

CURRICULUM VITAE

NAME: Nancy H. Hornberger

CURRENT POSITION: Professor of Education and Director of Educational Linguistics
Graduate School of Education, University of Pennsylvania

ADDRESS: 3700 Walnut Street, Philadelphia, PA 19104-6216
Telephone / fax: (215) 898-7957
E-mail: nancyh@gse.upenn.edu
Website: <http://www.gse.upenn.edu/~hornberg>
<http://www.gse.upenn.edu/faculty/hornberger.html>

A. EDUCATION

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

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

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

B. FELLOWSHIPS, GRANTS AND AWARDS

1980 Linguistic Society of America Summer Institute Fellowship.

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

1981 University of Wisconsin Ibero-American Studies Summer Travel Grant.

1981-82 US Department of Education National Resource Fellowship.

1982, 1983 Inter-American Foundation Fellowship.

1982-83 Fulbright-Hays Dissertation Research Abroad Fellowship.

1984-85 University of Wisconsin Alumni Research Foundation Fellowship.

1987 University of Pennsylvania Literacy Research Center mini-grant.

1987 University of Pennsylvania Research Foundation award.

1987 First Place Outstanding Dissertation, National Association for Bilingual Education.

1988 American Council of Learned Societies Travel Grant.

1988-89 National Academy of Education Spencer Fellow.

1992-96 National Center for Research on Cultural Diversity & Second Language Learning
Affiliate.

1993 Salzburg Seminar Presidential Fellow.

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

2001 Fulbright Senior Specialist Award to Paraguay

2002 Fulbright Senior Specialist Award to New Zealand

C. PUBLICATIONS AND MANUSCRIPTS IN PRESS

BOOKS AND VOLUMES

1977

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

1983

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

1985

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

1988

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

1989

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

Nancy H. Hornberger. *Haku Yachaywasiman: La Educación Bilingüe y el Futuro del Quechua en Puno* (Let's Go to School: Bilingual Education and the Future of Quechua in Puno). Spanish version by María López de Cerrón-Palomino. Lima-Puno, Peru: Programa de Educación Bilingüe de Puno. 373 pages.

1996

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

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

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

1998

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

2001

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

2002

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

2003

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

2004

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

2005

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

2006

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

(Books and volumes -- continued)

2008

- Nancy H. Hornberger (Ed.) *Can Schools Save Indigenous Languages? Policy and Practice on Four Continents*. Hampshire, UK: Palgrave Macmillan.
- Nancy H. Hornberger, General Editor. *Encyclopedia of Language and Education, 2nd Edition, Volumes 1-10*. Springer.
- Stephen A. May & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 1: Language Policy and Political Issues in Education*. Springer.
- Brian Street & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 2: Literacy*. Springer.
- Marilyn Martin-Jones, Anne-Marie de Mejia & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 3: Discourse and Education*. Springer.
- Nelleke Van Deusen-Scholl & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 4: Second and Foreign Language Education*. Springer.
- Jim Cummins & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 5: Bilingual Education*. Springer.
- Jason Cenoz & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 6: Knowledge about Language*. Springer.
- Elana Shohamy & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 7: Language Testing and Assessment*. Springer.
- Patricia Duff & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 8: Language Socialization*. Springer.
- Angela Creese, Peter Martin & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 9: Ecology of Language*. Springer.
- Kendall A. King & Nancy H. Hornberger (Eds.) *Encyclopedia of Language and Education, 2nd Edition, Volume 10: Research Methods in Language and Education*. Springer.

ARTICLES IN REFEREED JOURNALS

1987

- Bilingual education and Quechua language maintenance in highland Puno, Peru. *NABE Journal* 11(2), 117-140.
- Bilingual education success but policy failure. *Language in Society* 16(2), 205-226.
- Schooltime, classtime, and academic learning time in rural highland Puno, Peru. *Anthropology and Education Quarterly* 18(3), 207-221.

1988

- Criteria para determinar el éxito de un programa de educación bilingüe en el Perú (Criteria for determining the success of a bilingual education program in Peru). *Revista Peruana de Ciencias Sociales* (Peruvian Journal of Social Science) 1(3), 59-84.
- Language ideology in Quechua communities of Puno, Peru. *Anthropological Linguistics* 30(2), 214-235.
- Language planning orientations and bilingual education in Peru. *Language Problems and Language Planning* 12(1), 14-29.
- Misbehaviour, punishment and put-down: Stress for Quechua children in school. *Language and Education: An International Journal* 2(4), 239-253.
- Haku iskwuyllaman: La educación bilingüe y el mantenimiento del quechua. *Perú Indígena* 27, 95-102.

