

CURRICULUM VITAE**KENDALL A. KING**

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 University of Minnesota
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Academic Rank

Professor: Multilingual Education (C&I), CEHD
 Graduate (Affiliated) Faculty: Department of Spanish and Portuguese, CLA; International
 Education, CEHD; Literacy & Rhetorical Studies, CLA

Education

Degree	Institution	Date Degree Granted
B.A.	University of California, Santa Barbara Psychology	1991
M.S.	University of Pennsylvania TESOL	1993
Ph.D.	University of Pennsylvania Educational Linguistics Advisor: Nancy Hornberger	1997

Academic Positions

University of Minnesota, Twin Cities (2008-present)	
Associate Dean for Graduate Education and Faculty Development	2024-present
Professor	2012-present
Associate Professor	2008-2012
Georgetown University (2002-2008)	
Associate Professor, Department of Linguistics	2006-2008
Assistant Professor, Department of Linguistics	2002-2006
Stockholm University (2000-2002)	
Center for Research on Bilingualism	
Visiting Associate Professor of Research	2000-2002
New York University (1997-2002)	
Assistant Professor, Department of Teaching and Learning	1997-2002
University of Pennsylvania, Lecturer / Program Advisor	1996-1997
Drexel University, Instructor	1991-1997

Memberships in Professional Organizations

- American Association of Applied Linguistics (AAAL)
- American Anthropology Association (AAA)
- American Council on the Teaching of Foreign Languages (ACTFL)

HONORS AND AWARDS

Professional

- Distinguished Scholarship and Service Award (DSSA), American Association of Applied Linguistics (AAAL), 2024
- Linda Duttenhaver Distinguished Alumni Award, University of California Education Abroad Program (for distinguished service and extraordinary achievement), 2023
- Helen C. Bailey Alumni Award, University of Pennsylvania (for outstanding contributions to the field of education), 2016

University of Minnesota

- Imagine Fund Annual Award, 2014
- CEHD Summer Research Award, 2012

Additional Sources

- Goddard Research Award for Junior Faculty, New York University, 2001
- Distinguished Dissertation Award, University of Pennsylvania, 1997
- Fulbright Foreign Language and Area Studies Award, University of Wisconsin, Madison, 1992
- U.S. Dept. of Ed., Bilingual Education Fellowship, University of Pennsylvania, 1991-1994

Visiting Professorships or Visiting Scholar Positions

- Honorary Professor, Nanjing University; School of Liberal Arts, 2024-2027.
- Visiting Research Fellow Queen Mary, University of London; School of Modern Languages, Spring 2005.

RESEARCH AND SCHOLARSHIP

Grants and Contracts

External Sources

Received at the University of Minnesota:

U.S. Department of Education (Title VI) Language Resource Center (2022-2026)
Center of Advanced Research on Language Acquisition (CARLA) at UMN
Program Director: Equity and access to state seals of biliteracy initiative (with Ayumi Stockman)
\$770,208 (total grant to support multiple initiatives at CARLA)

Co-PI, Joint with Maria Schwedhelm
American Council on the Teaching of Foreign Languages (ACTFL)

Research Priorities Initiative, 2019
Seals and certificates of biliteracy as language policy (\$2,000)

Sub-contractor, Joint with Red Lake Bank of Chippewa Indians & GIM
Office of English Language Acquisition (ED 032516-001)
Growing Ojibwe and English language literacies, 2017
\$1,411,661

Co-PI, Joint with Martha Bigelow
Minneapolis Public Schools / CAREI, 2016
Assessment of English language learner placements and experiences
\$50,000

Co-PI, Joint with CLA Faculty
Mellon Foundation
Seed grant for interdisciplinary collaboration developing project on the Global Midwest, 2014
\$10,000

Received at another institution:

Principal Investigator
International Collaborative Research Grant, Office of the Provost, Georgetown
“Indigenous language politics and practices in Ecuador: A ten-year update,” 2006
\$3,300

Co-Principal Investigator (w/ Alison Mackey)
Summer Curriculum Grant, Faculty of Languages and Linguistics, Georgetown
“Curriculum Revision: Second language acquisition and Bilingualism,” 2006
\$9,000

Principal Investigator
Summer Academic Grant, Graduate School of Arts and Sciences, Georgetown University.
“Analyzing Saraguro mother-child narratives,” 2005
\$9,000

Principal Investigator
Competitive Grant-in-Aid, Graduate School of Arts and Sciences, Georgetown University.
“Transcribing Saraguro mother-child narratives,” 2005
\$1,950

Co-principal Investigator (w/ Jeff Connor-Linton)
Office of English Language Acquisition, U.S. Department of Education.
Title III Professional Development Training Grant, Georgetown University, 2002-2005
\$1,300,000

Member of Steering Committee
National Science Foundation, Planning Grant
Center for Culture, Education and Development, New York University, 2001-2002
\$150,000

Principal Investigator

Major Research Grant, Swedish Central Bank
 Language ideologies, language use patterns, and education success among Chileans in Sweden and returnees in Chile.
 Stockholm University: Centre for Research on Bilingualism, 2000-2003
 \$450,000

Principal Investigator
 Office of Bilingual Education and Minority Language Affairs,
 Title VII Fellowship Grant
 New York University, 1998 – 2001
 \$350,000

Co-Principal Investigator (w/ Gigliana Melzi)
 School of Education Research Challenge Award, New York University
 “The role of diminutives in Latino children’s Spanish-language narratives,” 2000-2001
 \$3,000

Principal Investigator
 School of Education Research Challenge Award, New York University
 Language revitalization in the Ecuadorian Andes: Book completion proposal, 1998-1999
 \$3,000

University Sources

Faculty and Staff Summer Research Award, 2011
 College of Education and Human Development
 Ojibwe language revitalization, multimedia technology, and family language learning.
 \$5,000

Curriculum and Instruction Seed Grant, 2011
 Curriculum and Instruction, College of Education and Human Development.
 Language learning and academic engagement among recently arrived high school youth.
 \$5,900

IDEA Multicultural Research Award, 2010
 Institute for Diversity, Equity and Advocacy.
 Academic aspirations and (im)migrant status among Minnesota Youth.
 \$7,000

Publications

Books or Monographs

Academic Books

King, K.A., Lai, Y. & May, S. ^{**^1} (Eds.) (2017). *Encyclopedia of language and education: Research methods in language and education* (Third Edition). NY, NY: Springer. [+13,000 downloads in 2017]

¹ * Work was jointly co-authored or co-edited. Roughly equal roles in conceptualizing, analyzing and writing.

** Student co-author(s) or co-editor(s).

Hult, F. & **King, K.A.*** (Eds.) (2011). *Educational linguistics in practice: Applying the local globally and the global locally*. UK: Multilingual Matters Press. [reviewed in: *Bilingual Research Journal* (2013), 36, 260-263.]

King, K.A., Schilling-Estes, N., Fogle, L., Lou, J. & Soukup, B. (Eds.)** (2008). *Sustaining linguistic diversity: Endangered and minority languages and language varieties*. Washington DC: Georgetown University Press. [reviewed in: *Journal of Sociolinguistics* (2010), 14(3); *Language Problems & Language Planning* (2009), 33(3); *Anthropology & Education Quarterly* (2009), 40(2); *Language in Society* (2009), 38(5).]

King, K.A. & Hornberger, N.H.^ (Eds.) (2008). *Encyclopedia of language and education: Research methods in language and education* (Second Edition). NY, NY: Springer.

Huss, L., Camilleri, A. & **King, K.A.*** (Eds.) (2003). *Transcending monolingualism: Linguistic revitalisation in education*. Lisse, The Netherlands: Swets & Zeitlinger Publishers. [reviewed in: *Anthropology & Education Quarterly* (2004), 35(3).]

King, K.A. (2001). *Language revitalization processes and prospects: Quichua in the Ecuadorian Andes*. Clevedon, UK: Multilingual Matters Press. [reviewed in: *Language in Society* (2002), 31(4), 650-653.; *Language Policy* (2002), 32(4), 204-207; *Anthropology & Education Quarterly* (2001), 32(4).]

Text or General Audience Books

King, K.A. & Mackey, A.* (2008). *L'acquisizione linguistica*. Bologna, Italy: Società editrice il Mulino.

King, K.A. & Mackey, A.* (2007). *The bilingual edge: How, when and why to teach your child a second language*. NY, NY: HarperCollins. [Translated and published in German by Parthas Verlag in 2009; in Korean by Moonye in 2012; in Vietnamese by Quangvan Books in 2014; in Chinese by Beijing Language and Culture University Press in 2020, sold in 2021 to Brazilian publisher] [reviewed in: *Die unterrichtspraxis / Teaching German* (2008), 41(1), 105-106.; *International Journal of Bilingual Education and Bilingualism* (2008), 13(1), 115-130.]

Journal Articles

King, K.A. (2024). The promises and perils of positionality statements. *Annual Review of Applied Linguistics*, 1-8. [doi:10.1017/S0267190524000035](https://doi.org/10.1017/S0267190524000035)

Fluegel, S. & **King, K.A.**** (2024). Framing bilingual parenting as market advantage: The neoliberal roots of 'grassroots' media. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2023.2298218>

King, K.A. (2023). Challenges in doing research to support language revitalization aims. *Linguistic Approaches to Bilingualism*, 13(1), 56-59.

^ K. King was lead author or editor.

^^ Co-author(s) or editor(s) took lead.

Wang, L. & **King, K.A.** (2022). Language ideologies, language policies and shifting regional dialect proficiencies in three Chinese cities. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2022.2044339>

Fluegel, S. & **King, K.A.**** (2022). #workfromhome: How multi-level marketers enact and subvert federal language policy for profit. *Language Policy*, 21, 121-154. <https://doi.org/10.1007/s10993-021-09589-x>

Schwedhelm, M. & **King, K.A.**** (2020). The neoliberal logic of state seals of biliteracy. *Foreign Language Annals*, 53 (1), 12-27. <https://doi.org/10.1111/flan.12438>

Eslamdoost, S., **King, K.A.** & Tajeddin, Z.** (2020). Professional identity conflict and (re)construction among English teachers in Iran. *Journal of Language, Identity and Education*, 19 (5), 327-341. <https://doi.org/10.1080/15348458.2019.1676157>

Fu, S. & **King, K.A.**** (2019). Data disaggregation and its discontents: Discourses of civil rights, efficiency and ethnic registry. *Discourse: Studies in the Cultural Politics of Education*. <https://doi.org/10.1080/01596306.2019.1602507>

King, K.A. & Lanza, E.* (2019). Ideology, agency, and imagination in multilingual families. *International Journal of Bilingualism*, 23 (3), 717-723. doi.org/10.1177/1367006916684907

King, K.A. & Bigelow, M.* (2018). East African transnational adolescents and cross-border education: An argument for local international learning. *Annual Review of Applied Linguistics*, 38, 187-193.

Vanek, J., **King, K.A.** & Bigelow, M.** (2018). Social presence and identity: Facebook in an English language classroom. *Journal of Language, Identity and Education*, 17 (4), 236-254. <https://doi.org/10.1080/15348458.2018.1442223>

King, K.A. & Bigelow, M. ^ (2018). The language policy of placement tests for newcomer English learners. *Educational Policy*, 32 (7), 936-968. [doi:10.1177/0895904816681527](https://doi.org/10.1177/0895904816681527)

Bigelow, M., Vanek, J., **King, K.A.**, & Abdi, N.** (2017). Literacy as social (media) practice: Refugee youth and native language literacy at school. *International Journal of Intercultural Relations*, 60 (Sept), 183-197. <https://doi.org/10.1016/j.ijintrel.2017.04.002>

King, K., Bigelow, M., & Hirschi, A. (2017). New to school and new to print: Everyday peer interaction among adolescent high school newcomers. *International Multilingual Research Journal*, 11 (3), 137-151.

King, K.A. (2016). Language policy, multilingual encounters, and transnational families. *Journal of Multilingual and Multicultural Development*, 37 (7), 726-733.

King, K.A. & Mackey, A.* (2016). Research methodology in second language studies: Trends, concerns, and new directions. *Modern Language Journal*, 100, 209-227.

