

Jeff MacSwan, PhD

Academic interests

Bilingualism, applied linguistics, codeswitching, bilingual education, dual language education.

Current Appointment

Professor, University of Maryland (UMD), Teaching and Learning, Policy and Leadership (TLPL), 2012 (January 1)-present.

Professor, Applied Linguistics and Language Education, UMD, 2012-present;

Professor, Neuroscience and Cognitive Science Program, UMD, 2013-present;

Professor (by courtesy), Linguistics Department, UMD, 2013-present;

Professor (by courtesy), Language Science Center, UMD, 2014-present;

Co-Director, Multilingual Research Center, UMD, 2014-present.

Previous Appointments

- **Professor**, Applied Linguistics, Mary Lou Fulton Graduate School of Education, Arizona State University (ASU), 2009-2011 (December 31).
- **Associate Professor**, Mary Lou Fulton Graduate School of Education, ASU, 2004-2009.
- **Assistant Professor**, Mary Lou Fulton Graduate School of Education, ASU, 1998-2004.

Academic Leadership Appointments

- **Division Director**, Language, Literacy and Social Inquiry, UMD, 2013-2015.
- **Area Coordinator**, Applied Linguistics and Language Education (ALLE), UMD, 2013-present.
- **Unit Head**, Second Language Acquisition and Culture (SLEC), UMD, 2012-2013 (disestablished, reconceptualized as ALLE).
- **Founding Director**, Applied Linguistics Interdisciplinary PhD Program, ASU, 2007-2011.
- **Fellow**, University Leadership Development Initiative, Office for Developing Transformational Leaders (ODTL), ASU, 2010-2011.

Awards and Distinctions

- **Recipient, Lifetime Achievement Award**, Bilingual Education Research SIG, American Educational Research Association (AERA), 2021.
- **Recipient, Leadership through Scholarship Award**, Second Language Research SIG, AERA, 2021.
- **Fellow**, AERA, 2015 inductee.
- **Fellow**, National Education Policy Center (CEPC), University of Colorado, Boulder, 2007 inductee.
- **Fellow**, National Academy of Education/Spencer, 2003-2005.
- **Mentor Appreciation Award**, ASU Graduate College, 2002-2003.
- **Fellow**, AERA/Spencer Predoctoral Program, 1995-1996.

Education, Professional Credentials and Skills

- **PhD**, Education (Linguistics cognate/minor), 1997, UCLA.
- **MA**, Linguistics, 1987, California State University, Long Beach (CSULB).
- **BA**, English Language and Composition (Linguistics), 1985, CSULB.
- **Certificate in Teaching English as a Second Language**, 1985, CSULB.

- **Clear California Single Subject Credential**, English; English as a Second Language (supplementary authorization, California).
- **Language Development Specialist (LDS) Certificate** (by California State exam).
- **California Community College Instructor Credential**, Language Arts and Literature.

Visiting Scholarships

- **Visiting Scholar**, University of Bangor, Wales, Bilingualism Centre, June, 2009.
- **Visiting Scholar**, University of California Linguistic Minority Research Institute (UCLMRI), UC Santa Barbara. Summer and fall, 2006.
- **Guest Professor (Gastwissenschaftler)**, Universität Hamburg, Centre for the Study of Multilingualism. Winter, 2004.
- **Visiting Scholar**, Summer/fall, 2004, Department of Linguistics, Massachusetts Institute of Technology. Suzanne Flynn, Sponsor. Funded by the NAE/Spencer Foundation.
- **Postdoctoral Fellowship**, 1997-1998, Psycholinguistics Laboratory, UCLA Linguistics Department; Professor Susan Curtiss, Sponsor. Funded by National Institutes of Health.

Editorships

- **Editor**, *International Multilingual Research Journal*, 2009-present.
- **Associate Editor**, *Bilingual Research Journal*, 1998-1999.

Editorial Boards

- *Brain Sciences*, 2015-present.
- *International Journal of Bilingualism*, 2012-present.
- *Open Journal of Modern Linguistics*, 2011-present.
- *Brill Research Perspectives in Multilingualism and Second Language Acquisition*, 2016-present.
- *Glossa*, 2015-2019.
- *Lingua*, 2013-2015.
- *International Journal of Language Studies*, 2011-2015.
- *Journal of Language, Identity, and Education*, 2000-2012.
- *Reading Research Quarterly*, 2007-2012.
- *International Multilingual Research Journal*, 2006-2011.
- *Bilingual Research Journal*, 2002-2006.
- Language Education Tensions in Global and Local Contexts Series, Center for Applied Linguistics/Routledge, 2015-present.

Other Boards

- **Board member**, Goodloe Learning Community, Bowie, Maryland, 2018-present.
- **Advisory Board member**, Language Policy Research Network (LPREN), Center for Applied Linguistics, 2011-present.
- **Advisory Board member**, Bilingualism Research Laboratory, University of Illinois-Chicago, 2008-present.
- **Advisory Board member**, National Education Policy Center Review Board, 2005-present.
- **Advisory Board member**, Institute for Language Education and Policy (ILEP), 2006-2016.
- **Advisory Board member**, Language Policy Research Unit, ASU, 2002-2010.
- **Board member**, Phoenix Rising Free School, 2006-2011.

Publications

Books

1. MacSwan, J. & J. Uriagereka. *Bilingualism and the Architecture of Grammar: A Lexicalist Approach*. Oxford: Oxford University Press. Contracted; due summer, 2022.
2. MacSwan, J. & H. Cashman. *Codeswitching*. Oxford Textbooks in Linguistics series. Oxford: Oxford University Press. Contracted; due summer, 2023.
3. MacSwan, J. (ed.) (To appear, 2021). *Language(s): Multilingualism and Its Consequences*. Bristol, UK: Multilingual Matters.
4. MacSwan, J. & C. J. Faltis (eds.). (2020). *Codeswitching in the Classroom: Critical Perspectives on Teaching, Learning, Policy, and Ideology*. Language Education Tensions in Global and Local Contexts series. Washington, DC: Center for Applied Linguistics; and New York: Routledge.
5. National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. Washington, DC: The National Academies Press. ISBN 978-0309455374. Xx+507 pages. Authors (alphabetically listed): Alfredo Artiles; Diane August; Xavier Botana; Bobbi Ciriza Houtchens; Dylan Conger; Richard Durán; Linda Espinosa; Eugene Garcia; Fred Genesee; Kenji Hakuta; Arturo Hernandez; Jeff MacSwan; Harriett Romo; Maria Sera; Ruby Takanishi; Catherine Tamis-LeMonda; Kevin Thomas; Claudio Toppelberg; Lily Wong Fillmore.
6. MacSwan, J. (ed.) (2014). *Grammatical Theory and Bilingual Codeswitching*. Language and Linguistics series. Cambridge: MIT Press. ISBN 978-0-262-02789-2. Viii+326 pages.
7. Cohen, J., McAlister, K., Rolstad, K., & MacSwan, J. (eds.) (2005). *ISB4: Proceedings of the 4th International Symposium on Bilingualism*. Vols. 1-5. Somerville, MA: Cascadilla Press. ISBN 978-1574731071. Xxiv+2,455 pages.
8. MacSwan, J. (1999). *A Minimalist Approach to Intrasentential Code Switching*. Outstanding Dissertations in Linguistics series. New York: Garland. ISBN 978-0815332749. Xxvi+305 pages.