1989

- Can Peru's rural schools be agents for Quechua language maintenance? *Journal of Multilingual and Multicultural Development* 10(2), 145-159.
- Continua of biliteracy. *Review of Educational Research* 59(3), 271-296.
- Introduction: Bilingual education and indigenous languages in the light of language planning. *International Journal of the Sociology of Language* 77, 5-9.
- Pupil participation and teacher techniques: Criteria for success in a Peruvian bilingual education program for Quechua children. *International Journal of the Sociology of Language* 77, 35-53.
- Trámites and transportes (Paperwork and transportation): The acquisition of second language communicative competence for one speech event in Puno, Peru. *Journal of Applied Linguistics* 10(2), 214-230.

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1990

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

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

1991

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

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

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

1993

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

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1994

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

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1995

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Alteridades 10, 67-78. (Universidad Autónoma Metropolitana de Mexico). Also on Literacy Online at http://www.literacyonline.org/LOL_spanish/escrituralidad.html

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

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

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1997

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

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

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

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

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2002

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

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

2003

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

2004

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

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

2005

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

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

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

2006

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

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

Hornberger, N. H. (2006). Discursive approaches to understanding teacher collaboration: Policy into practice. *International Journal of Bilingual Education and Bilingualism*, 9(4), 495-499.

2007

Hornberger, N. H. (2007). Biliteracy, transnationalism, multimodality, and identity: Trajectories across time and space. *Linguistics and Education*, 18(3-4), 325-334.

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

FOREWORDS / AFTERWORDS / PREFACES / COMMENTARIES

1994

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

1999

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

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

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

2000

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

(Forewords and afterwords – continued)

2003

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

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

2004

El proyecto Ni Roonda: Promover la literacidad en comunidades indígenas bilingües. [Ni Roonda Project: Promoting literacy in bilingual indigenous communities] (2004). In L. Meyer, B. Maldonado, R. Ortiz, V. García (Eds.), *Entre la Normatividad y la Comunalidad: Experiencias Educativas Innovadoras del Oaxaca Indígena Actual [Between National Standards and Communal Ways of Life: Innovative Educational Experiences from Indigenous Oaxaca Today]* (pp. 374-378). Oaxaca, Mexico: Instituto Estatal de Educación Pública de Oaxaca.

2005

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

2006

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

CHAPTERS IN EDITED VOLUMES

1988

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

1989

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

1990

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

1991

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

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

1992

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

1993

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

1994

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

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

(Chapters in edited volumes - continued)

(1994 cont.)

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

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

1995

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

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

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

1996

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

1998

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

1999

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

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

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

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

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

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

2001

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

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

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

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

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

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

2005

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

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

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

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

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(Nancy H. Hornberger and Francis M. Hult). Ecological language education policy. In Bernard Spolsky and Francis M. Hult (Eds.), *Handbook of Educational Linguistics* (pp. 280-296). Blackwell.

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Forthcoming

Continua of biliteracy. In Josué M. González (Ed.), *Encyclopedia of Bilingual Education in the United States*. Sage Publications.

ARTICLES IN WORKING PAPERS AND NEWSLETTERS

1983

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

1986

Should Quechua be used in Puno's rural schools? In *Working Papers in Educational Linguistics* (University of Pennsylvania Graduate School of Education) 2(1), 25-53.

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Actions and reflections: A day in the life of a school-community ethnographer. *Newsletter of the Graduate School of Education*, (Spring, pp. 1, 4,8). University of Pennsylvania.

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

2003

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

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

2005

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

BOOK REVIEWS

1987

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

1988

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

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

1989

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

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

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

(Book reviews – continued)

1990

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

1991

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

1992

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

1993

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

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

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

1995

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

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

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

1996

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

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

1998

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

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

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

2001

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

2003

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

2005

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

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

2006

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

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

D. ACADEMIC AND PROFESSIONAL POSITIONS

1970 Teacher (volunteer), Public School, Arequipa, Peru.
1972-73 Student Teacher, Bilingual Program, P.S. 20, New York City.
1973-79 Consultant, Quechua Community Ministry, Cusco, Peru.
1976-77 Lecturer, Instituto de Pastoral Andino, Cusco, Peru.
1978-79 Consultant, Bilingual Education Project, US/AID, Cusco, Peru.
1981-82 Instructor in Quechua, Anthropology/Linguistics Departments, U. of Wisconsin.
1982-83 Independent Researcher, Experimental Bilingual Education Project, Puno, Peru.
1985-present Graduate School of Education, University of Pennsylvania, Philadelphia
Professor (1996-present), Associate Professor (1991-96), Assistant Professor (1985-91)
Convenor, Ethnography in Education Research Forum (1999-present)
Dean (Acting 1993-94, Interim 1994-95)
Director, Educational Linguistics (1990-93 and 1998-present)
Director, Intercultural Communication (1985-90)
Goldie Anna Chair in Education (1993-98)

E. VISITING POSITIONS

1989

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

1996

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

1997

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

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

Visiting Professor, Programa de Formación de Especialistas para la Educación Intercultural Bilingüe en la Región Andina (PROEIB Andes), Universidad Mayor de San Simon, Cochabamba, **Bolivia**. August. PROEIB Andes / German Agency for Technical Cooperation (GTZ).