Bigelow, M. & **King, K.A.*** (2015). Somali immigrant youths and the power of print literacy. *Writing Systems Research*, 4-19. DOI: 10.1080/17586801.2014.896771

- King, K.A.** & Hermes, M.* (2014). *Why is this so hard?* Ideologies of endangerment, passive language learning approaches, and Ojibwe in the U.S. *Journal of Language, Identity and Education*, 13 (4), 268-282.
- Fogle, L. & **King, K.A.*** (2013). Child agency and language policy in transnational families. *Issues in Applied Linguistics*, 19 (1), 1-25.
- Hermes, M. & **King, K.A.*** (2013). Ojibwe language revitalization, multimedia technology, and family language learning. *Language Learning and Technology*, 17 (1), 125-144.
- King, K.A.** (2013). A tale of three sisters: Language learning and linguistic identity in a transnational family. *International Multilingual Research Journal*, 1, 49-65.
- King, K.A.** & Fogle, L.* (2013). Family language policy and bilingual parenting. *Language Teaching*, 46 (2), 172-194.
- King, K.A.** & Puntí, G.** (2012). On the margins: Undocumented students' narrated experiences of (il)legality. *Linguistics and Education*, 23, 235-249.
- De Fina, A. & **King, K.A.*** (2011). Language problem or language conflict? Narratives of immigrant women's experiences in the U.S. *Discourse Studies*, 13(2), 163-188.
- King, K.A.** (2011). Linguistic emancipation. *International Journal of the Sociology of Language*, 209: 131-140.
- King, K.A.** & Shohamy, E.* (2010). Academic publishing, globalization, and (in)equality. *Modern Language Journal*, 94(4): 652-654.
- King, K.A.** & De Fina, A. (2010).* Language policy and Latina immigrants: An analysis of personal experience and identity in interview talk. *Applied Linguistics*, 31(5): 623-650.
- King, K.A.**, Fogle, L., & Logan-Terry, A.** (2008). Family language policy. *Language and Linguistics Compass*, 2, 1-16.
- King, K.A.** & Logan-Terry, A.** (2008). Additive bilingualism through family language policy: Ideologies, strategies and interactional outcomes. *Calidoscópico*, 6(1), 5-19.
- King, K.A.** & Hornberger, N.H.* (2006). Quechua as a lingua franca. *Annual Review of Applied Linguistics*, 26, 177-194.
- King, K.A.** & Fogle, L.** (2006). Bilingual parenting as good parenting: Parents' perspectives on family language policy for additive bilingualism. *International Journal of Bilingual Education and Bilingualism*, 9(6), 695-712.
- Zilles, A. & **King, K.A.*** (2005). Self-presentation in sociolinguistic interviews: Identities and language variation in Panambi, Brazil. *Journal of Sociolinguistics*, 9(1), 74-94.
- King, K.A.** & Ganuza, N.** (2005). Language, identity, education and transmigration: Chilean adolescents in Sweden. *Journal of Language, Identity, and Education*, 4(3), 179-199.

King, K.A. (2004). Language policy and local planning in South America: New directions for enrichment bilingual education. *International Journal of Bilingual Education and Bilingualism*, 7(5), 334-347.

King, K.A. & Melzi, G.* (2004). Intimacy, imitation and language learning: Spanish diminutives in mother-child conversations. *First Language*, 24(2), 241-261.

King, K.A. & Hornberger, N.H.* (2004). Introduction. Why a special issue on Quechua? *International Journal of the Sociology of Language* (Special issue on Quechua sociolinguistics edited by **K.A. King** & N.H. Hornberger), 167, 1-8.

Melzi, G. & **King, K.A.** * (2003). Spanish diminutives in mother-child conversations. *Journal of Child Language*, 30(2), 281-304.

King, K.A. & Haboud, M. * (2002). Language planning and policy in Ecuador. *Current Issues in Language Planning*, 3(4), 359-424.

Berg, C., Hult, F. & **King, K.A.**** (2001). English in Sweden's elite domains: Shaping the climate for language shift? *World Englishes*, 20(3), 305-319.

King, K.A. (2000). Language ideologies and heritage language education. *International Journal of Bilingual Education and Bilingualism*, 3(3), 167-184.

King, K.A. (1999). Inspecting the unexpected: Language corpus and status shifts as aspects of language revitalization. *Language Problems and Language Planning*, 23(2), 109-132.

King, K.A. (1999). Language revitalization processes and prospects: Quichua in the Ecuadorian Andes. *Language and Education*, 13(1), 17-37.

Hornberger, N.H. & **King, K.A.**^^ (1998). Authenticity and unification in Quechua language planning. *Language, Culture, and Curriculum*, 11(3), 390-410.

Hornberger, N.H. & **King, K.A.** ^^ (1996). Language revitalization in the Andes: Can the schools reverse language shift? *Journal of Multilingual and Multicultural Development*, 17(6), 427-441. [Reprinted in P.K. Austin (2010) *Endangered Languages: Critical Concepts in Language Studies*, Routledge].

Book Chapters, Non-refereed Journal Articles or Essays

Fiegen, A., **King, K.** & Stockman, A. (in press). Tending the garden and growing the trees of bilingualism: Opportunities, challenges and needs in higher education. In K. Davin (Ed). *The Seals of Biliteracy in Higher Education*.

Benson, C. & **King, K.A.*** (in press). Literacies in Indigenous, minoritized and non-dominant languages. In F. Hult & B. Spolsky (Eds.) *Blackwell Handbook of Educational Linguistics*. Cambridge: Blackwell Publishers.

LaScotte, D. & **King, K.A.** ** (2023). Language play and social positioning in L2 narrative retells. In D. LaScotte & E. Tarone (Eds.) *Heteroglossia and Language Play in Second-language speech* (pp. 137-158). De Gruyter Mouton.

King, K.A. (2023). Family language policy. In Li Wei, Zhu Hua, and J. Simpson (Eds.) *Routledge Handbook of Applied Linguistics (Volume Two: Applied Linguistics in Action)* (pp. 44-56). New York: Routledge.

King, K.A. (2022). Family language policy: Growing pains and new directions in times of COVID. *Mother Tongue, Heritage Language, and Bilingual Education* (May 2022) 18, 1-15.

Engman, M. & **King, K.A.**** (2022). Indigenous and immigrant languages in the U.S.: Language contact, change, and survival. In S.S. Mufwene & A.M. Escobar (Eds.) *Cambridge Handbook of Language Contact* (pp. 555-590). Cambridge: Cambridge University Press.

King, K.A. (2022). Research multilingualism and language education across borders and over decades. In G. Prasad (Ed.) *Multilingualism and Education: Researchers' Pathways and Perspectives* (pp. 172-179). Cambridge: Cambridge University Press.

King, K.A. & Curdt-Christiansen, X.L.* (2022). Family language policy foundations and current directions. In U. Roynelund & R. Blackwood (Eds.) *Multilingualism across the Lifespan* (pp. 83-103). New York: Routledge.

King, K.A. & Wang, Ling* (2021). Family language policy and language transmission in times of change. In H. Lewis & W. McLeod (Eds.) *Language Revitalisation and Social Transformation* (pp. 119-140). London: Palgrave Macmillan.

Schwedhelm, M., Stemper, K., & **King, K.A.**** (2021). Embracing opportunity in heritage language revitalization. In S. Montrul & M. Polinsky (Eds.) *The Cambridge Handbook of Heritage Languages and Linguistics* (pp. 912-933). Cambridge, U.K. Cambridge University Press.

King, K.A. & Lai, Y.** (2020). Diversity and inclusion in education. In A. De Fina & A. Georgakopoulou (Eds.) *Handbook of Discourse Studies* (505-526). Cambridge: Cambridge University Press.

Shin, S. & **King, K.*** (2020). Bilingualism and polylingualism in education. In S. Hupp and J. Jewell (Eds.) *Encyclopedia of Child and Adolescent Development*. Hoboken, NJ: Wiley-Blackwell.

King, K.A. & Bigelow, B.* (2020). The hyper-local development of translanguaging pedagogies. In J. Simpson, J. Bradley & E. Moore (Eds.) *Translanguaging as Transformation: The collaboration construction of new linguistic realities* (pp. 199-215). Clevedon: Multilingual Matters.

King, K.A. (2019). What matters for Indigenous language writing. In A. Sherris & J.K. Peyton (Eds.) *Teaching Writing to Children in Indigenous Languages* (pp. 269-282). New York: Routledge.

King, K.A. & Bigelow, M. (2019). The politics of language education policy implementation: Minnesota (not so) nice? In T. Ricento (Ed.) *Language and Politics in the U.S. and Canada*. (pp. 192-211). Cambridge: Cambridge University Press.

Ennsner-Kananen, J. & **King, K.A.**** (2019/2020). Heritage languages and language policy. In C.A. Chapelle (Ed.) *Encyclopedia of Applied Linguistics* (pp. 531-533). Hoboken, NJ: Wiley. [https://onlinelibrary.wiley.com/doi/10.1002/9781405198431.wbeal0500.pub2]

Hermes, M. & **King, K.A.^^** (2019). Task-based language learning for Ojibwe: Case study of two intermediate adult language learners. In G. Wigglesworth, S. Nichols & T. McCarty (Eds.). *A World of Indigenous Languages: Policies, Pedagogies and Prospects of Language Reclamation* (pp. 135-152). Clevedon, UK: Multilingual Matters.

Liu, M. & **King, K.A.**** (2019). Family language policy through short-term immersion abroad: Young Chinese heritage language learners in Taiwan. In S. Haque & F. Le Lièvre (Eds.) *Politiques linguistiques familiales et processus de transmissions intergénérationnelles en context migratoire: questionnements méthodologiques et notionnels* (pp. 183-200). Paris: Editions des Archives Contemporaine.

Bigelow, M., **King, K.A.**, Vanek, J., & Abdi, N. (2019). Literacy as social (media) practice: Refugee youth and native language literacy at school. In E. Bryant (Ed.) *Low-educated Adult Second Language and Literacy Acquisition, 11th Symposium Proceedings* (pp. 26-37). St. Augustine: Flagler College Press.

King, K.A., Liu, M., & Schwedhelm, M.C.** (2018). Language policy, language study and heritage language education in the U.S. In A. Bonnet & P. Siemund (Eds.) *Foreign Language Education in Multilingual Classrooms* (pp. 77-98). Amsterdam: Benjamins.

King, K.A. & Bigelow, M.* (2018). Multilingual education policy, superdiversity, and educational equity. In M. Cook & J. Simpson (Eds.) *Routledge Handbook of Language and Superdiversity* (pp. 359-472). New York: Routledge.

Wright Fogle, L. & **King, K.A.*** (2017). Bi- and multilingual family language socialization. In P. Duff & S. May (Eds.) *Language Socialization: Encyclopedia of Language and Education* (Third Edition). NY, NY: Springer.

King, K.A. & Bigelow, M. (Fall, 2017). Minnesota (not so) nice?: LEAPS policy development and implementation. (Invited article). *MinneTESOL Journal*. URL: <http://minnetesoljournal.org/fall-2017-issue/minnesota-not-nice-politics-language-education-policy-development-implementation>

King, K. & Lai, Y.** (2017). New turns and developments in language education research methodology. In K.A. King, Y. Lai & S. May² (Eds.) (2016). *Research Methods in Language and Education: Encyclopedia of language and education* (Third Edition). NY, NY: Springer.

King, K.A. & Wright Fogle, L.* (2017). Family language policy. In T. McCarty & S. May (Eds.) *Language Policy and political Issues in Education: Encyclopedia of Language and Education* (Third Edition) (pp. 315-327). NY, NY: Springer. DOI 10.1007/978-3-319-02320-5_25-1

² * Work was jointly co-authored or co-edited. Roughly equal roles in conceptualizing, analyzing and writing.

** Student co-author or co-editor.

^ K. King was lead author or editor.

^^ Co-author or editor took lead.

Stemper, K. & **King, K.A.**** (2017). Language policy and planning. In H. Aronoff & J. Rees-Miller (Eds.) *The Handbook of Linguistics* (pp. 655-673). Hoboken, NJ: John Wiley & Son Ltd.

King, K.A. (2016). Who and what is the field of applied linguistics overlooking? Why this matters and how educational linguistics can help. (Invited lead article.) *Working Papers in Educational Linguistics (WPEL)*, 31 (2), 1-18.

Engman, M. & **King, K.A.**** (2016). Language shift and sustainability: Critical discourses and beyond. In O. García, N. Flores, & M. Spotti (Eds.) *Oxford Handbook of Language in Society* (pp. 197-219). Oxford: Oxford University Press.

King, K.A. & Arnal, M.** (2016). Local and global dimensions of language revitalization (Latin American and the Caribbean). In S. Coronel-Molina & T. McCarty (Eds.) *Handbook of Indigenous Language Revitalization in the Americas*. (pp. 158-178). New York: Routledge.

Bigelow, M. & **King, K.A.*** (2016). Peer interaction in learning to read in a new language. In M. Sato & S.G. Ballinger (Eds.) *Peer interaction and second language acquisition* (pp. 349-376). Philadelphia: John Benjamins.

Bigelow, M. & **King, K.A.*** (2015). Peer interaction while learning to read in a new language. In I. van de Craates, J. Kurvers, and R. van Hout (Eds.) *Adult literacy, second language and cognition* (pp. 33-52). Centre for Language Studies: Nijmegen, The Netherlands.

Cushing-Leubner, J. & **King, K.A.**** (2015). Long-term English learners, and language education policy In A. Yiakoumetti (Ed.) *Multilingualism and language in education: Current sociolinguistic and pedagogical perspectives from Commonwealth countries* (pp. 199-220). Cambridge, UK: Cambridge University Press.

Fogle L.W. & **King, K.A.*** (2015). Gender, sexuality and multilingualism in the language classroom. In B. Spolsky, O. Inbar-Lourie & M. Tannenbaum (Eds.) *Challenges for language education and policy: Making space for people* (pp. 281-293). New York: Routledge.

King, K.A. (2015). Managing media appearances. In F. Hult & D. Cassels Johnson (Eds.). *Research methods in language planning and policy: A practical guide*. (pp. 248-252). Hoboken, NJ: Wiley-Blackwell.

Bigelow, M. & **King, K.*** (2014). Learning to read in a new language through peer interaction. *LESLLA*, Radboud University Nijmegen, The Netherlands.

King, K.A. (2014). Child language acquisition. In R. Fasold & J. Connor-Linton (Eds.), *An introduction to language and linguistics* (pp. 217-248) [revised, second edition]. Cambridge: Cambridge University Press.