Refereed Articles

1. MacSwan, J. (2020). Translanguaging, language ontology, and civil rights. *World Englishes*, 39, 321-333.
2. MacSwan, J. (2020). Academic language as standard language ideology: A renewed research agenda for asset-based language education. *Language Teaching Research*, 24(1), 28-36. DOI: 10.1177/1362168818777540
3. MacSwan, J. (2019). A reply to Malik. *Lingua*, 217, 101-108. DOI: 10.1016/j.lingua.2018.10.014
4. MacSwan, J., Thompson, M., Rolstad, K., McAlister, K., & Lobo, G. (2017). Three theories of the effects of language education programs: An empirical evaluation of bilingual and English-only policies. *Annual Review of Applied Linguistics*, 37, 218-240. DOI: 10.1017/S0267190517000137
5. MacSwan, J. (2017). A multilingual perspective on translanguaging. *American Educational Research Journal*, 54(1), 167-201. DOI: 10.3102/0002831216683935.

Reprinted as MacSwan, J. (2019). A multilingual perspective on translanguaging. In D. Macedo, ed. *Decolonizing Foreign Language Education: The Misteaching of English and Other Colonial Languages*. New York: Routledge.

6. MacSwan, J. (2016). Codeswitching and the timing of lexical insertion. *Linguistic Approaches to Bilingualism*, 6(6), 786-791.
7. Rolstad, K., MacSwan, J., & Guzman, N. (2015). Bilingual learners and the purposes of language assessment. *Miríada Hispánica*, 10, 207-224.
8. Rolstad, K., & MacSwan, J. (2014). The facilitation effect and language thresholds. *Frontiers in Psychology*, 5. doi:10.3389/fpsyg.2014.01197
9. Rolstad, K., MacSwan, J., & Mahoney, K. (2012). The ineffectiveness of English immersion in Arizona. *International Journal of Language Studies*, 6(2), 137-150.

Reprinted as Rolstad, K., MacSwan, J., & Mahoney, K. (2014). The ineffectiveness of English immersion in Arizona. In G. McField (ed.) *The Miseducation of English Learners*. Carlotte, NC: Information Age Publishing.
10. MacSwan, J. & McAlister, K. (2010). Naturalistic and elicited data in grammatical studies of codeswitching, pp. 521-532. *Studies in Hispanic and Lusophone Linguistics*.
11. MacSwan, J. & Mahoney, K. (2008). Academic bias in language testing: A construct validity critique of the IPT I Oral Grades K-6 Spanish Second Edition. *Journal of Educational Research and Policy Studies*, 8(2), 85-100.
12. van Gelderen, E. & MacSwan, J. (2008). Interface conditions and codeswitching: Pronouns, lexical DPs, and checking theory. *Lingua*, 118(6), 765-776.
13. MacSwan, J., & Rolstad, K. (2006). How language tests mislead us about children's abilities: Implications for special education placements. *Teachers College Record*, 108(11), 2304-2328.
14. MacSwan, J. (2005). Précis of *a Minimalist Approach to Intrasentential Code Switching*. *Italian Journal of Linguistics*, 17(1), 55-92.
15. MacSwan, J., & Pray, L. (2005). Learning English bilingually: Age of onset of exposure and rate of acquisition of English among children in a bilingual education program. *Bilingual Research Journal*, 29(3), 687-712.
16. MacSwan, J. (2005). Codeswitching and generative grammar: A critique of the MLF model and some remarks on "modified minimalism." *Bilingualism: Language and Cognition*, 8(1), 1-22.
17. MacSwan, J. (2005). Comments on Jake, Myers-Scotton and Gross's response: There is no 'matrix language.' *Bilingualism: Language and Cognition*, 8(2), 277-284.
18. MacSwan, J. & Rolstad, K. (2005). Modularity and the facilitation effect: Psychological mechanisms of transfer in bilingual students. *Hispanic Journal of the Behavioral Sciences*, 27(2), 224-243.
19. Mahoney, K. S., & MacSwan, J. (2005). Re-examining identification and reclassification of English Language Learners: A critical discussion of select state practices. *Bilingual Research Journal*, 29(1), 31-42.
20. Curtiss, S., MacSwan, J., Schaeffer, J., Kural, M., & Sano, T. (2004). GCS: A grammatical coding system for natural language data. *Behavior Research Methods, Instruments, and Computers*, 34(3), 459-480.
21. Valadez, C., MacSwan, J., & Martínez, C. (2002). Toward a new view of low achieving bilinguals: A study of linguistic competence in designated "semilinguals." *Bilingual Review*, 25(3), 238-248.

22. MacSwan, J., Rolstad, K., & Glass, G. V. (2002). Do some school-age children have no language? Some problems of construct validity in the Pre-LAS Español. *Bilingual Research Journal*, 26(2), 213-238.
23. Thompson, M. S., DiCerbo, K., Mahoney, K. S., & MacSwan, J. (2002). ¿Éxito en California? A validity critique of language program evaluations and analysis of English learner test scores. *Education Policy Analysis Archives*, 10(7), entire issue. Available at <http://epaa.asu.edu/epaa/v10n7/>.
24. MacSwan, J. (2000). The Threshold Hypothesis, semilingualism, and other contributions to a deficit view of linguistic minorities. *Hispanic Journal of Behavioral Sciences*, 22(1), 3-45.
25. MacSwan, J. (2000). The architecture of the bilingual language faculty: Evidence from codeswitching. *Bilingualism: Language and Cognition*, 3(1), 37-54.