2000

Visiting scholar, National Institute of Education, **Singapore**. August.

2004-2005

Visiting professor, PROEIB Andes, University of San Simón, Cochabamba, **Bolivia**.

F. COURSES TAUGHT

At the University of Pennsylvania (*currently teaching)

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

At the University of Wisconsin: Cultural Pluralism and Educational Policy

At the University of Natal, Durban, South Africa: Applied Sociolinguistics (co-taught with Keith Chick and Ralph Adendorff)

At the Universidade Estadual de Campinas, Sao Paulo, Brasil: Graduate Seminar in Bilingual Education (co-taught with Marilda Cavalcanti)

At the Colegio Andino, Cusco, Peru: Bilingual Intercultural Education: Foundations and Effects

At the Universidad San Simon, Cochabamba, Bolivia

Language Planning and Bilingual Intercultural Education
Ethnographic Research Methods

G. CONSULTANCIES – Local, National, International

1985-1993

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

1986-1990

International House of Philadelphia, Foreign Student Host.

1987-2000

School District of Philadelphia

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

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

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

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

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

1988-96

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

1990

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

1991

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

1995

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

1996

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

1997

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

1999

University of Pennsylvania faculty consultant, USAID Tertiary Education Linkages Project. College Fund / United Negro College Fund.

Adviser, Research Institute for the Study of Language in Urban Society, CUNY Graduate School, New York.

Consultant, Language in Education: Regional Report on Latin America submitted to Standing Committee on Language Education and Research (SCOLAR), **Hong Kong**.

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

2000

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

Invited participant, Heritage Languages Research Priorities Conference, UCLA.

2001

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

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

2002

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

2003

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

(Consultancies – cont.)

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

2004

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

2005 & 2006

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

2006

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

2007-present

Advisory Board Member, National Heritage Language Resource Center, UCLA.

H. PROFESSIONAL ACTIVITIES

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

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

AAA Council on Anthropology and Education

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

CAE Nominations Committee (Member, 1999-2000)

CAE Outstanding Dissertation Award Committee (Chair, 2007)

AAAL Executive Committee member-at-large (2001-2004)

AERA Annual Meeting Program Committee, Division G Subcommittee co-chair (1993-1994)

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

General Editor *Encyclopedia of Language and Education* (Springer)

Editorial Board (book series):

AILA Applied Linguistics (John Benjamins Publishers)

Multilingualism and Linguistic Diversity Series (Multilingual Matters Publishers)

Studies in Written Language and Literacy (John Benjamins Publishers)

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

Editorial Board (journals):

Applied Linguistics (1999-2004)

Compare (2006 – 2008)

Current Issues in Language Planning (2000-present)

International Journal of Bilingual Education and Bilingualism (1996-present)

International Journal of Multilingualism (2002-present)

Journal of Language, Identity, and Education (2000-present)

Journal of Southeast Asian American Education and Advancement (2006 – present)

Language and Education: An International Journal (1998-present)

Language in Society (1990-96)

Language Policy (2000-present)

TESOL Quarterly (1993-96)

Written Language and Literacy (2003-present)

(Professional activities – continued)

Member: American Anthropological Association (AAA)
American Association for Applied Linguistics (AAAL)
American Educational Research Association (AERA)
Council on Anthropology and Education (CAE)
Latin American Indian Literatures Association (LAILA/ALILA)
Linguistic Society of America (LSA)
National Association for Bilingual Education (NABE)
Pennsylvania Association for Bilingual Education (PABE)
PennTESOL East
Society for the Study of the Indigenous Languages of the Americas (SSILA)
Teachers of English to Speakers of Other Languages (TESOL)

REVIEWER

Conference abstract review:

AAAL Sociolinguistics strand / Language Planning and Policy strand /Language,
Culture, and Socialization strand
AERA Division G and AERA Bilingual Education Research Issues SIG
Sociolinguistics Symposium

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

American Educational Research Journal
Anthropology and Education Quarterly
Anthropology and Humanism
Applied Linguistics
Educational Researcher
Journal of Early Childhood Literacy
Journal of Linguistic Anthropology
Journal of Reading Behavior
Language, Culture, and Curriculum
Language Learning
Language Problems and Language Planning
Peabody Journal of Education
Qualitative Studies in Education
TESOL Quarterly

Book manuscript or proposal review:

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

Grant proposal review:

Academic Research Fund, Ministry of Education, Singapore
British Academy
Centres of Research Excellence (CoRE), Fund of New Zealand
Leverhulme Trust
National Science Foundation
Spencer Foundation
USIA Fulbright Scholar Program

(Professional activities – continued)

Faculty tenure and promotion review:

American University, Boston College, City University of New York, New York University, Ontario Institute for Studies in Education (Toronto, Canada), Teachers College- Columbia University, Temple University, University of Arizona, University of California - Davis, University of California - Los Angeles, University of California - Santa Barbara, University of Georgia, University of Hawaii, University of Indiana, University of Natal (Durban, South Africa), University of New Mexico, University of Texas-San Antonio, University of Wales-Bangor, University of Wisconsin-Milwaukee, Washington State University