King, K.A. & Leeman, J.* (2014). Heritage language education: Minority language speakers, second language instruction, and monolingual schooling. In M. Bigelow & J. Enns-Kananen (Eds.) *Handbook of educational linguistics*. Blackwell.

King, K.A. (2013). Timescales, continuities, and language in education policy in the global south. In J.A. Shoba & F. Chimbutane (Eds.) *Bilingual education and language policy in the global South*. (pp. 146-156). Routledge.

- Punti, G. & **King, K.A.**** (2013). A perfect storm for undocumented youth? Multi-level marketing, discourses of advancement and language policy. In V. Ramanathan (Ed.). *Language policies and (dis)citizenship: Rights, access, pedagogies* (pp. 92-115). Clevedon: Multilingual Matters.
- King, K.A.** (2013). Elana Shohamy. *Encyclopedia of applied linguistics*. In C.A. Chapelle (Ed.) *Encyclopaedia of applied linguistics*. (pp. 5198-5200). Hoboken, NJ: Wiley.
- King, K.A.** & Ennser-Kananen, J.** (2013). Heritage languages and language policy. In C.A. Chapelle (Ed.) *Encyclopedia of Applied Linguistics*. (pp. 2472-2475). Hoboken, NJ: Wiley.
- King, K.A.** & Bigelow, B.* (2012). Acquiring English while learning to do school: Resistance and accommodation. In P. Vinogradov & M. Bigelow (Eds.) *Low Education Second Language and Literacy*. Proceedings of the 7th Symposium (pp. 157-182). Minneapolis, MN: University of Minnesota.
- King, K.A.** & Rambow, A.** (2012). Transnationalism, migration, and language education policy. In B. Spolsky (Ed.) *The Cambridge handbook of language policy* (pp. 397-417). Cambridge: Cambridge University Press.
- King, K.A.** (2011). Ecuadorian youth, international migration, and Quichua language shift. In R. Reynolds, C. Coe, D. Boehm, J. Dreby, H. Rae Espinoza, J. Hess (Eds.) *Emerging perspectives on children in migratory circumstances: Selected Proceedings of the Working Group on Childhood and Migration June 2008 Conference*. Philadelphia, PA: Drexel University College of Arts and Sciences and the Drexel iDea Repository.
- King, K.A.** & Haboud, M.* (2011). International migration and Quichua language shift in the Ecuadorian Andes. In T. McCarty (Ed.) *Ethnography and language policy* (pp. 139-159). New York, NY: Routledge.
- King, K.A.** (2009). Language loss and revitalization: Ten things we know. In A. Lindgren, M. Hauan, E. Niemi, L. Niirannen & T. Thuen (Eds.) *Kvener I fortid og nåtid* (pp. 9-25). University of Tromsø Press.
- King, K.A.** (2009). Spanish language education policy in the U.S.: Paradoxes, pitfalls and promises. In J. Leeman & M. Lacorte (Eds.) *Español en Estados Unidos y en otros contextos: Cuestiones sociolingüísticas, políticas y pedagógicas*. (pp. 303-323). New York, NY: Verlag Press.
- King, K.A.** & Gallagher, C.** (2008). Love, diminutives and gender socialization in Indigenous Andean narrative conversations. In A. McCabe, A. L. Bailey, & G. Melzi (Eds.) *Spanish-language narration and literacy: Culture, cognition, and emotion* (pp. 119-141). Cambridge, MA: Cambridge University Press.
- King, K.A.** (2008). Language education policy in Latin America. *The encyclopedia of language and linguistics* (2nd Edition) (pp. 453-457). New York, NY: Elsevier Science.
- King, K.A.** & Benson, C.* (2008). Vernacular and Indigenous literacies. *Blackwell handbook of educational linguistics* (pp. 341-354). Cambridge: Blackwell Publishers.

Haboud, M. & **King, K.A.*** (2007). Ecuadorian Indigenous language and education policy and practice: Recent challenges and advances. In R.B. Baldauf & R.B. Kaplan (Eds.), *Language planning and policy in Latin America, Vol. 1: Ecuador, Mexico and Paraguay*. Clevedon, UK: Multilingual Matters.

King, K.A. (2006). Child language acquisition. In R. Fasold & J. Connor-Linton (Eds.), *An introduction to language and linguistics* (pp. 205-234). Cambridge: Cambridge University Press.

King, K.A. & Hornberger, N.H.^ (2005). Literacies in families and community. In N. Bascia, A. Cumming, A. Datnow, K. Leithwood, & D. Livingstone (Eds.), *International handbook on educational policy* (pp. 715-734). Dordrecht, The Netherlands: Springer Academic Publishers.

King, K.A. (2005). Language policy and local planning in South America: New directions for enrichment bilingual education [Re-print]. In A. Mejia (Ed.), *Bilingual education in South America* (pp. 1-14). Clevedon, UK: Multilingual Matters.

King, K.A. & Benson, C.* (2004). Indigenous language education in Bolivia and Ecuador: Contexts, changes, and challenges. In J.W. Tollefson & A.B.M. Tsui (Eds.), *Medium of instruction policies: Whose agenda? Which agenda?* (pp. 241-261). Mahwah, NJ: Lawrence Erlbaum Associates.

Huss, L. Camilleri Grima, A., & **King, K.A.*** (2003). Linguistic revitalization in education: An introduction. In L. Huss, A. Camilleri & **K.A. King** (Eds.), *Transcending monolingualism: Linguistic revitalisation in education* (pp. 149-165). Lisse, The Netherlands: Swets & Zeitlinger Publishers.

King, K.A. (2003). Language pedagogy and language revitalization: Lessons from the Andes and beyond. In L. Huss, A. Camilleri & **K.A. King** (Eds.), *Transcending monolingualism: Linguistic revitalisation in education* (pp. 149-165). Lisse, The Netherlands: Swets & Zeitlinger Publishers.

Hornberger, N.H. & **King, K.A.*** (2000). Reversing Quechua language shift in the Andes. In J. Fishman (Ed.), *Can threatened languages be saved? Reversing language shift, revisited: A 21st century perspective* (pp. 166-194). Clevedon, UK: Multilingual Matters Press.

Hornberger, N.H. & **King, K.A.^** (1999). Authenticity and unification in Quechua language planning. In S. May (Ed.), *Indigenous community-based education* (pp. 160-180) [Re-print]. Clevedon, UK: Multilingual Matters.

King, K.A. (1997). Indigenous politics and native language literacies: Recent shifts in bilingual education policy and practice in Ecuador. In N.H. Hornberger (Ed.), *Indigenous literacies in the Americas: Language planning from the bottom up* (pp. 267-284). The Hague: Mouton.

Hornberger, N.H. & **King, K.A.*** (1997). Bringing the language forward: School-based initiatives for Quechua language revitalization in Ecuador and Bolivia. In N.H. Hornberger (Ed.), *Indigenous literacies in the Americas: Language planning from the bottom up* (pp. 299-320). The Hague: Mouton.

Book Reviews and Review Articles

- King, K.A.** (2019). Language policy at a crossroads? [Invited joint review article: Pia Lane, James Costa & Haley de Korne (Eds.). *Standardising Minority Languages* and Leigh Oakes & Yael Peled. *Normative Language Policy: Ethics, Politics, Principles.*] *Journal of Sociolinguistics*, 23 (1), 54-64. <https://doi.org/10.1111/josl.12314>
- King, K.A.** (2012). Review of 'New perspectives on endangered languages' by J.A. Flores Farfán & F. Ramallo (Eds). *Journal of Language, Identity and Education*, 11 (3), 224-227.
- King, K.A.** (2011). Review of 'Multilingualism, citizenship, and identity: Voices of youth and symbolic investments in a urban, globalized world' by J. Byrd Clark. *Journal of Language, Identity and Education*, 10 (4).
- King, K.A.** (2010). Review of 'Children's language and multilingualism' by J. Simpson & G. Wigglesworth. *Studies in Second Language Acquisition*, 32 (1), 159-160.
- King, K.A.** (2010). Review of 'Spanish in contact: Policy, social, and linguistic inquiries' by K. Potowski and R. Cameron (Eds.). *Spanish in Context*, 7 (2), 319-322.
- King, K.A.** (2008). Review of 'Raising bilingual-biliterate children in monolingual cultures' by S. Caldas. *Studies in Second Language Acquisition*, 30 (1), 106-107.
- King, K.A.** (2007). Review of 'Natives making nation: Gender, indigeneity, and the state in the Andes' by A. Canessa. *Journal of Multilingual and Multicultural Development*, 28 (4), 340-341.
- King, K.A.** (2007). Review of 'Sociocultural contexts of language and literacy' by B. Pérez, *Linguistics and Education*, 18 (1), 79-81.
- King, K.A.** (2007). Review of 'Research in applied linguistics' by F. Perry. *Studies in Second Language Acquisition*, 29 (4), 618-619.
- King, K.A.** (2005). Review of 'An Integrated View of Language Development' by P. Burmeister, T. Piske, and A. Rohde (Eds.). *Studies in Second Language Acquisition*, 27 (3), 487-488.
- King, K.A.** (2005). Review of 'Multilingual Classroom Ecologies: Inter-relationships, Interactions and Ideologies' by A. Creese and P. Martin (Eds.). *International Journal of Bilingual Education and Bilingualism*, 8 (5), 360-363.
- King, K.A.** (2003). Review of 'Linguistic Anthropology of Education' by S. Wortham and B. Rymes (Eds.). *Anthropology and Education Quarterly*, 34 (4).
- King, K.A.** (2003). Review article. *Language Ideologies: Critical Perspectives on the Official English Movement* by R. Dueñas González with I. Melis (Eds.) and *Sociopolitical Perspectives on Language Policy and Planning in the USA* by T. Huebner & K.A. Davis with J. Lo Bianco (Eds.). *Language Policy*, 2 (1), 75-79.
- King, K.A.** (2003). Review of 'Why don't they learn English? Separating fact from fallacy in the U.S. language debate' by L. Tse. *International Journal of Bilingual Education and Bilingualism*, 6 (3-4), 207-209.

King, K.A. (2001). Review of 'Spreading the Word' by J. McWhorter. *Applied Linguistics*, 22 (3), 391-394.

King, K.A. (2001). Review of 'Introduction to Quechua: Language of the Andes' by J. Noble and J. Lacasa. *Modern Language Journal*, 85 (4), 636-637.

King, K.A. (2000). Review of 'Creating Context in the Andes' by R. Howard-Malverde. *Language in Society*, 29 (4), 615-618.

King, K.A. (2000). Review of 'The Citizen Factory: Cultural Production and Education in Bolivia' by A. Luykx. *Journal of Multilingual and Multicultural Development*, 21 (1), 72-74.

King, K.A. (1999). Review of the 'Social Life of Numbers' by G. Urton. *American Ethnologist*, 26 (2), 484-485.

King, K.A. (1999). Review of 'Endangered Languages: Current Issues and Future Prospects' by L. Grenoble and L. Whaley (Eds.). *Applied Linguistics*, 20 (3), 402-404.

King, K.A. (1993) Review of 'Languages in Contact and Contrast' by V. Iver and D. Kalogjera (Eds.). *Language*, 69 (2), 423-424.

King, K.A. (1993). Review of 'The Native Speaker in Applied Linguistics' by A. Davies. *Language in Society*, 22 (2), 313-316.

Other Publications

King, K.A. (2019). Data disaggregation will help, not hurt, the cause of addressing achievement gaps. *Star Tribune*, Counterpoint, April 15, 2019 (<http://www.startribune.com/counterpoint-disaggregating-student-data-will-help-not-hurt-the-cause-of-addressing-gaps/508517102/>)

King, K.A. (2018). Embrace multilingualism as a goal for all Minnesota learners. *Star Tribune*, Opinion/Exchange, December 7, 2018 (<http://www.startribune.com/embrace-multilingualism-as-a-goal-for-all-minnesota-students/502118462/>)

King, K.A. (2015). (Consulting Editor) *Language policy and planning: Critical concepts in linguistics* (Senior Editor, T. Ricento). NY: Routledge.

King, K. & Fogle, K.** (Feb., 2009). La crianza de niños bilingües: Preocupaciones comunes de los padres y las investigaciones actuales. *CAL Digest*. Center for Applied Linguistics.

King, K. & Fogle, F.** (April, 2006). Raising bilingual children: Common parental beliefs and current research. *CAL Digest*. Center for Applied Linguistics.

Park, E. & **King, K.A.**** (Dec., 2003). Cultural diversity and language socialization in the early years. *ERIC Digest*. Center for Applied Linguistics. EDO-FL-03-13.

King, K.A. (2003). *Effective practices for English Language Learners* ('Integrating Practices', p. 20-23). New York: Educational Alliance at Brown University and New York City Department of Education.

King, K.A. (2000). Bilingual education and the politics of poverty and remediation. *National Head Start Association Dialog*, 3(3), 441-443.

King, K.A. (Sept. 9, 1997). Bilingual education keeps students in school. *New York Times (Letter to the Editor)*.

King, K.A. (1994). Acquisition planning, ethnic discourse, and the Ecuadorian nation-state. *Working Papers in Educational Linguistics*, 10(1), 33-46.

King, K.A. & Silver, R.E. (1993). "Sticking points": Effects of instruction on NNS refusal strategies. *Working Papers in Educational Linguistics*, 9(1).