Reprinted as

- a. MacSwan, J. (2009). The architecture of the bilingual language faculty: Evidence from codeswitching, pp. 97-129. In Li Wei (ed.), *Bilingualism and Multilingualism: Critical Concepts in Linguistics, Vol. 1. Linguistic and Developmental Perspectives*. Oxford/New York: Routledge, Taylor & Francis.
 - b. MacSwan, J. (2002). Reka Bentuk Fakulti Bahasa Penutur Dwibahasa: Bukti daripada Pengalihan Kod Intraayat [The architecture of the bilingual language faculty: Evidence from codeswitching]. *Jurnal Bahasa*, 2(1), 1-24.
26. Rolstad, K., MacSwan, J., McLaren, P. (2000). Pädagogik und Sprache: Basil Bernsteins Werk und Wirkung. [Pedagogy and language: Basil Bernstein's work and impact]. *Sozialwissenschaftliche Literatur Rundschau*, 1, 5-11.
 27. MacSwan, J. (1999). The argument status of NPs in Southeast Puebla Nahuatl: Comments on the Polysynthesis Parameter. *Southwest Journal of Linguistics*, 17(2), 101-114.

Handbook Chapters (Refereed)

1. MacSwan, J. Education and linguistics. In B. Spolsky & F. M. Hult (eds.), *The Handbook of Educational Linguistics*. 2nd edition. Oxford: Blackwell. Invited; due summer, 2022.
2. Rolstad, K., & MacSwan, J. (In press, 2021). Bilingualism. In E. G. Murillo Jr., S. Villenas, Ruth T. Galván, J. S. Muñoz, C. Martínez, & M. Machado-Casas (ed.), *Handbook of Latinos and Education: Theory, Research and Practice*. 2nd ed. New Jersey: John Benjamins. (Revision of Rolstad & MacSwan [2009] for 1st edition.)
3. MacSwan, J., & H. Cashman, & K. Glanbock. (In press, 2021). Codeswitching. In M. Aronoff (ed.), *Oxford Bibliographies Online: Linguistics*. Oxford: Oxford University Press.
4. MacSwan, J. (In press, 2021). Codeswitching and translanguaging. In A. M. Escobar & S. S. Mufwene (eds.), *Cambridge Handbook of Language Contact*. Cambridge: Cambridge University Press.
5. MacSwan, J. (2021). Theoretical approaches to the grammar of codeswitching, pp. 88-109. In E. Adamou & Y. Matras (eds.), *Routledge Handbook of Language Contact*. New York: Routledge.
6. MacSwan, J. (2016). Codeswitching in adulthood, pp. 183-200. In E. Nicoladis & S. Montanari (eds.), *Lifespan Perspectives on Bilingualism*. Washington, DC: American Psychological Association & Berlin: Walter de Gruyter.
7. MacSwan, J. (2013). Code switching and linguistic theory, pp. 223–350. In T. K. Bhatia & W. Ritchie (eds.), *Handbook of Bilingualism and Multilingualism*, 2nd edition. Oxford: Blackwell. (Substantial revision of MacSwan [2004] for 1st edition.)

8. Rolstad, K., & MacSwan, J. (2009). Bilingualism. In E. G. Murillo Jr., S. Villenas, Ruth T. Galván, J. S. Muñoz, C. Martínez, & M. Machado-Casas (ed.), *Handbook of Latinos and Education: Theory, Research and Practice*. New Jersey: John Benjamins.
9. MacSwan, J. (2009). Generative approaches to codeswitching, pp. 309-335. In A. J. Toribio & B. E. Bullock (eds.), *Cambridge Handbook of Linguistic Codeswitching*. Cambridge University Press.
10. MacSwan, J. (2004). Code switching and linguistic theory, pp. 415–462. In T. K. Bhatia & W. Ritchie (eds.), *Handbook of Bilingualism*. Oxford: Blackwell.

Book Chapters (Refereed)

1. MacSwan, J. (In press, 2021). Deconstructivism: A reader's guide. (In press, 2021). In J. MacSwan (ed.) *Language(s): Multilingualism and Its Consequences*. Bristol, UK: Multilingual Matters.
2. MacSwan, J. (In press, 2021). Codeswitching, translanguaging, and mental grammar. In J. MacSwan (ed.) *Language(s): Multilingualism and Its Consequences*. Bristol, UK: Multilingual Matters.
3. Feagin, K. & J. MacSwan. (In press, 2021). What's in a name? Promoting a resource orientation in descriptions of bilingual students. In C. Aquino-Sterling, & B. B. Flores (Eds.), *Bilingual Spanish-English teacher education: Reimagining critical and transformative theoretical designs*. New York: Peter Lang Publishers.
4. MacSwan, J. (2020). Linguistic and sociolinguistic foundations of codeswitching research, pp. 3-38. In J. MacSwan & C. Faltis (eds.), *Codeswitching in the Classroom: Critical Perspectives on Teaching and Learning, Policy and Ideology*. New York: Routledge.
5. MacSwan, J., Guzman, N., McAlister, K. T., & Marcus, M. (2020). Effects of home codeswitching practices on bilingual language acquisition, pp. 148-163. In J. MacSwan & C. Faltis (eds.), *Codeswitching in the Classroom: Critical Perspectives on Teaching, Learning, Policy and Ideology*. New York: Routledge.
6. MacSwan, J. (2019). A multilingual perspective on translanguaging. In D. Macedo (ed.), *Decolonizing Foreign Language Education: The Misteaching of English and Other Colonial Languages*. New York: Routledge. Reprint; same as MacSwan (2017), *AERJ*, in Articles.
7. MacSwan, J. (2014). Programs and proposals in codeswitching research: Unconstraining theories of bilingual language mixing, pp. 1-33. In J. MacSwan (ed.), *Grammatical Theory and Bilingual Codeswitching*. Cambridge: MIT Press.
8. MacSwan, J. & Colina, S. (2014). Some consequences of language design: Codeswitching at the PF interface, pp. 185-210. In J. MacSwan (ed.), *Grammatical Theory and Bilingual Codeswitching*. Cambridge: MIT Press.
9. Stabler, E. P., Jr., & MacSwan, J. (2014). A minimalist parsing model for codeswitching, pp. 257-282. In J. MacSwan (ed.), *Grammatical Theory and Bilingual Codeswitching*. Cambridge: MIT Press.
10. Rolstad, K., MacSwan, J., & Mahoney, K. (2014). The ineffectiveness of English immersion in Arizona. In G. McField (ed.), *The Miseducation of English Learners*. Charlotte, NC: Information Age Publishing. (Same as Rolstad, MacSwan & Mahoney, 2012, in Articles.)
11. Krashen, S., Rolstad, K. & MacSwan, J. (2012). Review of “Research summary and bibliography for Structured English Immersion programs” of the Arizona English Language Learners Task Force, pp. 107-119. In C. Faltis & B. Arias (eds.), *English Learners in Arizona*. Bristol, UK: Multilingual Matters. (Substantially the same as Krashen, Rolstad, and MacSwan, 2007, in Reports.)