Academic program review:

University of Illinois at Urbana-Champaign, Quechua Language Teaching Program, Center for Latin American and Caribbean Studies (1998)
University of Arizona, Interdisciplinary PhD Program in Second Language Acquisition and Teaching (2000)
University of Texas at San Antonio, PhD Program in Language, Literacy, and Culture (2000, 2004)
York University, Toronto, MA Program in Theoretical and Applied Linguistics (2005)

I. FUNDED RESEARCH / PROGRAMS

- 1982-1983 Bilingual Education and Quechua Language Maintenance in Peru.
Fulbright-Hays Dissertation Research Abroad Fellowship.
Inter-American Foundation Fellowship.
- 1987 Literacy in Two Languages: A Pilot Study
Literacy Research Center mini-grant, University of Pennsylvania.
- 1987 Uses of Quechua in Urban Highland Peru.
Research Foundation award, University of Pennsylvania.
- 1988-89 Literacy in Two Languages: Policy, Program, and Community.
National Academy of Education Spencer Fellowship.
- Spanish and English GED/ Preliterate and Literate Khmer ESL: A Comparative
Ethnographic Study of Two Biliteracy Programs in Philadelphia. National Center on
Adult Literacy, University of Pennsylvania.
- 1991-92 Biliteracy Programs Among Hispanic and Khmer Adults.
National Center on Adult Literacy, University of Pennsylvania.
- 1991-94 Bilingual Education Fellowships. (Co-Principal Investigator with Teresa Pica). U.S.
Department of Education, OBEMLA, Title VII.
- 1994-97 Bilingual Education Fellowships. (Co-Principal Investigator with Teresa Pica). U.S.
Department of Education, OBEMLA, Title VII.
- 1994-97 Teachers of English in the Academic Mainstream (TEAM). (Co-Principal Investigator
with Teresa Pica). U.S. Department of Education, OBEMLA, Title VII.
- 1998-2002 Bilingual Education Fellowships. (PI Teresa Pica on behalf of the Educational Linguistics
Program). U.S. Department of Education, OBEMLA, Title VII.

(Funded research/programs – continued)

- 2000-05 Project TEAM-UP to support 30 teachers from the School District of Philadelphia as M.S. TESOL students at GSE. (Co-Principal Investigator with Teresa Pica). U.S. Department of Education, Title VII.
- 2006 Joshua A. Fishman 80th Birthday Symposium. (Co-Principal Investigator with Harold F. Schiffman, School of Arts and Sciences). Research Foundation, University of Pennsylvania.
- 2006-07 Imagining New Americans: Schooling Immigrant Mexican Youth in the Latino Diaspora. (Co-Principal Investigator with Stanton Wortham, Kathryn Howard, and Vivian Gadsden). Faculty Research Fund for the Study of Race in Education, Penn GSE.
- 2006-07 Learning through Action: A Pilot Project to Internationalize Teacher Preparation. (Co-Principal Investigator with Katherine Schultz and Kathleen Hall). Longview Foundation.
- 2007-08 Endangered Languages: Exploring the Interface between Academia and Native American Communities in the U.S. (Co-Principal Investigator with Robert W. Preucel and Eugene Buckley, School of Arts and Sciences). Research Foundation, University of Pennsylvania. Conference proposal submitted.

J. INVITED TALKS (National and International)

1986

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

1987

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

1988

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

1989

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

Speaker, Interdisciplinary Conference, Abington Friends School, Abington, Pennsylvania.

"Bilingual/Bicultural Education: A Realistic Assessment."

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

1990

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

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

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

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

1990 & 1991

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

1991

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

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

(Invited talks, national and international - continued)

1991 (cont.)

Speaker, American Educational Research Association (AERA) Division G Invited Symposium on the Role of Ethnography in Educational Research: Emancipating Culture, Annual Meetings, Chicago.

"Presenting a Holistic and an Emic View: The Literacy in Two Languages Project."

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

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

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

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

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

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

1992

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

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

1993

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

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

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

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

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

1994

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

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

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

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

1995

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

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

1996

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

(Invited talks, national and international - continued)

1996 (cont.)

Speaker (with Kendall King), Session on Mother Tongue Literacies. World Conference on Literacy, International Literacy Institute, UNESCO/University of Pennsylvania, Philadelphia.
Speaker, Session on Schooling in Language Minority Communities: Exploring Home-School Articulations. Society for Applied Anthropology, Baltimore.
Colloquium speaker, Department of Linguistics, University of Natal, Durban, **South Africa**. Literacy, language maintenance, and linguistic human rights: Three telling cases.
Keynote Speaker, International Seminar on the Teaching and Learning of Indigenous Languages in Latin America. Iquique, **Chile**.