Presentations, Posters, and Exhibits

Invited Presentations at Professional Meetings, Conferences, Universities etc.

King, K. (Oct 2024). University of Galway.

King, K. (Sept 2024). University of Oslo.

King, K. (April 2024). Language scholars must engage with language reclamation efforts: why and how. University of Memphis, TN.

King, K.A. (March 2024). It's all in the family. Or is it? The importance of school and policy support for child and family multilingualism. Invited Keynote, Research and Evaluation Institute, National Association for Bilingual Education (NABE), New Orleans.

King, K. (March 2024). Beyond family language policy research: Why and how. Distinguished Scholarship and Service Award lecture (DSSA). American Association of Applied Linguistics (AAAL), Houston, Tx.

King, K.A. & Stockman, A. (Oct, 2023). Promoting greater equity and access to Minnesota seals of bilingualism. Center for Advanced Research on Language Acquisition (CARLA) Seminar, UofM.

King, K.A. & Bigelow, M. (May, 2023). Conceptualizing action research and building good research questions. Invited Speaker, Nanjing University, China (online).

King, K.A. (Dec 2021) Family language policy in times of COVID: Growing pains and future directions. Invited Speaker, Nanjing University, China (online).

King, K.A. (Nov 2021). Family language policy in times of COVID: Growing pains and future directions. Invited featured speaker, CoTESOL 44th Annual Fall Convention. Aurora, CO.

King, K.A. (Aug 2021). New terrain in family language policy and multilingual education. Japanese Society for Mother Tongue, Heritage Language, and Bilingual Education. Invited plenary address.

Fluegel, S. & King, K.A. (Nov 2020) #workfromhome: How multi-level marketers evade and exploit federal language policy for profit. Invited presentation, Tel Aviv University.

King, K.A. (Sept 2020). Raising bilingual children: What research and experience suggest about bilingual homes and supporting Indigenous and minorities languages in the family. Wadiswan Workshop Webinar. Fond du Lac Tribal College.

King, K.A. (May 2019). Family language policy and transnational boundaries. Invited presentation, Nanjing University, China.

King, K.A. (April 2019). Native Language Literacy Assessment tool. Invited presentation, St. Olaf College.

Lewis, C., Bigelow, M., & King, K. (Feb, 2019). Culturally and linguistically responsive classrooms as 'islands of decency'. Invited talk, University of California, Santa Cruz.

Young, A., Bigelow, M., & King, K. (November, 2018). Visualizing LEAPS. CARLA Lunchtime Workshop, University of Minnesota.

Bigelow, M. & King, K. (2018, April). LEAPs implementation to date: Where have we been and where are we going? MN SLIFE Conference. University of Minnesota.

Bigelow, M. & King, K. (2018, Feb.). Understanding narratives using sociolinguistic tools: The case of 'Minnesota Nice'. Storytelling Festival, Loyola College. Chennai, India.

King, K.A. (2017, Oct). Promoting native language use and multimodal multilingualism through social media. Invited guest lecture. National Institute of Education (NIE), Singapore.

King, K.A. & Bigelow, M. (2017, Sept). The politics of language education policy implementation: Minnesota (not so) nice? Immigration History Center, University of Minnesota.

King, K.A. (2017, Sept.). Family Language Policy: Where are we going and why? Invited guest lecture. Multilingual Research Center, University of Maryland.

King, K.A. (2017, Sept.). Language revitalization, social transformation, and family language policy. Invited plenary lecture. Arts and Humanities Research Council Symposium. University of Edinburgh, Scotland.

King, K.A. & Bigelow, M. (2017, June). The politics of language education policy development and implementation: Minnesota (not so) nice? (Invited talk). Banff Symposium on Language and Politics in the U.S. and Canada. Banff, Canada.

Bigelow, M., King, K.A. & Borges Gatewood, M. (2017, May). Using the Native Language Literacy Assessment with SLIFE. 5th Annual SLIFE Spring Fling Conference, Northfield, MN.

Bigelow M. & King, K.A. (2017, April). Rethinking peer interaction: Insights on language learning among refugee-background student. Invited plenary lecture. 10th Annual Second Language Acquisition Graduate Student Symposium. University of Minnesota, Minneapolis, MN.

King, K.A. (2017, April). Indigenous and refugee language learning: learners and languages left behind by applied linguistics? Invited plenary lecture. ARC Center of Excellence for the Dynamics of Language Research Conference. University of Melbourne, Australia.

- King, K.A. (2017, April). Globalization, its discontents, and the future of multilingualism (or why language learning is more critical than ever). Invited University Public Open University Lecture. University of Melbourne, Australia.
- King, K.A. (2017, March). Promoting the education success of children and youth learning English (Invited speaker and panelist). Meetings of the National Academies of Science, Engineering, and Medicine (NASEM), the Coalition of Asian American Leaders, the Minnesota Minority Education Partnership, and the McKnight Foundation. Minneapolis, MN.
- Bigelow, M., & King, K. (2017, Feb.). Rethinking peer interaction: Insights on language learning among refugee-background students. Second Language Studies Symposium, Michigan State University, East Lansing, MI.
- Bigelow, M., & King, K. (2017, Jan). Reconsiderando la interacción entre parejas y el aprendizaje de la idioma maternal con estudiantes origen refugiados de EEUU. Pedagogia 2017. Havana, Cuba.
- King, K.A. (2016, October). Who is applied linguistics overlooking and why it matters. Invited guest lecture. Nessa Wolfson Memorial Annual Speaker Series. University of Pennsylvania, Philadelphia, PA.
- King, K.A. (2016, May). Who is applied linguistics overlooking and why should we care. Invited plenary lecture. Sixth International Conference on Foreign Language Teaching and Applied Linguistics. Sarajevo, Bosnia and Herzegovina.
- King, K.A. (2016, April). Indigenous language learning and the future of applied linguistics. Invited symposium speaker (Organized by M. Bigelow), AAAL, Orlando, Florida.
- King, K.A. (2016, Feb.) Indigenous language revitalization and multilingual education: New challenges. Invited session organizer and presenter. Ethnography Forum, Philadelphia, PA.
- Bigelow, M., Vanek, J., King, K., and Abdi, N. (2015, December). Youth-mediated classroom learning spaces: Translanguaging and the new MN supporting ELs' native languages at school. Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota.
- King, K.A. & Mackey, A. (2015, November). Research methodology in second language studies: Trends, concerns and new direction. Invited *MLJ* symposium, ACTFL, San Diego.
- King, K.A. (2015, August). Multilingualism y globalizacion. Invited opening lecture. Centro de Idiomas, University of Sabaneta, Colombia.
- King, K.A. (2015, April). Building language and identity online. Invited talk. National Institute of Education (NIE). Singapore.
- Vanek, J., King, K.A. & Bigelow, M. (2014, November). Social presence, identity and language learning with Somali newcomers on Facebook. Minnesota English Learner Education Conference. Bloomington, MN.
- King, K.A. (2014, June). It's all in the family (or is it?): Multilingualism, language revitalization and family language policy. Invited pre-conference opening lecture. Sociolinguistics Symposium 20. Finland.

King, K.A. (2014, Jan.) Second language interaction: how it works, how it's evolving, and how it can be applied to instruction. Invited plenary, sponsored by Oxford University Press. 30th Annual Conference of English Teachers Association of Switzerland. Thun, Switzerland.

King, K.A. (2013, Nov.). *Why is this so hard?* Endangerment, ideology, and Ojibwe language learning approaches. Invited plenary, International Conference on Multilingualism. Tromso, Norway.

Bigelow, M. & King, K.A. (2013, Sept). Promoting native languages in formal schooling contexts. Invited speaker, Minnesota Indigenous Language Symposium. Minneapolis.

King, K.A. & Bigelow, B. (2012, Nov). What's your policy? Students' native language in the ESL classroom? Invited, pre-conference workshop. MinneTsol Conference, Minneapolis.

King, K.A. (2012, August). Language policy and multilingualism. Invited lecture. Oslo, Norwegian Research Council.

King, K.A. (2012, June). Race, place, and self in the U.S: Discourses of advancement, language policy and undocumented Latino youth. Invited lecture. Tel Aviv University.

King, K.A. & Benson, C.A. (2012, June). Multilingual education in the global south. Invited lecture and seminar, TESOL Program, American University, Washington DC.

King, K.A. (2010, Nov). Bilingualism, language policy, and the family. Invited talk. National Institute for Education, Singapore.

King, K.A. (2010, Oct). It's all in the family (or is it?): Language learning, language revitalization and family language policy. Invited plenary, First Swedish Conference on Language Revitalization [Första svenska revitaliseringskonferensen] Uppsala University, Sweden.

King, K.A. (2010, April). Transnational families: language and education policies, paradoxes, and possibilities. Invited plenary, Minnesota ESL, Bilingual and Migrant Education Conference. St. Paul, Minnesota.

King, K.A. (2009, Nov). Language policy and language learning in plurilingual contexts. Invited plenary, Brazilian Association of Applied Linguistics and Language Teachers, Brasilia, Brazil.

King, K.A. (2009, June). It's all in the family: language learning and language policy. Invited plenary, Irish Association of Applied Linguistics, Limerick, Ireland.

King, K.A. (2009, January). Language loss and revitalization: current research and future challenges. Center for Advanced Research on Language Acquisition (CARLA). Minneapolis, University of Minnesota.

King, K.A. (2008, Oct). Ten things we know about language loss and revitalization. Invited plenary, International Forum on Linguistic Human Rights and the Future of Sign Languages, Washington, DC.

King, K.A. (2008, June). Bilingualism and the Latino language experience in the U.S. Invited lecture to REFORMA at the American Library Association Annual Meeting. Anaheim, CA.

King, K.A. (2007, November). Minority language survival and family language policy. Invited plenary, International Conference on Kven, Tromsø, Norway.

King, K.A. (2007, March). Language education policy and practice for U.S. Spanish speakers: Paradox, pitfalls and promises. Invited roundtable plenary. XXI Conference on Spanish in the U.S. and VI Spanish in Contact with Other Languages, Arlington, VA.

King, K.A. (2006, September). Reversing language shift and family language policy. Invited lecture at the Symposium in Honor of Joshua Fishman's Eightieth Birthday, Philadelphia, Pennsylvania.

King, K.A. (2005, March). Mother-child discourse, language learning and diminutives. Invited lecture at Department of Linguistics, Oslo University, Oslo, Norway.

King, K.A. (2004, November). Intimate connections: Mother-child discourse, language learning and diminutives. Invited lecture at Department of Linguistics, Gallaudet University, Washington, DC.

King, K.A. (2004, August). Top ten research findings concerning second language teaching and learning among young children. Invited lecture to Latin American Youth Center, Washington, DC.

King, K.A. & Mackey, A. (2003, November). Applying classroom research to L2 learning: Tasks, interaction, and corrective feedback. Invited lecture to WATESOL, Washington, DC.

King, K.A. (2003, June). Language contact, language Loss, and the changing face of applied linguistics. Invited plenary. Second University of Western Ontario Conference on Applied Linguistics, London, Ontario.

King, K.A. (2003, February). Crossing disciplinary boundaries, research contexts, and ocean waters: Experiences of an itinerant Educational Linguist. Invited presentation, Penn Educational Linguistics Forum, University of Pennsylvania, Philadelphia, Pennsylvania.

King, K.A. (2002, May). Intimacy, imitation, and language development: Diminutives in mother-child conversations. Invited presentation, Linguistics Department and Centre for Research on Bilingualism, Stockholm University, Sweden.

King, K.A. & Melzi, G. (2001, October). Diminutives and Spanish language development. Invited presentation, Speech and Language Pathology Department, New York University, New York, New York.

King, K.A. (2001, April). Language contact, language shift, and language change: A view from across the Atlantic. European Year of Language Conference, Invited plenary lecture, Gothenburg University, Gothenburg, Sweden.

King, K.A. (1997, November). Language loss and revitalization in South America. Invited plenary, Latin American Cultures Conference, New York University, New York, New York.

King, K.A. (1997, September). Latino students and culturally responsive pedagogy. Invited talk, New York Regional TESOL Conference, New York, New York.

Contributed Papers Presented at Professional Meetings and Conference

King, K.A., Stockman, A. & Fiegen, A. (November, 2024). Seals of biliteracy: Promoting access and equity. American Council for the Teaching of Foreign Languages (ACTFL), Philadelphia, PA.

King, K.A. (March, 2025). Researcher reflexivity and positionality in quantitative and experimental research. Discussant. American Association of Applied Linguistics (AAAL), Denver, Co.

King, K.A. (March, 2024). Plurilingualism in North American K-12 Settings: Recognizing named languages in policymaking, pedagogy, and parental investments. Discussant. American Association of Applied Linguistics (AAAL), Houston, Tx.

King, K.A. & LaScotte, D. (March, 2024). Language play and social positioning in L2 narrative retells. American Association of Applied Linguistics (AAAL), Houston, Tx.

King, K.A., Stockman, A. & Fiegen, A. (November, 2023). State seals of biliteracy in Minnesota: district perspectives on rewards and obstacles. American Council for the Teaching of Foreign Languages (ACTFL), Chicago, IL.

King, K. (November, 2023). Equity and access to the state seal of biliteracy. Minnesota English Language Learner Education (MELED) Conference, St. Paul, MN.