12. MacSwan, J. (2011). Plenary address: Unconstraining codeswitching theories. *Proceedings from the Annual Meeting of the Chicago Linguistic Society 44*. Chicago: University of Chicago Press.
13. MacSwan, J., & Rolstad, K. (2010). The role of language in theories of academic failure for linguistic minorities, pp. 173-195. In J. Petrovic (ed.) *International Perspectives on Bilingual Education: Policy, Practice, and Controversy*. Charlotte, NC: Information Age Publishing.
14. Mahoney, K., MacSwan, J., Haladyna, T., & Garcia, D. (2009). Castañeda's third prong: The achievement of Arizona's English Language Learners under Proposition 203, pp. 50-64. In P. Gándara & M. Hopkins (ed). *Forbidden Languages*. New York: Teachers College Press.
15. Valdés, G., MacSwan, J., & Alvarez, L. (2009). Deficits and differences: Perspectives on language and education. In *Paper for the National Academy of Sciences Workshop on the Role of Language in School Learning: Implications for Closing the Achievement Gap*. Menlo Park: National Academies Press.
16. Mahoney, K., Haladyna, T., & MacSwan, J. (2009). The need for multiple measures in reclassification decisions: A validity study of the Stanford English Language Proficiency Test (SELP). In J. S. Lee, T. G. Wiley, & R. Rumberger (eds.), *The Education of Language Minority Immigrants in the USA*. Bristol, UK: Multilingual Matters.
17. Cantone, K. F., & MacSwan, J. (2009). The syntax of DP-internal codeswitching, pp. 243-278. In L. Isurin, D. Winford, & K. de Bot (eds.) *Multidisciplinary Approaches to Codeswitching*. Amsterdam: John Benjamins Publishing.
18. MacSwan, J. (2008). Stephen Krashen, pp. 413-414. In J. Gonzalez (ed.), *Encyclopedia of Bilingual Education*. Thousand Oaks, California: Sage Publishers.
19. MacSwan, J., & Rolstad, K. (2008). Semilingualism: Theory and critique, pp. 737-739. In J. Gonzalez (ed.), *Encyclopedia of Bilingual Education*. Thousand Oaks, California: Sage Publishers.
20. Rolstad, K., & MacSwan, J. (2008). BICS/CALP: Theory and critique, pp. 62-65. In J. Gonzalez (ed.), *Encyclopedia of Bilingual Education*. Thousand Oaks, California: Sage Publishers.
21. Mahoney, K., MacSwan, J., & Thompson, M. (2005). The condition of English Language Learners in Arizona: 2005, pp. 1-24. In D. Garcia & A. Molnar (Eds.), *The Condition of PreK-12 Education in Arizona, 2005*. Tempe, AZ: Education Policy Research Laboratory, Arizona State University. Available at <http://epsl.asu.edu/aepi/Report/EPSSL-0509-110-AEPI.pdf>.
22. MacSwan, J. (2005). The “non-non” crisis and academic bias in native language assessment of linguistic minorities, pp. 340-375. In Cohen, J., McAlister, K., Rolstad, K., & MacSwan, J. (Eds.) *ISB4: Proceedings of the 4th International Symposium on Bilingualism*. Somerville, MA: Cascadilla Press.
23. Mahoney, K., Thompson, M., & MacSwan, J. (2004). The condition of English Language Learners in Arizona, 2004, pp. 1-27. In A. Molnar (Ed.), *The Condition of PreK-12 Education in Arizona, 2004*. Tempe, AZ: Education Policy Research Laboratory, Arizona State University. Available at <http://epsl.asu.edu/aepi/EPSSL-0405-106-AEPI.pdf>.
24. MacSwan, J., & Rolstad, K. (2003). Linguistic diversity, schooling, and social class: Rethinking our conception of language proficiency in language minority education, pp. 329-340. In C. B. Paulston & R. Tucker (Eds.), *Sociolinguistics: The Essential Readings*. Oxford: Blackwell.
25. MacSwan, J. (2002). Bilingualism, pp. 52-57. In B. J. Guzzetti (Ed.), *Literacy in America: An encyclopedia of history, theory, and practice*. Santa Barbara: ABC-CLIO Publishers.

26. MacSwan, J. (2002). Language acquisition, pp. 273-276. In B. J. Guzzetti (Ed.), *Literacy in America: An encyclopedia of history, theory, and practice*. Santa Barbara: ABC-CLIO Publishers.
27. Grinstead, J., MacSwan, J., Curtiss, S., & Gelman, R. (1998). The autonomy of number and grammar in development. In A. Greenhill, M. Hughes, H. Littlefield, & H. Walsh (Eds.), *BUCLD 22: Proceedings of the 22nd Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Other Book Chapters (Not Refereed)

1. MacSwan, J. (Accepted, 2021). A personal journey: School, social class, and language. In Gail Prasad & Nathalie Auger (eds.), *Multilingualism in context: Key concepts and practices in education*.
2. MacSwan, J. (2005). ISB4: Afterword and closing remarks. In Cohen, J., McAlister, K., Rolstad, K., & MacSwan, J. (Eds.). *Proceedings of the 4th International Symposium on Bilingualism*. Somerville, MA: Cascadilla Press.
3. MacSwan, J., Rolstad, K., Cohen, J., & McAlister, K. (2005). Introduction, pp. xxi-xxiv. In Cohen, J., McAlister, K., Rolstad, K., & MacSwan, J. (Eds.) *ISB4: Proceedings of the 4th International Symposium on Bilingualism*. Somerville, MA: Cascadilla Press.
4. MacSwan, J. (2001). Schools should employ bilingual education. In M. E. Williams (Ed.), *Race Relations: Opposing Viewpoints*. San Diego: Greenhaven Press. Same as February 28, 1999 *Arizona Republic* editorial, "Punished for Speaking Spanish? 'Immersion' Drowns the Hopes of Many Hispanic Children"; reprinted at the request of the volume editor.