1997

Panel, Bilingual Education in South America and its Relationship to Bidialectalism: Case Studies. University of Campinas, São Paulo, **Brasil**.
Plenary Speaker, American Association for Applied Linguistics. Orlando, Florida. Language Policy, Language Education, and Language Rights: Indigenous, Immigrant, and International Perspectives.
Keynote Speaker, First National Conference on Directions for Language Policy in Israel: Languages in Society and School. Language Policy Research Center, Bar-Ilan and Tel Aviv Universities, **Israel**.
Invited speaker, La educación bilingüe intercultural, la escritura, y los derechos humanos lingüísticos. Centro Bartolomé de Las Casas, Cusco, **Peru**.

1998

AAAL Invited Colloquium speaker, "Language policy and ideological paradox in three Andean countries," Seattle.
Invited Colloquium speaker, "Co-constructing safetime in Peruvian and South African classrooms" (co-authored with Keith Chick), Sociolinguistics Symposium 12, London, **United Kingdom**.
AERA Invited Symposium speaker, "Revisiting the continua of biliteracy: International and critical perspectives" (co-authored with Ellen Skilton-Sylvester), San Diego.
Invited Colloquium speaker, "Language policy and ideological paradox: A comparative look at bilingual intercultural education policy and practice in three Andean countries," 6th International Pragmatics Conference, Reims, **France**. [ERIC ED 429 395]
Keynote speaker, "Language policy, language education, language rights: Indigenous, immigrant, and international perspectives," 4th Annual Conference of the National Council of Associations of Chinese Language Schools, Princeton.
Invited speaker, "Bilingual education policy and practice in the Andes: Ideological paradox and intercultural possibility," Division of Education, University of California at Davis.

1999

Invited speaker, "Bilingual education policy and practice in the Andes: Ideological paradox and intercultural possibility," Department of International and Transcultural Studies, Columbia Teachers College, New York City.
Plenary speaker, "Social, cultural and political contexts of language teacher education," First International Conference on Language Teacher Education, Minneapolis.
Keynote speaker at the conference on "Bilingualism and Biliteracy Through Schooling," Long Island University School of Education, New York.
Keynote speaker at the conference on "Formulating and Implementing Multilingual Language-in-Education Policies in South Africa's Schools, Colleges, and Universities," English Language Education Trust, Durban, **South Africa**.
Guest speaker, "Multilingualism, literacy, and language policy," Post-graduate Seminar, Applied English Language Studies, University of the Witwatersrand, Johannesburg, **South Africa**.
Guest speaker on Ethnographic Research in Education, Rand Afrikaans University, Johannesburg, **South Africa**.
Invited speaker on "Reversing Quechua Language Shift" with Kendall King, Conference on Nationalism, Identity, and Minority Rights, University of Bristol, **United Kingdom**.

2000

Keynote speaker, Applied Linguistics Winter Conference, New York State TESOL and Research Institute for the Study of Language in Urban Society, CUNY Graduate School, New York.
Guest speaker, Department of Reading, Language, and Culture, University of Arizona, Tucson.
Guest speaker, Cross-London Seminar on Language and Literacy, King's College, London, **United Kingdom**.

(Invited talks, national and international - continued)

2000 (cont.)

- Keynote speaker, Conference on Qualitative Research in Education, Rand Afrikaans University, Johannesburg, **South Africa**.
Guest speaker, "Ethnographic data analysis." PROEIB, University of San Simon, Cochabamba, Bolivia.
Plenary speaker, "Continua of biliteracy: International and critical perspectives" at 9th International Symposium and Book Fair on English Teaching, Taipei, **Taiwan**.
Panelist, Invited CAE session on Historical, Empirical and Theoretical Reconsiderations of the Ethnography of Communication in Education, American Anthropological Association annual meetings, San Francisco.

2001

- Invited speaker, "Language education, language policy, language rights: Indigenous, immigrant, and international perspectives," Swarthmore Diversity Week, Swarthmore College, March.
Plenary speaker, Third International Symposium on Bilingualism, University of the West of England, Bristol, **United Kingdom**, April.
Invited speaker, "Multilingual language policies: Ideologies and implementation," College of Education, Arizona State University, Tempe, May.
Invited speaker, Our Languages, Our Heritages: Community Languages into the Future Conference, Victoria University of Technology, Melbourne, **Australia**, July.
Featured speaker, Universidad Católica, Asunción, **Paraguay**, October.
Invited speaker, Centro Cultural Paraguayo-Norteamericano, Asunción, **Paraguay**, October.
Invited speaker, Colegio Loyola, Asunción, **Paraguay**, October.
Invited lecturer, Facultad de Lenguas Vivas, Universidad Evangélica del Paraguay, Asunción, **Paraguay**, October.
Beatrice S and David I. Miller Education Seminar Speaker, School of Education, Indiana University, Bloomington, October.
Invited speaker, Graduate School of Education, University of Utah, Salt Lake City, November.
Keynote speaker, World Languages Conference, William Paterson University, New Jersey, December.