Stockman, A., King, K., Fiegen, A., Aziz, J., & Nyguyen (October, 2023). Equity and access to the state seal of biliteracy. Minnesota Council on the Teaching of Languages and Cultures (MCTLC), Minneapolis, MN.

King, K.A. & Flugel, S. (April, 2023). Bilingual parenting as market advantage: The neoliberal roots of ‘grassroots’ media. Language and Ethnography Conference. London.

King, K.A. (November, 2022). Minnesota seals and world language certificates: Current policies, practices and neoliberal logics. Minnesota English Language Learner Conference (MELEd). St. Paul, MN.

Flugel, S. & King, K.A. (August, 2022). Packaging bilingual parenting as market advantage: The neoliberal roots of ‘grassroots’ media. Language Policy and Planning Conference (LPP), Montreal, CA.

Flugel, S. & King, K.A. (March, 2022). #workfromhome: How multi-level marketers enact and subvert federal language policy for profit. American Association of Applied Linguistics (AAAL), Pittsburg, PA.

King, K.A., Thomas, A. & Schwedhelm, M. (March, 2022). Minnesota seals and world language certificates: Current policies, practices and neoliberal logics. American Association of Applied Linguistics (AAAL), Pittsburg, PA.

King, K.A. (March, 2021). Family language policy. Discussant for invited colloquium organized by L. Wright. American Association of Applied Linguistics (AAAL), Houston.

Schwedhelm, M. & King, K.A. (November, 2019). State seals of biliteracy as language policy and language practice. American Council for the Teaching of Foreign Languages (ACTFL), Washington, DC.

Schwedhelm, M. & King, K.A. (March, 2019). Creating translanguaging spaces in secondary schools: Challenges and possibilities. American Association of Applied Linguistics (AAAL). Atlanta, GA.

Borges Gatewood, M., King, K.A., & Bigelow, M. (October, 2017). Using the Native Language Literacy Assessment (NLLA) with SLIFE. MELED, Bloomington, MN.

Bigelow, M. & King, K.A. (2017, June). Explaining different outcomes in language and literacy development among low-literate English learners. Invited symposium on Individual differences in language attainment and their causes. International Symposium on Bilingualism. University of Limerick, Ireland.

Borges Gatewood, M., King, K.A., & Bigelow, M. (May, 2017). Using the Native Language Literacy Assessment with SLIFE. MinneSLIFE Spring Fling, St. Olaf College, Northfield, MN.

King, K.A. (March, 2017). Educational linguistics at 40: past, present, and future. Colloquium organizer. American Association of Applied Linguistics (AAAL). Portland, OR.

King, K.A. (November, 2016). Multilingual Minnesota? Language education in policy and practice. Invited panel on the ‘Anthropology of Educational Achievement Disparity Policy.’ American Anthropological Association (AAA) Meetings, Minneapolis, MN.

King, K.A. & Bigelow, B. (September, 2016). Say W-APT? The most common ESL assessment you never heard of. Second Language Research Forum (SLRF), New York, NY.

Bigelow, M., Vanek, J., King, K.A., & Abdi, N. (November, 2015). Language and learning across transnational contexts: Considering possibilities. National Council for Teachers of English (NCTE), Minneapolis, MN.

Vanek, J., King, K.A., & Bigelow, M. (November, 2015). Social media for refugee teens: Creating an affirming space for identity assertions. LESLLA Conference, St. Augustin, Florida.

Bigelow, M., Vanek, J., & King, K.A. (November, 2015). Literacy as social (media) practice: Culturally relevant pedagogy with multilingual youth. Minnesota English Learner Education (MELEd) Conference, Bloomington, MN.

Bigelow, M., Vanek, J., & King, K.A. (August, 2015). Literacy as social (media) practice: Culturally relevant pedagogy with multilingual youth. Ignite Conference, Eden Prairie Public School District, Eden Prairie, MN.

King, K.A. & Lanza, E. (2015, March). Family language policy and transnationalism: resistance and transformation [Invited colloquium chair]. Georgetown University Round Table (GURT), Washington, D.C.

Hermes, M. & King, K.A. (2014, Nov.). Task-based language learning for Ojibwe. American Association of Anthropology (AAA), Washington, DC.

King, K.A. & Bigelow, M. (2014, June). Language and literacy among transnational high schoolers: Peer interaction and performance. [Invited symposium on 'Peer interaction and performance']. Sociolinguistic Symposium 20. Jyväskylä, Finland.

King, K.A. (2014, March). Invited discussant. [Symposium on 'Indigenous language reclamation']. Sociolinguistic Symposium 20. Jyväskylä, Finland.

Bigelow, M. & King, K.A. (2014, March). Learning to read in a new language through peer interaction. [Invited symposium on Understanding language learning among students with limited or interrupted formal education']. American Association of Applied Linguistics (AAAL), Portland, OR.

King, K.A. (2014, March). Invited discussant. [Symposium on 'Multilingual encounters in transcultural families']. American Association of Applied Linguistics (AAAL), Portland, OR.

King, K.A. (2014, March). Invited discussant. [Symposium on 'On being and becoming multilingual: Language practices at home and at school']. American Association of Applied Linguistics (AAAL), Portland, OR.

King, K.A. & Bigelow, M. (2013, Nov.) Doing gender, doing school in an all-immigrant high school. [Symposium on 'Gender, sexuality, and transnationalism' organized by L. Fogle]. American Association of Anthropology (AAA), Chicago, IL.

Bigelow, M. & King, K.A. (2013, Aug). Acquiring English and doing school in an urban classroom. Low Educated Second Language and Literacy Acquisition (LESLLA) Conference. San Francisco, CA.

Punti, G. & King, K.A. (2013, April). A perfect storm for undocumented youth? Multi-level marketing, discourses of advancement, and language policy. [Symposium on 'Language policies and discitizenship' by V. Ramanathan]. American Association of Applied Linguistics (AAAL), Dallas, TX.

King, K.A. & Bigelow, M. (2012, March). Acquiring English and doing school in an urban classroom: Resistance and accommodation. American Association of Applied Linguistics (AAAL), Boston, MA.

Punti, G. & King, K.A. (2011, November). Race, place, and self: Latino youths' narrated experiences of il(legality). American Association of Anthropology. Montreal, CA.

King, K.A. & Bigelow, M. (2011, November). Newcomer teens learning to read for the first time: Two case studies of learning strategies. Minne-TESOL Conference. Minneapolis, MN.

Bigelow, M. & King, K.A. (2011, September). Strategy Use in Mixed Literacy Level Classes. Low Educated Second Language and Literacy Acquisition (LESLLA) Conference. Minneapolis, MN.

King, K.A. & De Fina, A. (2011, August). Language problems, language conflicts, and narratives of immigrant experiences. 15th World Congress of Applied Linguistics (AILA). Beijing, China.

King, K.A. & Puntí, G. (2011, March). Latino youth, school engagement and narrated experiences of il(legality). American Association of Applied Linguistics (AAAL), Chicago, IL.

Puntí, G. & King, K.A. (2011, February). On the margins: Latino youths' narrated experiences of (il)legality. *Ethnography Forum*, University of Pennsylvania, Phil., PA.

King, K.A. & De Fina, A. (2010, September). Language problem or language conflict? Narratives of immigrant women's experiences in the U.S. Sociolinguistics Symposium, Southampton, UK.

King, K.A. (2010, June). Is reciprocity possible? Complicating the notion of 'giving back'. The Ethics and Politics of Research with Immigrant Populations Conference, University of Minnesota.

King, K.A. (2010, March). A tale of three sisters: Language ideologies, identities and negotiations in a bilingual, transnational family [Symposium on 'Simultaneity in complex linguistic ecologies' organized by D. Warriner and L. Wyman]. American Association of Applied Linguistics (AAAL), Atlanta, GA.

King, K.A. (2009, June). Language shift, transnationalism and international migration. [Symposium on 'Critical ethnography and language policy' organized by T. McCarty]. Irish Association of Applied Linguistics, Limerick, Ireland.

King, K.A. & De Fina, A. (2009, March). The dream of English: Latina women, transmigration and language learning. American Association of Applied Linguistics (AAAL), Denver, CO.

King, K.A. (2008, June). International migration, the children left behind, and language shift. Conference on Emerging perspectives on children in migratory circumstances. Drexel University, Philadelphia, Pennsylvania.

King, K.A. (2008, April). International migration and Quichua language shift. International Linguistics Association Conference. Old Westbury, New York.

King, K.A. & Achugar, M. (2008, April). Applied linguistics research and advocacy. American Association of Applied Linguistics, Washington, DC. [Symposium co-organizer, with M. Achugar].

King, K.A. & Gallagher, C. (2008, March). Love, diminutives and gender socialization in Andean mother-child narrative conversations. Georgetown University Roundtable, Washington, DC. [Symposium co-organizer, with G. Melzi: Narrative development among Spanish-speaking children].

King, K.A. (2007, April). Migration, language policy and educational practice in Ecuador [Symposium on 'Assessing the world of quality in educational language policy: Challenges and opportunities' organized by E. Shohamy and T. Wiley]. American Educational Research Association (AERA). Chicago, Illinois.

- King, K.A. (2007, March). Language policy perspectives on language contact, change and revitalization: Brittany, Taiwan, Sweden and Ecuador in global perspective (Symposium organizer, discussant, and paper presenter). Georgetown Linguistics Society 2007 Conference. Washington, DC.
- King, K.A. & Gallagher, C. (2006, July). Love, identity, and evaluative morphology in mother-child narrative conversations: Diminutive use in indigenous Andean Spanish. Sociolinguistics Symposium 16, Limerick, Ireland.
- King, K.A. & Logan-Terry, A. (2006, June). Additive bilingualism through family language policy: Ideologies, strategies and interactional outcomes. American Association of Applied Linguistics (AAAL), Montreal, CA.
- King, K.A. & Melzi, G. (2005, July). Function of diminutives in mother-child narrative conversations. International Congress for the Study of Child Language, Berlin, Germany.
- King, K. A. & Fogle, L. (2005, March). Raising bilingual children: Parent ideologies and strategies. Fifth International Symposium on Bilingualism (ISB5), Barcelona, Spain.
- King, K.A. & Ganuza, N. (2003, April-May). Metalinguistic discourse among bilinguals: Chilean adolescent migrants in Sweden. Fourth International Symposium on Bilingualism (ISB4), Tempe, Arizona.
- King, K.A. & Melzi, G. (2003, March). Intimacy, imitation, and language learning. American Association of Applied Linguistics (AAAL), Arlington, VA.
- King, K.A. (2003, February). Contexts of minority language learning, use and maintenance: Home, school, and community perspectives (Symposium Organizer). Georgetown University Roundtable (GURT), Washington, DC.
- King, K.A. (2003, February-March). Metalinguistic discourse among bilinguals: Chilean adolescent migrants in Sweden. Penn Ethnography and Education Forum, University of Pennsylvania, Philadelphia, Pennsylvania.
- King, K.A. & Melzi, G. (2002, December). Talking small: Spanish evaluative morphology in mother-child conversations. 13th World Congress of Applied Linguistics (AILA 2002), Singapore.
- King, K.A. & Melzi, G. (2002, July). Spanish diminutives in mother-child conversation. Symposium on Research in Child Language Disorders and the International Congress for the Study of Child Language, Madison, Wisconsin.
- King, K.A. & Benson, C. (2002, July). Indigenous language education in Bolivia and Ecuador: Contexts, changes, and challenges. Congreso Internacional de Latinoamericanistas en Europa, Amsterdam.
- King, K.A. (2001, April). Language pedagogy and language revitalization: Experiences from the Andes and beyond. Third International Symposium on Bilingualism (ISB3), Bristol, England.
- King, K.A. (2000, March). English in Sweden: A case of language shift? American Association of Applied Linguistics (AAAL), Vancouver.

King, K.A. (1999, September). Reversing Quechua language shift in the Andes. Nationalism, Identity, and Minority Rights: Sociological and Political Perspectives, Bristol, UK.

King, K.A. (1999, March). Language attitudes in the face of language shift. American Association of Applied Linguistics (AAAL), Stamford, Connecticut.

King, K.A. (1998, April). Language revitalization in the Andes. American Educational Research Association (AAAL), San Diego, California.

King, K.A. (1998, April). Language loss and language death: Community and educational perspectives. City University of New York, Educational Leadership Talk, New York, New York.

King, K.A. (1998, March). Language corpus and status shifts as aspects of Quichua revitalization in the Andes. Sociolinguistics Symposium 12, London.

King, K.A. (1998, March). Language revitalization in the Andes: Processes and Prospects. American Association of Applied Linguistics (AAAL), Seattle, Washington.

King, K.A. & Hornberger, N.H. (1996, November). Authenticity and unification in Quechua language planning. American Anthropological Association (AAA) Conference, San Francisco.

King, K.A. & Hornberger, N.H. (1996, March). Quechua language and literacy revitalization: What role can the schools play? World Literacy Conference, Philadelphia, Pennsylvania.

King, K.A. & Hornberger, N.H. (1995, November). Recent directions in Quechua language revitalization in the Andes: Can the schools serve as agents for reversing language shift? American Anthropological Association (AAA) Conference, Washington, D. C.

King, K.A. & Silver, R. (1993, March). 'Sticking points': Effects of instruction on NNS refusal strategies. TESOL International Conference, Atlanta, Georgia.