Reports

1. MacSwan, J. (2010). Review of "Has Progress Been Made in Raising Achievement for English Language Learners?" Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. Available at from <http://epicpolicy.org/thinktank/review-progress-ELL>
2. Krashen, S., Rolstad, K., & MacSwan, J. (2007). Review of "Research summary and bibliography for Structured English Immersion programs" of the Arizona English Language Learners Task Force. Takoma Park, MD: Institute for Language Education and Policy. (Substantially the same as Krashen, Rolstad & MacSwan, 2012, under Chapters.)
3. MacSwan, J., Thompson, M., de Klerk, G., & McAlister, K. (2007). Beyond Program Effectiveness Research: Explaining Achievement Differences among Limited English Proficient Students. Institute of Education Science, US Department of Education, final report for Field Initiated Studies Program research grant.
4. MacSwan, J. (2006). Review of Lexington Institute Report *Immersion, Not Submersion, Vol III: Can a New Strategy for Teaching English Outperform Old Excuses? Lessons from Eight California School Districts*. Think Tank Review Project, Education Policy Studies Laboratory, Education Policy Research Unit, Arizona State University. Pp. 1-12. Available at <http://epsl.asu.edu/epru/ttreviews/EPSL-0612-223-EPRU.pdf>.

Book Reviews

1. MacSwan, J. (1999). Review of Jeff McQuillan (1998), *The literacy crisis: False claims, real solutions*. *The Education Review*, 36, entire issue. Available at <http://coe.asu.edu/edrev/reviews/rev36.htm>.

2. MacSwan, J., K. & P. McLaren. (1999). Basil Bernstein's Sociology of Language: Comments on Alan R. Sadovnik's *Knowledge and Pedagogy: The Sociology of Basil Bernstein* (1995) and Paul Atkinson, Brian Davis and Sara Delamont's *Discourse and Reproduction: Essays in Honor of Basil Bernstein* (1995). *Bilingual Research Journal*, 21(4), 334-340.

Monographs

1. Curtiss, S., MacSwan, J., Schaeffer, J., Kural, M., & Sano, T. (2004). *GCS: Grammatical Coding System Manual*. Psychonomic Society Archive of Norms, Stimuli, and Data. 66 pages. Made available online at <http://www.psychonomic.org/archive/> in conjunction with Curtiss, S., MacSwan, J., Schaeffer, J., Kural, M., & Sano, T. (2004). GCS: A grammatical coding system for natural language data. *Behavior Research Methods, Instruments, and Computers*, 34(3), 459-480.
2. Mahoney, K. S., & MacSwan, J. (2005). *Identification, Reclassification, and Assessment of English Learners: A Survey of State Policies*. Tempe, AZ: Arizona State University Language Policy Research Unit.

Professional Newsletter Article

1. Shi, L. & J. MacSwan. (2019). Translanguaging in dual language education. *AERA Bilingual Education Research Special Interest Group Newsletter*, Spring.
2. MacSwan, J. (2001). Implications of the New York City Schools research report for program-restrictionist legislation in the U.S. *NABE News*, 24(4), 4-8, 16.

Press Pieces (Editorials and Letters)

1. MacSwan, J. "Bad data poison language study," *Arizona Republic*, August 13, 2004.
2. MacSwan, J. "Flawed tests are ruining 'English only' choices," *Arizona Republic*, April 25, 2003.
3. MacSwan, J. "Miracle or mirage? California Scores Are No Reason to Ax Bilingual Ed," *Arizona Herald Tribune*, 28 August 2000.
4. MacSwan, J. "Arizonans Should Decide School Issue," *Arizona Republic*, 12 June 2000.
5. MacSwan, J. "Facts elude politician," *Arizona Republic*, September 13, 2000.
6. MacSwan, J. "AIMS hurts the poor," *Tucson Star*, 6 January 2000.
7. MacSwan, J. "Arizona lost on 203," *Arizona Republic*, 10 November 2000.
8. MacSwan, J. "Nobody will win under Prop. 203," *Tribune*, 12 September 2000.
9. MacSwan, J. "Prop. 203 overlooks bevy of language situations in schools," *Arizona Republic*, October 26, 2000.
10. MacSwan, J. "Evidence won't support Horne's language policy," *Arizona Republic*, 28 August 2004.
11. MacSwan, J. "Bilingual education an asset that can offer global rewards," *Arizona Republic*, 6 August 1998.
12. MacSwan, J. "Punished for speaking Spanish? 'Immersion' drowns the hopes of many Hispanic children," *Arizona Republic*, 28 February 1999.

Grants

1. Institute of Education Science (IES), Field Initiated Studies Program, \$693,083, AY 2000-2005, extended AY-2006-2008. Award R305T000164. Principal Investigator: Jeff MacSwan. Project title: "Beyond Program Effectiveness Research: Explaining Achievement Differences among Limited English Proficient Students."
2. Spencer Foundation, \$50,000, AYs 2003-2005. National Academy of Education Postdoctoral Fellowship. Principal Investigator: Jeff MacSwan. Project title: "Understanding Language in Language Minority Education: Toward a Theory of Language in Contact."