2002

- Invited speaker, GSE International Series, University of Pennsylvania, March.
Featured speaker, NABE (National Association for Bilingual Education), Philadelphia, March.
Invited speaker, Consortium for Language Planning and Policy Brownbag Colloquium series, University of Pennsylvania, March.
Invited presenter, Reach for the Stars poster session, AERA, New Orleans, April.
Invited speaker, Colloquium on Ideologies of Literacy: Exploring Emerging Intercultural Practices, American Association for Applied Linguistics Conference, Salt Lake City, April.
Keynote speaker, NFLRC/CSLR Summer Institute on Heritage Learners and National Language Needs, National Foreign Language Resource Center, University of Hawai'i at Manoa, June.
Invited speaker, Public Lectures in Applied Linguistics, University of Auckland, **New Zealand**, July.
Invited speaker, School of Education, University of Waikato, Hamilton, **New Zealand**, July.
Opening Keynote speaker, Eighth National Conference on Community Languages and ESOL, Wellington, **New Zealand**, July.
Invited Roundtable speaker on Maori Language Revitalization, Education Review Office, Wellington, **New Zealand**, July.
Opening Keynote speaker, International Conference on Innovative Approaches to Teaching Foreign Languages and Cultures in the New Millennium, Dnipropetrovsk University of Economics and Law, **Ukraine**, September.
Invited speaker, conference on From Rhetoric to Reality: Education Reform and Language Minority Students, Harvard Graduate School of Education, Cambridge, Massachusetts, October.
Invited panelist, Heritage Languages Research: Priorities and New Directions, at 2nd National Conference on Heritage Languages in America: Building on Our National Resources, Washington D.C., October.
Opening Plenary speaker, Penn TESOL-East Conference, Philadelphia, November.
Invited discussant, panel on Bilingual and Multilingual Educational Policy and its Impact on Identity Construction of Linguistic Minorities in a Global Context, sponsored by the Council on Anthropology and Education at the American Anthropological Association meetings, New Orleans, November.
Invited speaker/moderator, Educational Linguistics as a Transdisciplinary Field, Educational Linguistics Forum, Graduate School of Education, University of Pennsylvania, Philadelphia, December.

(Invited talks, national and international - continued)

2003

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

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

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

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

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

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

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

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

2004

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

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

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

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

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

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

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

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

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

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

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

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

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

2005

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

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

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

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

(Invited talks, national and international - continued)

2005 (cont.)

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

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

2006

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

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

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

Invited speaker, Voz y biliteracidad en la revitalización de lenguas indígenas. Universidad Pedagógica Nacional, Querétaro, **Mexico**. June 2006.

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

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

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

2007

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

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

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

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

Central University for Nationalities.

Beijing Foreign Studies University.

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

School of Education, Beijing Normal University.

Plus over 50 additional conference presentations (national and international), 1980 to present

K. SERVICE TO THE GRADUATE SCHOOL OF EDUCATION

Dean (Acting / Interim)	1993-95
Advisory Board	
Cantor-Fitzgerald Center for Research on Diversity in Education	1996-1999
PACE-Programs for Awareness in Cultural Education (Chair 1995-96)	1995-present
Advisory Committee on International Programs	1992-93, 99-03
Affiliated Faculty	
Literacy Research Center	1986-present
National Center on Adult Literacy	1990-present
National Center on Fathers and Families	1994-present
Committee on Academic Freedom and Responsibility	1988-93, 97-00, 03-07
Chair, 1990-91, 1997-98, 2005-07	
Alternate member, 1988-89	
Committee on Instruction. Subcommittee on Colloquia.	1985-87
Organized and co-ordinated visit and two lectures by Dr. Joshua Fishman	1986
Committee on Research	1989-92
Consultative Committee to Review the Dean	1992-93, 2000-01

CURRICULUM VITAE - NANCY H. HORNBERGER

(Service to GSE – continued)

Consultative Committee on Appointment of Acting Dean	1992-93, 2006
Core Curriculum Committee, Chair	1991-92
Ethnography in Education Research Forum, Convenor reviewer, adviser, and participant (1986-present)	1999-present
Executive Committee (Expanded Executive Committee 1991-92)	1987-88, 93-95
Faculty Review Committees	
Member, Marilyn Cochran-Smith tenure review committee	1992-93
Chair, Vivian Gadsden tenure review committee	1995-96
Chair, Rebecca Freeman tenure review committee	1998-99
Chair, Stanton Wortham full professor promotion review committee	2003-04
Chair, Vivian Gadsden full professor promotion review committee	2005-06
Chair, Kathryn Howard assistant professor reappointment review committee	2006-07
Faculty Search Committees	
Member, LED Search	1988-89
Member, PED Search	1989-91
Chair, LED Search	1991-92
Member, PED Search	1997-98
Member, LED Search	1999-present
Chair, ELD Search	1999-2000
Member, ELD Search	2000-01
Chair, LLED Search	2006-07
Fellowship Selection Committee	1989-93
GSE International - Six Nation Education Project	
Faculty representative for Language and Literacy Education project	1995-96
Adviser for Language Education and Literacy project	1996-99
International Education Advisory Committee, Chair	2007-08
Spencer Steering Committee (Chair, beginning 1998)	1997-2004