King, K.A. & Strauch, H. (1993, February). Latino and Anglo 'streams' and styles in a bilingual school. International Ethnography Conference, Philadelphia, Pennsylvania.

King, K.A. & Skilton, E. (1993, February). Bridging the home-school gap: Participation of minority language parents at two bilingual schools. International Ethnography Conference, Philadelphia, Pennsylvania.

TEACHING AND CURRICULUM DEVELOPMENT

University of Minnesota

Courses, seminars, and instructional units taught

Fall 2024	<u>CI 3610</u>	Linguistics for Teachers
Spring 2024	<u>CI 8689</u>	Language and Education Policy
Fall 2023	<u>CI 3610</u>	Linguistics for Teachers
Spring 2023	<u>CI 8671</u>	Research Methods in Sociolinguistics and Education (online section)
	<u>CI 8671</u>	Research Methods in Sociolinguistics and Education (in person section)

Fall 2022	<u>CI 3610</u>	Linguistics for Teachers
	<u>CI 5646</u>	Language Analysis
Fall 2021	<u>CI 8689</u>	Language and Education Policy
	<u>CI 8131</u>	Research Design and Methods (Second Language Education) I
Spring 2021	<u>CI 8671</u>	Research Methods in Sociolinguistics and Education
	<u>CI 5649</u>	Language Analysis
Fall 2020	<u>CI 5646</u>	English Grammar
	<u>CI 3610</u>	Linguistics for Teachers
Spring, 2020	<u>CI 8689</u>	Language and Education Policy
Fall, 2019	<u>CI 5646</u>	English Grammar
Spring, 2019	<u>CI 3610</u>	Linguistics for Teachers
	<u>CI 8671</u>	Research Methods in Sociolinguistics and Education
	<u>CI 5649</u>	Language Analysis
Fall, 2018	<u>CI 5646</u>	English Grammar
	<u>CI 3610</u>	Linguistics for Teachers
Spring, 2018	<u>CI 3610</u>	Linguistics for Teachers
	<u>CI 8689</u>	Language and Education Policy
Fall, 2017	<u>CI 3610</u>	Linguistics for Teachers
	<u>CI 5653</u>	Teaching English to Adults
Spring, 2017	<u>CI 3610</u>	Linguistics for Teachers
	<u>CI 8650</u>	Research Methods in Sociolinguistics and Education
Spring, 2016	<u>CI 8132</u>	Research Design and Methods (Second Language Education) II
	<u>CI 8689</u>	Language and Education Policy
Spring, 2015	<u>CI 5649</u>	Language Analysis
Fall, 2014	<u>CI 8650</u>	Research Methods in Sociolinguistics and Education
Spring, 2014	<u>CI 8148</u>	Conducting Qualitative Studies in Educational Contexts
Fall, 2013	<u>CI 8650</u>	The Achievement Gap: Critical, cultural, and linguistic perspectives
Spring, 2013	<u>CI 8650</u>	Doctoral Seminar on Language Policy
Fall, 2012	<u>CI 8150</u>	Research Methods in Sociolinguistics and Education
Spring, 2012	<u>CI 5635</u>	Culture and Diversity in Second Language Classrooms
Fall, 2011	<u>CI 1910</u>	Freshman Seminar: Language, Culture, Power and Education
	<u>CI 5632</u>	Communication and Comprehension in Second Language Classrooms
Spring, 2011	<u>CI 5635</u>	Culture and Diversity in Second Language Classrooms
Fall, 2010	<u>CI 5632</u>	Communication and Comprehension in Second Language Classrooms
Spring, 2010	<u>CI 8150</u>	Doctoral Seminar on Research Methods in Sociolinguistics and Education
	<u>CI 5635</u>	Culture and Diversity in Second Language Classrooms
Fall, 2009	<u>CI 8650</u>	Doctoral Seminar on Language Policy
	<u>CI 5632</u>	Communication and Comprehension in Second Language Classrooms
Spring, 2009	<u>CI 8632</u>	Research Design and Methods (Second languages and cultures) II
	<u>CI 5147</u>	Language, Culture and Education
Fall, 2008	<u>CI 8631</u>	Research Design and Methods (Second languages and cultures) I

Georgetown University

Courses, seminars, and instructional units taught

Spring, 2008	<u>LING 251</u>	Language Acquisition
	<u>LING-751</u>	Seminar on Bilingualism
Fall, 2007		<i>(Parental leave from teaching responsibilities)</i>
Spring, 2007	<u>LING 251</u>	Language Acquisition

	<u>LING 258</u>	Language, Culture, and Study Abroad
Fall, 2007	<u>LING-359</u>	Introduction to Second Language Acquisition and Bilingualism
	<u>LING-451</u>	Bilingualism
Spring, 2006	<u>LING-751</u>	Seminar on Bilingualism and Language Socialization
Fall, 2005	<u>LING-359</u>	Introduction to Second Language Acquisition and Bilingualism [co-taught]
	<u>LING-451</u>	Bilingualism
Spring, 2005		<i>(Georgetown University Junior Faculty Research Leave)</i>
Fall, 2004	<u>LING-359</u>	Introduction to Second Language Acquisition and Bilingualism
	<u>LING-451</u>	Bilingualism
Spring, 2004		<i>(Parental leave from teaching responsibilities)</i>
Fall, 2003	<u>LING-359</u>	Introduction to Second Language Acquisition and Bilingualism
	<u>LING-751</u>	Seminar on Bilingualism
Spring, 2003	<u>LING-551</u>	EFL/ESL Teaching Practicum
	<u>LING-354</u>	Sociolinguistics and Education
Fall, 2002	<u>LING-271</u>	Psycholinguistics
	<u>LING-751</u>	Seminar on Bilingualism

New York University

Courses, seminars, and instructional units taught

Spring, 2002	<u>E29.2001</u>	Bilingual Education: Theory and Practice
	<u>E29.2800</u>	Advanced Research Seminar in Multilingual Multicultural Studies [co-taught]
	<u>E29.3006</u>	Multilingual Multicultural Studies Doctoral Seminar [co-taught]
Fall, 2001	<u>E11.2515</u>	Linguistics, Society, and the Teacher
	<u>E20.3005</u>	Multilingual Multicultural Studies Doctoral Seminar [co-taught]
	<u>E27.3001</u>	Doctoral Dissertation Proposal Seminar [co-taught]
Spring, 2001		<i>(Goddard Award for Junior Faculty Research Leave)</i>
Fall, 2000	<u>E11.2515</u>	Linguistics, Society, and the Teacher
	<u>E29.2800</u>	Advanced Research Seminar in Multilingual Multicultural Studies [co-taught]
Spring, 2000	<u>E29.2001</u>	Bilingual Education: Theory and Practice
	<u>E11.2515</u>	Linguistics, Society, and the Teacher
	<u>E20.3005</u>	Multilingual Multicultural Studies Doctoral Seminar [co-taught]
Fall, 1999	<u>E29.2001</u>	Bilingual Education: Theory and Practice
	<u>E11.2515</u>	Linguistics, Society, and the Teacher
Sp-Fall, 1998		<i>Visiting Stockholm University, Center for Research on Bilingualism</i>
Spring 1997	<u>E29.2001</u>	Bilingual Education: Theory and Practice
	<u>E20.3005</u>	Multilingual Multicultural Studies Doctoral Seminar [co-taught]
Fall, 1997	<u>E29.2001</u>	Bilingual Education: Theory and Practice
	<u>E29.2005</u>	Structure of American English
	<u>E20.3005</u>	Multilingual Multicultural Studies Doctoral Seminar [co-taught]

Stockholm University

Fall, 1998	<u>CRB</u>	Societal Perspectives on Bilingualism
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ADVISING AND MENTORING

Graduate Student Activities

Doctoral Students Advised (Academic advising for all or part of graduate student's program)

Current Ph.D. UMN Students: Andrew Fiegen, Angelina Momanyi, Biidaabanikwe (Kim) Anderson, Waase (Monique) Paulson and Sabrina Fluegel (co-advisor).

Doctoral Dissertations Directed

Julia Bach (University of Minnesota) (co-advisor). Dissertation: "Unpacking teacher practice: Novice teachers' reflections on supporting multilingual students in social studies". Successful defense date: May 28, 2024.

Amanda Swearingen (University of Minnesota) (co-advisor). Dissertation: "TBD". Successful defense date: TBD.

Linda Gladstone (University of Minnesota). "Teachers' beliefs about the participation of students with English as an additional language and co-existing disability in state academic achievement tests." Successful defense date: May 18, 2023.

Darren LaScotte (University of Minnesota). Exploring shifts in ITA pronunciation and teacher identity performace across (authentic) teaching contexts. Successful defense date: May 10, 2023.

Mariya Gyendina (University of Minnesota). Dissertation: "Consulting based on who (I think) you are: Patterns of interaction in online writing center consultations based on perceived and documented identity." Successful defense date: December 15, 2022.

Stephanie Hicks (University of Minnesota). Dissertation: "Making an offender: The subtle, socially-biased construction of problematic youth". Successful defense date: October 20, 2022.

Kate Stemper (University of Minnesota). Dissertation: "'Why are you here?': Exploring the intersection of education policy and language revitalization in one Indigenous language immersion school." Successful defense date: June 3, 2022.

Mengying Lui (University of Minnesota). Dissertation: "Impact of interlocutor and task on second-grade one-way Chinese immersion students' language use." Successful defense date: August 20, 2021. Currently Assistant Professor at Beijing Foreign Studies University.

Yi-Ju Lai (University of Minnesota). Dissertation: "Traveling through spatial repertoires and mathematics: Dialogic nature of physics discourse practices and socialization activities." Successful defense date: June 29, 2020. Currently Post-Doctoral Fellow at University of South Carolina.

Kathleen Mitchell (University of Minnesota). Dissertation: "Bilingual education policies in context: A multidimensional examination of California's bilingual teaching authorization." Successful defense date: May 10, 2019. Currently at Oakland Unified School District.

Melissa Engman (University of Minnesota). Dissertation: “Revitalizing language, reframing expertise: An ecological study of language in one teacher-learner’s Ojibwe classroom.” x (Co with M. Hermes) Successful defense: May 5, 2017. Currently at Queen’s / Belfast University.

Sadaf Rauf (University of Minnesota). Dissertation: “Language policy is the post/neo-colonial Pakistan and the life trajectories of low SES students.” Successful defense: August 24, 2015.

LeeAnne Berger Godfrey (University of Minnesota). Dissertation: “Becoming a writer, becoming a student: The pedagogy of academic discourse socialization in first-year writing for non-native English speakers.” Successful defense: May 6, 2015. Currently Faculty Advisor, University of Minnesota.

Renana Scheller (University of Minnesota). Dissertation: “Hebrew language ideologies and secular Hebrew language teaching.” Successful defense: December 5, 2014. Currently Clinical Professor, University of Minnesota.

Gemma Punti (University of Minnesota). Dissertation: “Legal status, education, and Latino youths’ transition to adulthood”. Successful defense: May 16, 2013. Currently Associate Professor, University of Minnesota, Rochester.

Sachiko Horii (University of Minnesota). Dissertation: “Foreign language activities’ in Japanese elementary schools”. Successful defense: December 15, 2012. Currently tenured faculty, Osaka University.

Colleen Gallagher (Georgetown University). Dissertation: “Latino narrative development and classroom discourse”. Successful defense: April 17, 2012. Currently Assistant Professor, University of Dayton.

Lyn Fogle (Georgetown University). Dissertation: “Language learning and language use in adopting families”. Graduated in August 2009. Currently Associate Professor at University of Memphis.

Eunjin Park (New York University). Dissertation topic: “Language socialization and politeness among Korean-American immigrant children”. Graduated Spring 2005. External member of committee, acting director.

Shiraz Felling (Georgetown University Linguistics). Dissertation: “Language shift in the Iranian-American Family”. Graduated Fall 2006.

Shoba Bandi Rao (New York University). Dissertation: “Rule learning in a second language”. Graduated Spring 2002.

Doctoral Committees Served on:

William

Celeste

Polina Vorobeva (University of Jyväskylä, Finland) “When he was born, I decided to give him an opportunity to speak Russian: a nexus analytical perspective on family language policy and single parenting” External examiner. 2024.

Suzanne Elizabeth Grasso (Monash University, AUS). “Multilingual development advice at the Maternal and Child Health Service Monash.” Graduated Jan 2024.

Insil Jeon (University of Minnesota). SEA students’ experiences of racialization in South Korean schools (in progress).

Rebecca Robertson Konz (University of Minnesota). “Investigations of home language use for high school EL students in science class.” Graduated August 2023.

Ashley Karlsson (University of Minnesota). “Tracing the ideological topography of state-level language roadmaps.” Graduated May 2021

Monica de la Fuente Iglesias (University of Minnesota). “Contacto de lenguas e identidad regional: la variación de las vocales medias en el castellano de Galicia.” Graduated June 2020.

Rachel Thorson Hernández (Georgetown University). “Teacher positionality vis-à-vis Latinx English language learners.” Graduated May 2020.

Carol Ready (University of Minnesota). “Moroccan immigrants in Granada, Spain: Negotiating language, culture, and identity.” Graduated May 2020.

Mohammad Yousef Nofal (Victoria University of Wellington, New Zealand). “Family language policy and planning.” Graduated March 2020.