3. National Institutes of Health (National Institute of Child Health and Human Development and National Institute on Deafness and Other Communication Disorders), \$9,000, AY 2003-2004. Principal Investigator: Jeff MacSwan. Award HD43850-01. Conference Grant (R13). Support for the 4th International Symposium on Bilingualism (ISB4).
4. National Science Foundation (Linguistics/Behavioral and Cognitive Sciences Division), \$9,000. Principal Investigator: Jeff MacSwan. Award 0236561. Support for the 4th International Symposium on Bilingualism (ISB4), AY 2003-2004.
5. Field-Initiated Studies Research Stimulus Grant, Arizona State University College of Education, \$30,000, AY 2003-2004. Principal Investigators: Douglas Clark, Eugene Garcia, Jeff MacSwan, Wilhelmina Savenye. Project title: "Technology Opening Diverse Opportunities for Science (TODOS)."
6. Ford Foundation, \$16,000. International travel support for participating scholars from low-resource institutions to attend the 4th International Symposium on Bilingualism (ISB4), AY 2003-2004. Principal Investigator: Jeff MacSwan.
7. Arizona School Boards Association, \$5,000. Support for the 4th International Symposium on Bilingualism (ISB4). AY 2003-2004. Principal Investigator: Jeff MacSwan.
8. California Association for Bilingual Education, \$2,500. Support for the 4th International Symposium on Bilingualism (ISB4). AY 2003-2004. Principal Investigator: Jeff MacSwan.
9. Multilingual Matters, \$6,000. Support for the 4th International Symposium on Bilingualism (ISB4), April 30-May 3, 2003. Principal Investigator: Jeff MacSwan.
10. Arizona State University Office of the Vice Provost for Research, \$10,000. Support for the 4th International Symposium on Bilingualism (ISB4). AY 2003-2004. Principal Investigator: Jeff MacSwan.
11. Arizona State University College of Liberal Arts and Sciences, \$10,000. Support for the 4th International Symposium on Bilingualism (ISB4). AY 2003-2004. Principal Investigator: Jeff MacSwan.
12. Institute for Advanced Study of Education Grant, Arizona State University College of Education, \$48,000, AY 2003-2004. Project title: "Arizona Language Minority Education Research Institute." Arizona State University faculty participants: Terrence G. Wiley, Josué González, Jeff MacSwan, Kellie Rolstad, Denis Viri, Carlos Ovando, Kay Hunnicutt; University of Arizona faculty participants: Teresa McCarty, Luis Moll, Richard Ruiz, Mary Eunice Romero, Mary Carol Combs; Northern Arizona University faculty participants: Mary McGroarty, Frances Riemer, Jon Rehyner, Norbert Francis, Jim Wilce. Principal Investigators: Terrence G. Wiley and Teresa McCarty.
13. Instructional Improvement Grant, Arizona Board of Regents, ESL Teaching Methods Infusion in Mainstream Classrooms, \$25,000, AY 2002-2003. Principal Investigators: Billie Enz, Kellie Rolstad, Jeff MacSwan. Provides funds for curriculum development for post-baccalaureate program in Teaching English as a Second Language (ESL/bilingual certification) for in-service K-12 teachers.
14. IES/AERA Dissertation Fellowship, Kate S. Mahoney, student applicant. \$17,000, AY 2002-2003. Faculty sponsor/PI: Jeff MacSwan. Project title: "Linguistic Influences on Differential Item Functioning for English Learners on a Standardized Achievement Test."
15. Seed Grant, Office of the Vice Provost for Research, Arizona State University, \$8,000, AY 2001-2002. Principal Investigator: Jeff MacSwan. Project title: "The Limits of Native Language Attrition in Late Sequential Bilinguals."

16. Small Grant, Spencer Foundation, \$35,000, AY 1999-2000. Principal Investigator: Jeff MacSwan. Project title: "The Non-Non Crisis: Do Some School-age Children Know No Language?"
17. Title VI National Resource Fellowship, \$8,000, AY 1996-1997. Fellowship to conduct dissertation research on less commonly studied languages (Nahuatl).
18. AERA/Spencer Predoctoral Fellowship, \$2,500, AY 1995-1996.

Presentations

Plenaries and Featured Presentations

1. MacSwan, J. (2018). Codeswitching, translanguaging, and integrated multilingualism. The View from the Multilingual Child: Linguistic Theory, Language Use and Language Strategies In and Outside School, Bergische Universität Wuppertal, Germany, October 8-10.
2. MacSwan, J. (2018). Codeswitching and translanguaging: A multilingual perspective. International Congress on Linguistics (ICL) 20, University of Cape Town, South Africa, July 2-6.
3. MacSwan, J. (2018). A Multilingual perspective on translanguaging: Evidence from codeswitching. 10th Annual Meeting of the Illinois Language and Linguistics Society, University of Illinois at Urbana-Champaign, April 6-8.
4. MacSwan, J. (2017). Individual multilingualism and linguistic discreteness: The view from codeswitching. 11th International Symposium on Bilingualism, Limerick, Ireland. June 11-15.
5. MacSwan, J. (2016). A multilingual approach to translanguaging. AERA Bilingual Research SIG Business Meeting Ten-Talk, Washington, DC.
6. MacSwan, J. (2015). Constraint-free codeswitching. International Symposium on Bilingualism 10, Rutgers University, May 25-24.
7. MacSwan, J. (2013). Constraint-free codeswitching and DP-internal word order. Workshop on Codeswitching in the Bilingual Child: Within and Across the Clause, Bergische Universität Wuppertal, Germany, April 18-20.
8. MacSwan, J. (2009). Programs and proposals in codeswitching research: Unconstraining theories of bilingual language mixing. Mellon Foundation Symposium on the Bilingual Mind, Syracuse University, October 7.
9. MacSwan, J. (2008). Proposals and programs in codeswitching research: New questions and new directions. Annual meeting of the Chicago Linguistics Society, April 28-30.
10. MacSwan, J. (2008). Codeswitching: A focus on adjectives. An Afternoon of Codeswitching (Conference), University of Illinois-Chicago, Department of Spanish, French, Italian and Portuguese, April 24.
11. MacSwan, J. (2008). Castañeda's third prong. Panel on Proposition 227: 10 Years Later. Annual meeting of the University of California Language Minority Research Institute (UCLMRI), Sacramento, California, May 2-3.
12. MacSwan, J. (2007). Proposals, programs and paradigms: Unconstraining codeswitching research. Workshop on Codeswitching, Ohio State University, December 5-8.

13. MacSwan, J. (2006). Learning English at school: Do English-only and bilingual education programs meet their respective goals for rate of acquisition of English? Featured presentation at the annual meeting of the California Association for Bilingual Education, March 5-7, San Jose, California.
14. MacSwan, J. (2005). Codeswitching and grammatical theory. Multidisciplinary Transatlantic Luso-Spanish Conference, University of Michigan Department of Romance Languages and Literatures, Ann Arbor, April 1-2.

