices in a Rural Community in Pakistan.*
- Jennifer Freeman (2007). *The writing exam as index of policy, curriculum, and assessment: An academic literacies perspective on high stakes testing in an American university.*
- Bridget Goodman (2013). *Towards a Multilingual Future: The Ecology of Language at a University in Eastern Ukraine.*
- Daryl Gordon (2003). *"I'm Tired, You Clean and Cook": Shifting Gender Identities and Language Socialization in a Lao-American Community*
- Cynthia Groff (2010). *Language, Education, and Empowerment: Voices of Kumauni Young Women in Multilingual India.*
- Joel Hardman (1994). *Language and Literacy Development in a Cambodian Community in Philadelphia.*
- Francis M. Hult (2007). *Multilingual language policy and English language teaching in Sweden.*
- Masakazu Iino (1996). *"Excellent Foreigner!": Gaijinization of Japanese Language and Culture in Contact Situations -- An Ethnographic Study of Dinner Table Conversations between Japanese Host Families and American Students.*
- Mihyon Jeon (2005). *Language ideology, ethnicity, and biliteracy development: A Korean-American perspective.*
- David Cassels Johnson (2007). *Language policy within and without the School District of Philadelphia.*

- Kendall A. King (1997). Language Revitalization in the Andes: Quichua Instruction, Use, and Identity in Saraguro, Ecuador.
- Frances Kvietok Dueñas (2019). Youth Bilingualism, Identity and Quechua Language Planning and Policy in the Urban Peruvian Andes.
- Kathleen S. Lee (2014). The Politics of Teaching English in South Korean Schools: Language Ideologies and Language Policy.
- Genevieve Leung (2012). Hoisan-wa Reclaimed: Chinese American language maintenance and language ideology in historical and contemporary sociolinguistic perspective.
- Nicholas Limerick (2015). Becoming Multicultural Emblems: The Politics and Poetics of Quichua Language and Culture in Intercultural Bilingual Education in Ecuador.
- Felicia Lincoln (2001). Language Minority Populations Twice Neglected: A Critical Ethnographic Study of Language Education Policy and Practice in Middle America.
- Agnes Malaret-Collazo (2008). A study of language policy and language planning in a small private school in Puerto Rico.
- Theresa McGinnis (2002). Khmer-American Youth in an Urban Migrant Education Program: Discourses, Literacies, and Possible Selves.
- Tara McGowan (2012). Loosening the ligatures of text: Kamishibai performance in the modal ecologies of 21st century classrooms.
- Sean McGrew (2012). Choosing to comply: How teachers and students used tests in a bilingual charter school.
- Thomas Meyer, Jr. (1996). Language and Power in Disagreements: Analyzing the Discourse of Male, Female, and Male/Female Couples.
- Cheri Micheau (1990). Ethnic Identity and Ethnic Maintenance in the Puerto Rican Community of Philadelphia.
- Katherine S. Mortimer (2012). The Guaraní speaker in Paraguayan bilingual education policy: Language policy as metapragmatic discourse.
- Jeanne Newman (1993). Ethnography, Classrooms, and Social Networks in the Russian Jewish Immigrant Community of Northeast Philadelphia.
- Lydia Nyati-Ramahobo (1991). Language Planning and Education Policy in Botswana.
- Mark Ouellette (2004). Voices on the Landscape: Reconceptualizing Plagiarism, Voice Appropriation, and Academic Competence in ESL Freshman Composition.
- Yoshiko Okushi (1997). Patterns of Honorific Use in the Everyday Speech of Four Japanese Women.
- Holly Pak (2005). Language planning for biliteracy at a Korean American church school.
- Anne Pomerantz (2001). Beyond the good language learner: Ideology, identity, and investment in classroom foreign language learning.
- Norrizan Razali (1992). Learning ESL in Malaysia: A Study of Reinforcing and Suppressing Factors in Two Communities.
- Angela Reyes (2003). "The other Asian": Linguistic, Ethnic and Cultural Stereotypes at an After-school Asian American Teen Videomaking Project [Phi Delta Kappa Outstanding Dissertation Award]
- Anne Roberti (2004). Four Girls Produce and Transform Texts Situated in the Arts and Literacies: Accessing Discourses of Schooling, Heritage, and Difference at Taller Puertorriqueño
- Jamie Schissel (2012). The pedagogical practices of test accommodations for emergent bilinguals: Policy-enforced washback in two urban public schools.
- Diana Schwinge (2003). Making Connections between Languages, between Cultures, between Texts: Intertextual Connections in Bilingual Elementary School Read-alouds.
- Ellen Skilton Sylvester (1997). Inside, Outside and In-between: Identities, Literacies and Educational Policies in the Lives of Cambodian Women and Girls in Philadelphia.
- Nathan Smith (2001). Critical Pedagogy in Practice: An Examination of Cross Cultural Awareness.
- Julie Spiegel (2000). "It's My Life": Independence, cohesion, and tensions in the social world of an Israeli preadolescent school class.
- Viniti Vaish (2004). *Vidyashakti*, Biliteracy, and Empowerment in India: The Continua of Biliteracy in Action.
- Manka Varghese (2000). Bilingual Teachers-in-the-Making: Advocates, Classroom Teachers, and Transients.
- Shuhan Wang (2004). Biliteracy Resource Eco-system of Intergenerational Language and Culture Transmission: An Ethnographic Study of a Chinese-American Community.
- Fara Adlina Wan-Mansor (1999). Interaction on the Network: A Case of PennMOO Among ESL Learners.