L. SERVICE TO THE UNIVERSITY OF PENNSYLVANIA

1985-87	Participant, PARSS Seminar: Diversity of Language and the Structure of Power.
1986-present	Appointed member, Committee on Language, Culture and Society. Faculty of Arts and Sciences.
1986-present	Ethnography in Education Research Forum: reviewer of abstracts; chair/moderator/discussant of sessions; convenor; Saturday night conversationalist.
1987-present	Affiliated faculty, Literacy Research Center, Graduate School of Education.
1987-1989	University Council Committee on International Programs.
1988-present	Board of Advisors, Office of International Programs.
1988-89	Provost's Planning Committee on International Dimensions.
1988-present	Related faculty, Latin American and Latino Studies (formerly Latin American Cultures)
1989-present	University of Pennsylvania Chamber Singers, Choir, and Choral Society.
1989-90	250th Anniversary Alumni/Faculty Exchange Organizer and Leader. "Spanish Literacy in U.S. Schools: Implications for Educational Achievement"
1990-94	Provost's Council on International Programs
1990-present	Phi Beta Delta, Honor Society for International Scholars. President, 1993-94.
1991-92	Task Force on the Just Cause Procedure, Faculty Senate
1991-94	Hearings List, Faculty Grievance Commission, Faculty Senate
1992-93	Nominating Committee, Faculty Senate
1993-present	Related faculty, Urban Studies Graduate Certificate Program
1993-95	Acting Dean, Graduate School of Education
1995-96	Nominating Committee, Faculty Senate
1995-97	Faculty Liaison, Trustees' Committee on Internationalization
1995-2000	Advisory Board, Programs for Cultural Awareness in Education (PACE), Chair 1995-96.
2000-present	Advisory Board, Greenfield Intercultural Center

(Service to the University – continued)

2000	Provost's Ad Hoc Committee on Internationalization
2001	Provost's Advisory Committee on Music at Penn
2002-03	Provost's Middle States Accreditation Review. Subcommittee on Support Systems for Graduate Students.
2005-06	Nominating Committee, Faculty Senate
2007-10	Research Fellow, Center for Native American Studies

M. DISSERTATIONS SUPERVISED (at University of Pennsylvania)

- Cristi Alberino (2004). *Desperate Measures: The Effects of Standards and Standardized Testing on Teaching and Curriculum in Two Philadelphia Schools.*
- Nancy Bell (2002). *Using and Understanding Humor in a Second Language: A Case Study.*
- Ruth Benander (1993). *Communicative Competence in Second Language Acquisition: Noticing and Choosing to Perform Positive Evaluation Speech Acts.*
- Cathrine Berg (1997). *The Effects of Trained Peer Response on Writing Quality, Revision Strategies, and Peer Talk about ESL Texts.*
- Melisa Cahnmann (2001). *Shifting Metaphors: Of War and Reimagination in the Bilingual Classroom.*
- Su-chiao Chen (1992). *Language Maintenance and Shift in the Chinese Community of Greater Philadelphia.*
- Serafin Coronel-Molina (2007). *Language policy and planning, and language ideologies in Peru: The Case of Cuzco's High Academy of the Quechua Language (Qheswa Simi Hamut'ana Kuraq Suntur).*
- Angela Creese (1997). *Partnership Teaching in Mainstream British Secondary School Classrooms: A Language Policy for Bilingual Students.*
- Stuart DeLorme (1999). *Mother Tongue, Mother's Touch: Kazakh Metaphors of Identity and Language Planning.*
- Seran Dogançay (1993). *Turkish Language Reform in a Language Planning Framework: Its Impact on Language Use of Turkish Cypriot High School Students.*
- Iffat Farah (1992). *Literacy Practices in a Rural Community in Pakistan.*
- Jennifer Freeman (2007). *The writing exam as index of policy, curriculum, and assessment: An academic literacies perspective on high stakes testing in an American university.*
- Daryl Gordon (2003). *"I'm Tired, You Clean and Cook": Shifting Gender Identities and Language Socialization in a Lao-American Community*
- Joel Hardman (1994). *Language and Literacy Development in a Cambodian Community in Philadelphia.*
- Francis M. Hult (2007). *Multilingual language policy and English language teaching in Sweden.*
- Masakazu Iino (1996). *"Excellent Foreigner!": Gaijinization of Japanese Language and Culture in Contact Situations -- An Ethnographic Study of Dinner Table Conversations between Japanese Host Families and American Students.*
- Mihyon Jeon (2005). *Language ideology, ethnicity, and biliteracy development: A Korean-American perspective.*
- David Cassels Johnson (2007). *Language policy within and without the School District of Philadelphia.*
- Kendall A. King (1997). *Language Revitalization in the Andes: Quichua Instruction, Use, and Identity in Saraguro, Ecuador.*
- Felicia Lincoln (2001). *Language Minority Populations Twice Neglected: A Critical Ethnographic Study of Language Education Policy and Practice in Middle America.*
- Theresa McGinnis (2002). *Khmer-American Youth in an Urban Migrant Education Program: Discourses, Literacies, and Possible Selves.*
- Thomas Meyer, Jr. (1996). *Language and Power in Disagreements: Analyzing the Discourse of Male, Female, and Male/Female Couples.*
- Cheri Micheau (1990). *Ethnic Identity and Ethnic Maintenance in the Puerto Rican Community of Philadelphia.*
- Jeanne Newman (1993). *Ethnography, Classrooms, and Social Networks in the Russian Jewish Immigrant Community of Northeast Philadelphia.*
- Lydia Nyati-Ramahobo (1991). *Language Planning and Education Policy in Botswana.*
- Mark Ouellette (2004). *Voices on the Landscape: Reconceptualizing Plagiarism, Voice Appropriation, and Academic Competence in ESL Freshman Composition.*