Invited Talks

1. MacSwan, J. (2018). Codeswitching and translanguaging: A multilingual perspective. Department of Teaching and Learning, College of Education, Ohio State University, October 7, 2020.
2. MacSwan, J. (2018). Codeswitching and translanguaging: A multilingual perspective. Center for Multilingualism in Society across the Lifespan, University of Oslo, Norway, November 21.
3. MacSwan, J. (2016). Translanguaging and codeswitching. West Chester University of Pennsylvania, Linguistics and Spanish Program.
4. MacSwan, J. (2016). Publishing in language education and bilingualism. AERA Bilingual Research SIG Mentoring Event, Washington, DC.
5. MacSwan, J. (2013). English Language Learners and the purposes of language assessment: A critical look. Washington, DC: Center for Applied Linguistics.
6. MacSwan, J. (2013). Can policy and practice follow research? Building on the strengths of English Language Learners. Annual Fellows Retreat of the National Education Policy Center (NEPC), Boulder, September 20-21.
7. MacSwan, J. (2009). Research programs in codeswitching. Centre for the Study of Multilingualism, University of Bangor, Wales, June 27.
8. MacSwan, J. (2009). Research on codeswitching. Centre for the Study of Multilingualism, University of Hamburg, Germany, July 3.
9. MacSwan, J. (2009). Language minority education. University of Bremen, Germany, July 5.
10. MacSwan, J. (2008). Proposals and programs in codeswitching research: Unconstraining theories of language mixing. Linguistics Colloquium, Department of Linguistics, University of Arizona, April 9.
11. MacSwan, (2008). Facilitaiton theory and the time-on-task principle: Evaluating competing theories of academic achievement differences among English Language Learners. California Association for Bilingual Education (CABE) annual meeting, Panel on Proposition 227, March 6.
12. MacSwan, J. (2007). Explaining student success: Language and literacy in programs for English Language Learners. Oregon Association for Bilingual Education, Salem, August 17.
13. MacSwan, J. (2007). The “non-non” crisis: How language testing misleads us about children’s ability. Achieving A+ Summit: Acquisition of English and Academic Achievement for All, Los Angeles Unified School District, December 13.
14. MacSwan, J. (2006). Why some kids do better than others: The role of language in theories of academic achievement differences among English Learners. Applied Linguistics Colloquium, University of California, Santa Barbara. October 10.

15. MacSwan, J. (2006). Language proficiency and assessment: How our views of language affect children. Applied Linguistics Colloquium, University of California, Santa Barbara. November 7.
16. MacSwan, J. (2006). Impact of second language acquisition on issues in language education policy. Linguistics Department class visit, University of California, Los Angeles. November 14.
17. MacSwan, J. (2006). Grammatical constraints on language mixing below sentential boundaries: What kind of theory should a theory of codeswitching be? Department of Linguistics Colloquium, University of California, Santa Barbara. November 17.
18. MacSwan, J. (2005). Learning English bilingually: Age of onset of exposure and rate of acquisition of English among children in a bilingual education program. A featured presentation at the California Association for Bilingual Education (CABE) English Language Development (ELD) conference, Cerritos, California, December 8.
19. MacSwan, J. (2005). Do some school-age children have no language? How language assessments mislead us about the native language ability of English learners. Addressing Health, Educational, and Socioeconomic Disparities of Children in Immigrant Families, a scientific meeting sponsored and organized by the National Institutes of Health (NIH) (Demographic and Behavioral Sciences Branch [DBSB] and National Institute of Child Health and Human Development [NICHD]), Bethesda, Maryland, May 25-26.
20. MacSwan, J. (2004). The “non-non” crisis: How language assessments mislead us about the native language ability of English Language Learners. English Language Learners Struggling to Learn: Emergent Research on Linguistic Differences and Learning Disabilities, a National Research Conference of the Center for Culturally Responsive Educational Systems, Scottsdale, Arizona, November 17-21.
21. MacSwan, J. (2004). Minimalism and codeswitching: On the edges of FI. Bergische Universität Wuppertal Wuppertaler Linguistisches Forum, Wuppertal University, Germany, December 13.
22. MacSwan, J. (2004). Codeswitching on minimalist assumptions. University of Hamburg Center for the Study of Multilingualism, December 9.
23. MacSwan, J. (2004). How media (mis)representations about bilingual education affect national education policy decisions. Arizona State Convention of the League of United Latin American Citizens (LULAC), Education Forum, May 21.
24. MacSwan, J. (2004). “Non-nons” in the classroom: Do some school-age children know no language? Mini-conference in honor of Stephen B. Ross on the occasion of his retirement, California State University, Long Beach, March 30.
25. MacSwan, J. (2004). Codeswitching and the theory of syntax. Linguistics Department, University of California, Los Angeles, March 2.
26. MacSwan, J. (2003). All the news that's fit to print? Media coverage of student test scores after Proposition 227. A featured speaker presentation at the California Association for Bilingual Education annual meeting, Los Angeles, California, February 14.
27. MacSwan, J. (2002). English Learner test scores and language education policy under California's Proposition 227. Forum on Bilingual Education, Harvard Civil Rights Project, Harvard University, July 23.

28. MacSwan, J. (2002). Steinberg deceives the nation: Media coverage of English Learners' test scores after Proposition 227. California Association for Bilingual Education Teacher Conference, Long Beach, California, October 30.
29. MacSwan, J. (2001). Codeswitching and the minimalist program. Symposium on Language Interaction and Translation, Centre for the Study of Multilingualism, Hamburg University, Germany, October 15.
30. MacSwan, J. (2000). The "non-non" crisis: Tracking language minority children with native language assessment. Invited presentation, Relevance of Culture in Evaluation (RACE) 2000 Conference, Tempe, Arizona, January 6.

Colloquia Organized

1. Codeswitching in the Classroom: Critical Perspectives on Teaching, Learning, Policy, and Ideology. American Association of Applied Linguistics, Denver, March 28-31, 2020. Participants: Kathy Escamilla, Joél Gomez, Soltero-González, Mileidis Gort, Kathryn Henderson, Susan Hopewell, Jeff MacSwan, Deborah Palmer, Lucinda Jody Slavick, Peter Sayer, Terrance G. Wiley. Event cancelled due to COVID-19 pandemic.
2. Are There Discrete Languages? Implications for Codeswitching, Neurolinguistics, Pedagogy, and Language Rights, 11th International Symposium on Bilingualism, University of Limerick, Ireland, June 11-15, 2017. Featured colloquium. Participants: Rakesh M. Bhatt, Agnes Bolonyai, Vivian Cook, Christian Faltis, Ioulia Kovelman, Jeff MacSwan, Terrence G. Wiley.
3. Codeswitching and the Minimalist Program. 3rd International Symposium on Bilingualism, University of the West of England, Bristol, April 18-20, 2001. Participants: Marcel den Dikken, Daniel Finer, Silvia Milian Hita, Riny Huybregts, Jeff MacSwan, Jürgen Miesel, Monica Moro, Jacqueline Toribio.
4. Do some school-age children know no language? Rethinking native language assessment in language minority education. Annual meeting of the American Educational Research Association (AERA), Seattle, April 9-14, 2001. Participants: Gene V Glass, Patricia Jarvis, Jeff MacSwan, Kate S. Mahoney, Jessie Ortiz, Amado Padilla, Concepción M. Valadez.