Leila Jones (University of Minnesota). Dissertation: “Culturally and linguistically responsive mathematics word problem solving with English learners.” Graduated December 2019.

Terri Lynn Jacobson-Sigüenza (University of Minnesota): “Understanding, interpretation and implementation of English learner policy by Minnesota principals.” Graduated July 2019.

Marco E. Alvarado (University of Melbourne, invited external reviewer). Dissertation: “Indigenous intergenerational language transmission and family language policy”. Graduated January 2019.

Anna Kaiper (University of Minnesota). Dissertation: “English and South Africa”. Graduated September 2018.

Anna Anderson (University of Minnesota). Dissertation: "Galician and Spanish in contact." Graduated September 2017.

Jennifer Vanek (University of Minnesota). Dissertation: "Migrant adult learners and digital literacy." (DDF winner) Graduated September 2016.

Anna Farrell (University of Minnesota): Dissertation: "There is no nation without a language (*Ní tír gan teanga*). Language policy and the Irish Dancing Commission." Graduated May 2015.

Luz Hernandez (University of Minnesota): Dissertation: "Después del arresto: Una aproximación interdisciplinaria a la criminilación de las madres inmigrantes." Graduated September 2015.

Soh Wen Yi (University of Malaya). Dissertation: "Managing heritage language relevance and language revitalization: The case of Malacca Portuguese Creole." (External reviewer). Passed August 2015.

Caitlin Cole (University of Minnesota). Dissertation: "Effects of first language training on second language word learning." Graduated May 2015.

Martina Arnal (University of Minnesota). Dissertation: "Towards a discourse of inclusion? Tensions between policy and practice in rural Bolivia." Successful defense: April 27, 2015.

Kjersti Olson (University of Minnesota). Dissertation: "Intra-household differences in the reported experiences of elementary and middle school-aged orphans when compared with co-resident non-orphans in Haitian households." Graduated December 2015.

Johanna Ennser-Kananen (University of Minnesota). Dissertation: "The right to be multilingual: How two trilingual students construct their linguistic legitimacy in a German classroom." Graduated May 2014.

Jason Martel (University of Minnesota). Dissertation: "If my kids aren't engaged then it isn't good teaching: The role identity negotiation of a foreign language student teacher". Graduated May 2013.

Adam Rambow (University of Minnesota). Dissertation: "Exploring local productions of the 'ESL Student.'" Graduated May 2013.

Marina Alexio (University of Minnesota). Dissertation: "Immigrant Parent Involvement in US Schools: Current practices and future possibilities." Graduated December 2012.

Hye Yeong Kim (University of Minnesota). Dissertation: "Academic Language Development through Technology: English Learners in a Fifth Grade Science Class." Graduated in January 2013

Heather Weger-Guntharp (Georgetown University Linguistics): “Language attitudes and classroom activities”. Graduated in May 2008.

Lauren Feldman (Georgetown University Linguistics). Dissertation: “Gender in second language learner interactions.” Graduated May 2005.

Rebecca Adams (Georgetown University Linguistics) (graduated Summer, 2004). Dissertation: “Learner/learner interactions: Implications for second language acquisition.” Graduated in May 2004.

Alkistis Fleisher (Georgetown University Linguistics). Dissertation topic: “The politics of language in Quebec: Language planning and language ideologies in a pluriethnic society”. Graduated in May 2007.

Ana-Maria Nuevo (Georgetown University Linguistics). Dissertation topic: “Task complexity, output, noticing: Pieces of an acquisition puzzle?” Graduated August 2006.

Michelle Bishop (Gallaudet University). Dissertation Topic: “Bimodal bilingualism in hearing native users of American Sign Language.” Graduated May 2006.

Elizabeth Dykman (New York University). Dissertation: “Exploring second language acquisition and acculturation through autobiographical texts.” Graduated Fall 1999.

Dinah Hubert (New York University). Dissertation: “A classroom case study of high aptitude adult Korean language learners.” Graduated Fall 1999

Vanessa Izizarry Munoz (New York University). Dissertation: “Puerto Rican return migrant and non-migrant students’ apology performance and evaluation.” Graduated Fall 1999.

Graduate student collaborative research training

Conference presentations, 50+ publications, grants, and collaborative research projects with 25+ graduate students at four institutions: Colleen Gallagher, Aubrey Logan-Terry, Natalia Ganuza, Eunjin Park, Lyn Fogle, Shoba Bandi Rao, Francis Hult, Amy Firestone, Adam Rambow, Gemma Puntì, Johanna Enns-Kananen, Martina Arnal, Kathleen Mitchel, Yi-Ju Lai, Kate Stemper, Melissa Engman, Jennifer Vanek, Samaneh Eslamdoost, Mengying Lui, Jenna Cushing-Leubner, Sabrina Fluegel, Aracely Thomas and Maria Schwedhelm, Darren LaScotte, Jurana Aziz, Andrew Fiegen.

Visiting Scholars Hosted

Dr. Belaynesh Mekonen, Fall 2022-Spring 2023 (Israel)

Dr. Samaneh Eslamdoost, Spring 2017 (Iran)

Dr. Marleen Haboud, Fall 2014 (Ecuador)

Other Mentoring Activities

Faculty mentor for Associate Professors Cassie Scharber and Vichet Chhuon, and Assistant Professor Sam David; former mentor for Bic Ngo (now tenured and full), Martha Bigelow (now full) and Mary Hermes (now full).

SERVICE AND PUBLIC OUTREACH**Service To the Discipline/Profession/Interdisciplinary Area(s)**

President: American Association of Applied Linguistics (AAAL): Nominated by committee in November 2016; election in Spring 2017. Four-year leadership term: March 2018 to March 2022.

Editorships/Journal Reviewer ExperienceEditorships

Editor, *Language Policy*, 2007-2015

Associate Editor for Reviews, *Language Policy*, 2002-2006

Reviews Editor, *Language and Education*, 1999-2002

Editorial Board / Advisory Board Memberships

2018-2025 *International Multilingual Research Journal*

2022 *Family Language Policy* (PLDAM)

2020-present *Research in Language and Education: An International Journal*

2019-present *Review of Educational Theory*

2019-present *International Journal of Literacy, Culture and Language Education*

2010-2018 *Annual Review of Applied Linguistics*

2018-present *Journal of Second Language Teacher Education*

2017-present *Language Sciences Press*

2015-present *Journal of Home Language Research*

2015-2020 *International Journal of the Sociology of Language*

2013-present *Journal of Language, Identity, and Education*

2013 *Review of Educational Research* (Consulting Editor)

2000-present *International Journal of Bilingual Education and Bilingualism*
Language and Education

2009-2020 *Anthropology and Education Quarterly*

2010-present *Calidoscópico*

2012-present *Estudios de Lingüística Inglesa Aplicada*

Reviewing for Academic Journals and Professional Proceedings

Acta Borealia

AlterNative: An International Journal of Indigenous Peoples

American Educational Research Journal

American Ethnologist

Annual Review of Applied Linguistics

Anthropology and Education Quarterly

Applied Linguistics

Applied Psycholinguistics

Asian Pacific Education Review

Canadian Modern Language Review

Chiricú Journal: Latina/o Literatures, Arts, and Culture

Colombian Applied Linguistics Journal
Critical Inquiry in Language Studies
Cultura y Educación
Diaspora, Minority, and Indigenous Education
Educational Role of Language Journal
Equity and Excellence in Education
Georgetown University Round Table Proceedings
Heritage Language Journal
International Journal of Bilingualism
International Journal of Educational Research
International Journal of Intercultural Relations
International Journal of Literacy, Culture, and Language Education
International Journal of the Linguistics Association of the Southwest
International Journal of Multicultural Education
International Journal for the Practice and Theory of New Writing
International Journal of the Sociology of Language (Guest Editor)
International Multilingual Research Journal
Israel Studies in Language in Society
Issues in Applied Linguistics
Journal of Bilingual Education Research and Instruction
Journal of Cross-Cultural Psychology
Journal of Family Communication
Journal of Home Language Research
Journal of Immersion and Content-Based Language Education
Journal of Language and Discrimination
Journal of Language and Law / Revista de Llengua i dret
Journal of Language, Identity, and Education
Journal of Linguistic Anthropology
Journal of Literacy Research
Journal of Multicultural Discourses
Journal of Multilingual and Multicultural Development
Language and Communication
Language Assessment Quarterly
Language Awareness
Language Documentation and Conservation
Language Documentation and Description
Language and Linguistics Compass
Language in Society
Language Teaching: Surveys and Studies.
Latin American and Caribbean Ethnic Studies Journal
Linguistics and Education
Linguistic Landscape
LESLLA Conference Proceedings
Multilingual Margins: A Journal of Multilingualism from the Periphery
NABE Journal of Research and Practice
National Head Start Association Dialog
Open Cultural Studies
Open Linguistics
Proceedings from the 8th Nordic Conference of Bilingualism
Research in the Teaching of English
Review of Research in Education (consulting editor, 2012)

Revista da Anpoll (Brasil)
SAGE Open
SKY Journal of Linguistics
SOAS Working Papers in Linguistics
Spanish in Context
Studies in Ethnicity and Nationalism
Studies in Second Language Acquisition
TESOL Quarterly
The High School Journal
Working Papers in Educational Linguistics

Reviewing for Professional Book Series

Current Issues in Bilingualism (CIB), book series (Editorial Board Member)
 Bloomsbury Academic Education
 Georgetown University Press
 Greenwood Publishing Group
 John Benjamins
 Lawrence Erlbaum Associates
 Ohio State University Press
 Multilingual Matters Publishers
 Palgrave Macmillan
 Palgrave UK
 Routledge
 Springer Reference
 Springer, Educational Linguistics Series
 Taylor & Francis
 Walter de Gruyter
 Wiley-Blackwell

Professional committee memberships

- 2024: AAAL Distinguished Scholarship and Service Award Committee, Selection Committee
- 2018, 2019, 2022, 2023: TIRF Alatis Prize for Research on Language Policy and Planning in Educational Contexts, Selection Committee
- 2018, 2021, 2024: Joshua A. Fishman Award (De Gruyter Mouton)
- 2017-2019: AAAL Dissertation Award, Selection Committee
- 2015-2016: TESOL Award for Distinguished Research, Selection Committee
- 2011-present: Language Policy Research Network (LPREN) Advisory Committee
- 2006-2010: American Association of Applied Linguistics (AAAL) delegate to the Joint National Committee for Languages (JNCL) and National Council for Languages and International Studies
- 2007-2009: Member, Steering Committee of the AAAL Advocacy Action Group
- 2009-2011: Member, Content Advisory Committee (ESL), Minnesota State Licensure Examinations, Minnesota Board of Teaching.

Consultancies and reviews for external funding agencies, foundations, etc.

2023	Israel Science Foundation
2022	Royal Irish Academy
2022	University of Cyprus Research Program
2021	Austrian Science Fund
2018	University of Melbourne

2016, 2019	National Science Centre, Poland
2015	Reviewer, International Research for Foundation for English Language Education (TIRF)
2015	German Post-Doc Research Program (PRIME)
2003, 2004, 2008, 2009, 2010, 2013	National Science Foundation (U.S.)
2013	Royal Society of New Zealand (Centre of Research Excellence)
2013	Humanities in the European Research Area
2010	National Endowment for the Humanities
2010	Research Grants Council (RGC) of Hong Kong
2010	Economic and Social Research Council (UK)
2009	The Hans Rausing Endangered Languages Project
2009	Israel Science Foundation
2008	Department of Health and Human Service/NIH
2004, 2008, 2015, 2016, 2017	Social Sciences and Humanities Research Council of Canada (SSHRC)
2003, 2007, 2008	Research Foundation of The City University of New York
2005, 06, 08, 10, 11, 14-18	National Institute of Education (Singapore)
2004, 2008	Centre for Research in Pedagogy and Practice (Singapore)
2003	Fulbright Educational Partnerships Program, State Department

Program and conference review work

2024	AILA World Congress 2020, <i>Reviewer</i>
2024	Sociolinguistics Symposium, Perth, AU (<i>Member of Scientific Committee</i>).
2023	AILA World Congress 2023 Lyon, France
2020	Sociolinguistics Symposium, Hong Kong (<i>Member of Scientific Committee</i>).
2020	AILA World Congress 2020, <i>Reviewer</i>
2019-2020	Second International Conference on the Revitalization of Indigenous and Minoritized Languages (Brasilia, Brazil) (<i>Member of Scientific Committee</i>).
2019-2020	Sociolinguistics Symposium Hong Kong 23, (<i>Member of Scientific Committee</i>).
2018-2019	Conference on Asian Linguistic Anthropology, Siem Reap (<i>Member of Scientific Committee</i>).
2017-2018	Sociolinguistics Symposium Auckland 22, (<i>Member of Scientific Committee</i>).
2017-2018	Second International Conference on Sociolinguistics, Budapest (<i>Member of Scientific Committee</i>).
2017	First International Conference on the Revitalization of Indigenous and Minoritized Languages (Barcelona) (<i>Member of Scientific Committee</i>).
2016	Home Language Maintenance and Development Conference, Berlin (<i>Reviewer</i>).
2015	AILA ReN Conference on Home Language Maintenance and Development (<i>Member of Scientific Committee</i>).
2015	Co-Chair: Language Teacher Education International Conference (May, Minneapolis, MN).
2013, 2017	International Symposium on Bilingualism 9, 11 (<i>Member of Scientific Committee</i>).
2012-2014	Multidisciplinary Approaches in Language Policy and Planning

2000-2012	Conference, University of Calgary, <i>Reviewer, Program Committee Member</i> American Association of Applied Linguistics (<i>Strand Coordinator, 2000; 2011, 2017, 2018; Reviewer, 2003, 2005, 2006, 2007, 2008, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2018</i>).
2011, 2013	International Symposium on Bilingualism 8 (<i>Member of Scientific Committee</i>).
2011, 2017	7th International Language Teacher Education (<i>Ad hoc</i>).
2009-2010	Sociolinguistics Symposium 18, Scientific Committee (<i>Member</i>).
2008	International Congress of Linguists (<i>Ad hoc</i>).
2007-2008	Sociolinguistics Symposium 17, Scientific Committee (<i>Member</i>).
2006	Georgetown University Roundtable (<i>Co-organizer</i>).
2005-2006	Sociolinguistics Symposium 16, Scientific Committee (<i>Member</i>).
2003	International Conference on Minority Languages (<i>Member of Scientific Committee</i>).
2003	International Symposium on Bilingualism (<i>Ad hoc</i>).
2003, 2008, 2014	Georgetown University Roundtable (<i>Ad hoc</i>).