(Dissertations supervised – continued)

- Yoshiko Okushi (1997). Patterns of Honorific Use in the Everyday Speech of Four Japanese Women.
- Holly Pak (2005). Language planning for biliteracy at a Korean American church school.
- Anne Pomerantz (2001). Beyond the good language learner: Ideology, identity, and investment in classroom foreign language learning.
- Norrizan Razali (1992). Learning ESL in Malaysia: A Study of Reinforcing and Suppressing Factors in Two Communities.
- Angela Reyes (2003). "The other Asian": Linguistic, Ethnic and Cultural Stereotypes at an After-school Asian American Teen Videomaking Project [Phi Delta Kappa Outstanding Dissertation Award]
- Anne Roberti (2004). Four Girls Produce and Transform Texts Situated in the Arts and Literacies: Accessing Discourses of Schooling, Heritage, and Difference at Taller Puertorriqueño
- Diana Schwinge (2003). Making Connections between Languages, between Cultures, between Texts: Intertextual Connections in Bilingual Elementary School Read-alouds.
- Ellen Skilton Sylvester (1997). Inside, Outside and In-between: Identities, Literacies and Educational Policies in the Lives of Cambodian Women and Girls in Philadelphia.
- Nathan Smith (2001). Critical Pedagogy in Practice: An Examination of Cross Cultural Awareness.
- Julie Spiegel (2000). "It's My Life": Independence, cohesion, and tensions in the social world of an Israeli preadolescent school class.
- Viniti Vaish (2004). *Vidyashakti*, Biliteracy, and Empowerment in India: The Continua of Biliteracy in Action.
- Manka Varghese (2000). Bilingual Teachers-in-the-Making: Advocates, Classroom Teachers, and Transients.
- Shuhan Wang (2004). Biliteracy Resource Eco-system of Intergenerational Language and Culture Transmission: An Ethnographic Study of a Chinese-American Community
- Fara Adlina Wan-Mansor (1999). Interaction on the Network: A Case of PennMOO Among ESL Learners.
- Doris Warriner (2003). "Here without English You are Dead": Language Ideologies and the Experiences of Women Refugees in an Adult ESL Program
- Martha Wright (2002). Ideologies and Methodologies in Language and Literacy Instruction in Postcolonial Eritrea.
- Mohamad Hassan Zakaria (1997). Acquisition Planning for English: A Case in Malaysian Tertiary Education.

N. EXTERNAL DISSERTATIONS EXAMINED

- University of Sydney, Australia. Department of Linguistics, Faculty of Arts. Khin Lha Win (Ph.D. 1991). *The Social Context of Teaching English: The Case of Burma*.
- University of Toronto, Toronto, Canada. Department of Education, School of Graduate Studies. Grace Wangari Bunyi (Ph.D.1996). *Language, Education, and Social Selection in Kenya: An Ethnographic Study of Two Schools*.
- University of Natal, Durban, South Africa. Department of Linguistics. Ralph Adendorff (Ph.D.1999). *A Critical Micro-Ethnographic Investigation of the Role of News Time in the Acquisition of Literacy in Pre-Democratic South Africa*.
- University of Lancaster, UK. Department of English and Modern Languages. Maria Pérez Murillo (Ph.D. 2001). *Talk and Texts in Bilingual Classrooms: A Case Study of the Spanish School in London*.
- University of Wales, Bangor, UK. School of Education. Leslie James Thompson (Ph.D. 2006). *Establishment and Growth of Protestantism in Colombia*.
- University of Kwazulu-Natal, Durban, South Africa. Jennifer Joy Joshua (Ed.D. 2007). *Language Matters in a Rural Commercial Farm Community: Exploring Language Use and Implementation of the Language-in-Education Policy*.