- Doris Warriner (2003). "Here without English You are Dead": Language Ideologies and the Experiences of Women Refugees in an Adult ESL Program.
- Miranda Weinberg (2018). Schooling Languages: Indigeneity, Language Policy and Language Shift in Nepal.
- Martha Wright (2002). Ideologies and Methodologies in Language and Literacy Instruction in Postcolonial Eritrea.
- Ming-Hsuan Wu (2013). Re-imagining Education for Linguistically, Culturally, and Racially Diverse Students in a Changing Era: One U.S. Urban School's Alternative Vision.
- Mohamad Hassan Zakaria (1997). Acquisition Planning for English: A Case in Malaysian Tertiary Education.

N. EXTERNAL DISSERTATIONS EXAMINED

- University of Sydney, Australia. Department of Linguistics, Faculty of Arts. Khin Lha Win (Ph.D. 1991). *The Social Context of Teaching English: The Case of Burma*.
- University of Toronto, Toronto, Canada. Department of Education, School of Graduate Studies. Grace Wangari Bunyi (Ph.D. 1996). *Language, Education, and Social Selection in Kenya: An Ethnographic Study of Two Schools*.
- University of Natal, Durban, South Africa. Department of Linguistics. Ralph Adendorff (Ph.D. 1999). *A Critical Micro-Ethnographic Investigation of the Role of News Time in the Acquisition of Literacy in Pre-Democratic South Africa*.
- University of Lancaster, UK. Department of English and Modern Languages. Maria Pérez Murillo (Ph.D. 2001). *Talk and Texts in Bilingual Classrooms: A Case Study of the Spanish School in London*.
- University of Wales, Bangor, UK. School of Education. Leslie James Thompson (Ph.D. 2006). *Establishment and Growth of Protestantism in Colombia*.
- University of Kwazulu-Natal, Durban, South Africa. Jennifer Joy Joshua (Ed.D. 2007). *Language Matters in a Rural Commercial Farm Community: Exploring Language Use and Implementation of the Language-in-Education Policy*.
- Stockholm University, Sweden. Peter Plüddemann (Ph.D. 2013). *Language Policy from Below: Bilingual Education and Heterogeneity in post-apartheid South Africa*.
- Universidad de Sonora, Mexico. Marina Lorenzo Santiago (M.A. 2016). *Ideologías lingüísticas: La visión de alumnos y padres de tercer grado de secundaria hablantes de zapoteco de Santiago Matatlán, Oaxaca*.
- Universidad del Quindío, Armenia, Colombia. Norbella Miranda Nieves (Ph.D. 2018). *Política educativa para el bilingüismo español-inglés en Colombia: Rastreo de su trayectoria desde las aulas*.