Tenure and Promotion Reviews

2020-present	Graduate Center of the City University of New York (CUNY) Middlebury Institute of International Studies at Monterey Michigan State University The Education University of Hong Kong University of Vermont University of Memphis (2) University of Iowa Emerson College Indiana University Georgia State University Arizona State University (2) Columbia University (2) Rutgers University University of California, Los Angeles College of Staten Island, City University of New York (CUNY) Crandall University (Canada) Queens College, City University of New York (CUNY)
2010-2020	University of Cyprus University of Connecticut Arizona State University University of Memphis Rowan University University of Iowa University of Hawaii Penn State University University of Illinois at Chicago Michigan State University Nazarbayev University (Kazakhstan) University of South Carolina Indiana University-Bloomington Indiana University-Purdue University, Fort Wayne City College of the City University of New York University of Pennsylvania

2000-2009
 National Institute of Education (Singapore)
 The Ohio State University
 Mississippi State University
 University of Arizona
 University of Massachusetts
 University of Washington
 Graduate Center of the City University of New York
 Boston College
 University of Arizona
 University of Illinois, Urbana-Champaign
 Michigan State University
 National Institute of Education (Singapore)
 Quaid-i-Azam University (Islamabad, Pakistan)
 University of Houston
 Southern Illinois University at Edwardsville

Service to the University/College/Department

University of Minnesota

University-wide service

- Graduate School Advisory Board (GSAB), member. (Fall 2022-Spring 2025).
- Language Center (LC) Advisory Board, member (Fall 2023-Spring 2024).
- Graduate School Academic Complaint Officer (Graduate School/Graduate Educational Policy Office) (2022-2023).
- Graduate School Interdisciplinary Doctoral Fellowship (IDF) Review and Selection Committee (2022-2023).
- Center for Advanced Research on Language Acquisition (CARLA), Advisory Board Member, 2011-present, Executive Board Member (Spring 2017; Spring 2018).
- University Senate and Faculty Senate, elected member (July 2016-June 2019).
- Graduate Education Council (GEC) (university-wide, elected member), Fall 2015-Spring 2018; member of Awards Sub-Committee, Fall 2017-2018.
- Interdisciplinary Graduate Group: Language, Culture, and Society (principal member), 2015-2016
- Center for Advanced Research on Language Acquisition (CARLA), Search Committee for Director (2016).
- UM Equity Advisory Committee, Fall 2015-Spring 2016.
- Language Teacher Education Conference, Co-convener, Spring 2015.
- Multicultural Research Award Review Committee, Spring 2012.
- Immigration History Research Center, Faculty and Student Advisory Council, 2011-2012.
- Global Spotlight Advisory, 2010-2012.
- IDEA Programming Fellow (Institute for Diversity, Equity, and Advocacy, 2010-2011).
- Planning Committee for President's Interdisciplinary Conference 2010: The Ethics and Politics of Research with Immigrant Populations, 2009-2010
- University Senate Student Academic Integrity Committee, 2009-2012.

Collegiate Service

- CEHD Promotion & Tenure Committee, Member, 2021-22; Co-Chair, 2022-23; Chair 2023-24; Co-Chair/Member 2024-25.
- College Hub to Aspire, Inspire, and Reinvent (CHAIR) Leadership program, Participant (2022-2023)
- Graduate Subcommittee, Curriculum Council, Member, 2012-2015; Chair, 2013-2015.
- College Curriculum Council, CEHD, Member, 2012-2015; Chair, 2013-2015.

Department/Unit Service

- Director of Graduate Studies (elected), 2012-2015; 2023-2026.
- Personnel Committee, Member and Associate Chair, 2022-2023; Chair 2023-2024.
- Undergrad TESL Minor Coordinator, Spring 2016, Spring 2017, 2017-2021, 2022-23.
- Second Language Education Program Area Coordinator (PAC), 2017-2018; 2020-2021; 2022-23.
- Funding Review Committee, Fall 2022
- Research Committee (appointed), Spring, 2017; Chair, 2017-2018.
- Departmental Advisory Council, Member, August 2014-May 2015.
- Graduate Studies Committee (elected), Member, August 2009-2012.
- Personnel Committee (elected), Member, August 2010-2012.
- CI Graduate Programs and Scholarship Strategy (GPS) Committee, Member, September 2011-present.
- Diversity Committee, Member, August 2008-2011.

Georgetown University

University-wide service

- Doctoral Dissertation Research Fellowship Selection Committee, 2006-2007.
- Dissertation Research Travel Award Selection Committee, 2006-2007.
- Graduate Student Conference Travel Award Selection Committee, 2006-2007.
- Center for Language Education Development (CLED), Advisory Board Member, September, 2004-present.
- University MBNA Career Center Advisory Council, Member, September, 2002-May, 2003.
- Faculty Judge, Graduate Student Research Exposition, Spring 2003.

Department/Unit Service

- Linguistics Department Merit Review Committee, Member: August, 2005-July, 2006, Chair: August, 2006-July, 2007.
- Head, Applied Concentration, Spring 2007, Spring 2008.
- Head, Applied Linguistics Visiting Assistant Professor Search Committee, Spring 2007.
- Sociolinguistics Search Committee, Member: August, 2005-December, 2006.
- Director of Master of Arts in Teaching (MAT) Program, Department of Linguistics, September, 2002-August, 2005.
- Co-Principal Investigator of Department of Education (Title III) Scholarship Grant (\$1,300,000 over five years), September, 2002-present.
- Linguistics Laboratory Committee, Member: September, 2002-present, Chair: September, 2003-December, 2004.

New York University

Collegiate service

- Professional School Advisory Committee for Library Services, Member, 2000-2002.
- School-wide Committee for Selection of Founders Fellows, Member, 2001-2002.
- School-wide Committee on Courses and Programs, Member, 2000.

Department/Unit Service

- Faculty Development and Promotion Committee, Elected Member, 2001-2003.
- Multilingual Multicultural Studies Faculty Search Committee, Member, 2000-2002.
- Committee for Student Academic Life, Member, 1999-2001.
- Department Technology Committee, Member, 1997-1998.

Public and Other Service

Community Outreach, Service and Media Appearances (selected)

- Invited speaker/panelist for ‘National Center for Families and Learning’ April 2024 Webinar on ‘Global multilingual practices for adults, children and families’.
- Minnesota Department of Education Bilingual Seals Advisory Committee, 2022-2026.
- Interviewed and quoted for *Sahan Journal* article (Sept 2023): <https://sahanjournal.com/education/minnesota-read-act-ell-structured-literacy/>
- External Evaluator, University of Monash, Australia (Oct-Dec 2023).
- Expert consultant, Project Momentum (Southeast Service Collaborative), Micro-Credentialing Options for Minnesota Educators Navigating Transformative Understandings of Multilingualism, 2023-2026.
- External Evaluator, University of Auckland (Jan-Feb 2023).
- Authored and submitted testimony on proposed language teaching standards to Professional Educator Licensing and Standards Board (PELSBY), Dec 2022.
- Minnesota Department of Education English Learners Stakeholder Input Group (ELSIG), 2022-23; 2023-2024.
- Minnesota Department of Education Multilingual Seals Advisory Committee, Member and Consultant (2021-present)
- Consultant for Minnesota Department of Education (MDE): English learners in online schooling (research and recommendations), Spring-Summer 2022.
- University of Minnesota Medical Reserve Corps Volunteer: Spring 2021 (worked weekly in vaccination clinics serving Spanish speakers).
- Invited webinar lecturer: ‘Raising bilingual children’, Hispanic Heritage Month Lecture, Federal Trade Commission (FTC) (October 2020).
- Invited guest: “The Lisa Show” on bilingual development (nationally syndicated radio show) (July 2019).
- Invited post: “UN Year of Indigenous Languages: Optimism, skepticism, and unresolved tensions” (with M. Engman) *Ogmios: Foundation for Endangered Languages* (Feb. 2019).
- Outreach and press coverage on digital learning, multilingualism and refugee-background students: *MinnPost*, *Ed Week*, *Star-Tribune*, and *Phys.org* (Oct-Nov 2018).
- Emerging Multilingual Learners Network (Minnesota Education Equity Partnership), member (2017-2018).

- Invited lecturer on ‘Language Education in the U.S.’ for visiting Chinese scholars at the China Center, Feb. 28, 2018.
- Invited guest on the ‘Knowledge Hub,’ podcast of the Consortium for Policy Research in Education (CPRE), Spring 2017. (<http://cprehub.org/research-minutes>)
- ESSA English Learner Procedures Working Group, Minnesota Department of Education. February-May, 2017.
- Invited speaker, Jackson Middle School: ‘Facts and fictions about language learning’ (series of four talks), Jan. 10, 2017. Brooklyn Center, MN.
- Native Language Literacy Assessment (NLLA): Overview and training session. CARLA & MinneTESOL / SLIFE. December 10, 2016.
- Minnesota Multilingual Equity Network (EL-ESSA Initiative), member of advisory board, Fall 2016-Spring 2017.
- Invited speaker, Symposium on Multilingual Education and Culture: ‘Benefits of multilingualism’, March 25, 2016. Saint Paul, MN.
- Invited speaker (series of five talks on bilingual development and minority language maintenance), Montessori Partners, MN. Spring, 2015.
- Invited consultant, *Research to Practice Brief: English Learners*, October, 2014.
- Invited speaker, CEHD Saturday Scholars, October 26, 2014.
- Invited speaker/consultant, Bdote Indigenous Immersion Leadership Retreat, July 28-29, 2014.
- Invited testimony on ELL and bilingualism, Minnesota Senate Education Committee and House Education Policy Committee, March, 2014
- Invited speaker, Minnesota Indigenous Languages Conference, September 23, 2013.
- Plenary speaker, Investing in our Future Breakfast Fundraiser. Joyce Preschool. April 17, 2013
- Board member, Grassroots Indigenous Multimedia (2012-present), Secretary (2014-present).
- Guest speaker (‘Bilingual myths and misconceptions’), White Bear Lake School Board and K-5 World Language Task Force (November 28, 2011)
- Wellstone International High School, Advisory Committee (August, 2010-2016).
- Working group member, Minnesota Minority Education Partnership (January, 2010-present)
- Guest speaker (with M. Bigelow): Lighthouse Academy of Nations (May 24, 2010).
- Invited presentation (‘Raising bilingual kids’): Minnetonka Immersion Parents (May 13, 2010).
- Faculty leader for one-day community seminar and teach-in, ‘Linked lives: When immigrant and refugee engagements are problematized’. University of Minnesota (February 1, 2010).
- Consultant on evaluation of educational programming, Minnesota Immigration Freedom Network (April 2009-present)
- Invited talk (‘Moving beyond myths and misconceptions: bilingualism in the family and school’): Lake Anne Elementary School PTA. (December 6, 2007).
- Invited talk (‘Bilingualism in the family and school’): Oyster Adams Bilingual Book Fair (with A. Mackey, November 29, 2007).
- Television interview (‘Bilingual toys: truth behind the hype’): NewProNet segment for 80 local television stations (March 27, 2007).
- Invited radio appearance (‘Language loss and language death’): WAMU’s ‘The Kojo Nnamdi Show’ (March 7, 2007).
- Invited radio appearance (‘Child bilingualism’): WETA’s ‘The Intersection’ with Rebecca Roberts for National Public Radio (with A. Mackey, October 16, 2006).
- Invited radio appearance (‘Language diversity and language loss’): New Zealand Public Radio ‘Nights’ program with Bryan Crump (August 1, 2006).
- Invited talk (‘Bilingual parenting: Goals, strategies, issues’): Amigas Vecinas Parenting Group (January 29, 2006).

- Member, Advisory Board, Escuelita de la Excelencia, Arlington, VA (2007-2008)
- Advisor and Consultant, Latin American Montessori Bilingual School, Washington, DC (2002-2008).
- Member, Advisory Board, Wisconsin Avenue Bilingual Pre-School, Washington, DC. (2004-2008).
- Volunteer consultant for Advocates for Children's 'Vision for New York's Newest Project' (1997-1998).
- Consultant New York City Board of Education (2000-2001).