Paper Presentations

1. MacSwan, J. (2021). Asset-based language education policies in multilingual contexts. Paper presentation at the 13th International Symposium on Bilingualism (ISB13), University of Warsaw, Poland, July 10-14.
2. MacSwan, J. (2020). Sociolinguistic and linguistic foundations of codeswitching research. American Association of Applied Linguistics, Denver, March 28-31, 2020. Event cancelled due to COVID-19 pandemic.
3. MacSwan, J. (2018). Promising practices and continued challenges in the assessment of English Learners. Paper presentation at the Annual Meeting of the American Educational Research Association (AERA), New York, April 13-17.
4. Rolstad, K., K. Mahoney, J. MacSwan, & T. Haladyna. (2015). The achievement of Arizona's English Language Learners after Proposition 203 (2005–2013): Testing Castañeda's third prong. Roundtable paper presentation at the Annual Meeting of the American Educational Research Association (AERA), Chicago, April 16-20.
5. Bai, Y., Yao, Q., Sharp, S. & MacSwan, J. (2015). Language Education Policy in Maryland: District Decisions on Program Selection for Bilingual Learners. International Symposium on Bilingualism 10, Rutgers University, May 25-24.

6. McAlister, K. T., de Klerk, G., & MacSwan, J. (2013). Effects of codeswitching on bilingual acquisition and academic achievement. *Multilingual Individuals and Multilingual Societies (MIMS) 2*, Hamburg, Germany, October 10-12.
7. Bai, Y., Bresee, S., MacSwan, J., Sharp, S., Song, V., & Yao, Q. (2013). Maryland: A changing demographic landscape with growing opportunities for English language learner programs. Paper presentation at the *Multidisciplinary Approaches to Language Planning and Policy Conference*, Calgary, September 5-7.
8. MacSwan, J., & Mahoney, K. (2012). Casteñada's third prong: Evaluating the achievement of Arizona's English Learners under restrictive language policy. Annual meeting of the American Association of Applied Linguistics, Boston, March 24-27.
9. Mahoney, K., Rolstad, K., & MacSwan, J. (2012). The Castañeda test: Arizona's English Language Learners ten years after the passage of Proposition 203. Paper presentation at the *Multidisciplinary Approaches to Language Planning and Policy Conference*, Calgary, September 6-8.
10. MacSwan, J. (2011). How well does Structured English Immersion work in Arizona? Annual meeting of the American Association of Applied Linguistics, Chicago, March 26-29.
11. MacSwan, J. (2009). Codeswitching: History and new directions. *International Symposium on Bilingualism 7*, Utrecht, the Netherlands, October 8-11.
12. Suwannamai, C. & MacSwan, J. (2009). Reduplication in Thai-English Codeswitching. *International Symposium on Bilingualism 7*, Utrecht, the Netherlands, October 8-11.
13. Mahoney, K., MacSwan, J., & Haladyna, T. (2009). The need for multiple measures in reclassification decisions: A validity study of the Stanford English Language Proficiency Test. Annual meeting of the American Educational Research Association (AERA), San Diego, March 24-28.
14. Mahoney, K., Garcia, D., MacSwan, J., & Haladyna, T. (2008). The achievement of Arizona's English Language Learners under Proposition 203: Testing Castañeda's third requirement. Annual meeting of the American Educational Research Association (AERA), New York, March 24-28.
15. MacSwan, J., Thompson, M., de Klerk, G., & McAlister, K. (2008). Facilitation theory and the time-on-task principle: A structural equation modeling approach to evaluating bilingual and English-only instructional policies. Annual meeting of the American Association of Applied Linguistics, Washington, DC, March 29-April 2.
16. McAlister, K. T., de Klerk, G., & MacSwan, J. (2008). Ultimate Attainment and Academic Achievement in School-age Children: Exploring the Role of Code Switching. *ESCR Centre for Research on Bilingualism in Theory and Practice*, University of Bangor, July 21, Bangor, Wales.
17. McAlister, K., de Klerk, G., & MacSwan, J. (2008). Bilingual acquisition in a codeswitching environment: Effects on ultimate attainment in school-age children. *International Congress for the Study of Child Language (IASCL) Conference*, University of Edinburgh, Scotland, July 28-August 1.
18. MacSwan, J., Thompson, M. S., de Klerk, G., & McAlister, K. (2007). Theory, research, and theory-driven research: Explanations of academic achievement differences among English Language Learners. Annual meeting of the University of California Linguistic Minority Research Institute (UCLMRI). Arizona State University, Tempe, May 2-5.
19. Mahoney, K., Haladyna, T., & MacSwan, J. (2007). A validity study of the Stanford English Language Proficiency Test (SELP) as used for classifying English Language Learners. Annual meeting of the

- University of California Linguistic Minority Research Institute (UCLMRI). Arizona State University, Tempe, May 2-5.
20. Cantone, K. F., & MacSwan, J. (2007). Adjectives in codeswitching. Paper presented at the 6th International Symposium on Bilingualism. Hamburg, Germany, May 30-June 2.
 21. MacSwan, J. & S. Colina. (2007). Interface conditions on language mixing. Paper presented at the 6th International Symposium on Bilingualism. . Hamburg, Germany, May 30-June 2.
 22. MacSwan, J., de Klerk, G., Thompson, M. S., & McAlister, K. (2006). Beyond program effectiveness research: Explaining academic achievement differences among English Language Learners. Paper presented at the annual meeting of the American Educational Research Association (AERA), April 7-11, San Francisco, California.
 23. Mahoney, K., Haladyna, T., & MacSwan, J. (2006). A validity study of the SELP (Stanford English Language Proficiency) test as a tool for reclassifying English Language Learners. Paper presented at the annual meeting of the American Educational Research Association (AERA), April 7-11, San Francisco, California.
 24. MacSwan, J. (2006). Native language proficiency testing as tacit ability grouping: Rethinking the way we view children's home language. Paper presentation at the annual conference of the Linguistic Minority Research Institute (UCLMRI), May 6, Irvine, California.
 25. MacSwan, J. (2006). What is a language? Theoretical foundations of construct validity in language testing. Paper presented at the annual meeting of the American Educational Research Association (AERA), April 7-11, San Francisco, California.
 26. MacSwan, J. (2005). Construct validity in language assessments for English Language Learners. Paper presented at the annual meeting of the National Association for Bilingual Education (NABE), Phoenix, Arizona, December 20.
 27. Mahoney, K., Haladyna, T., & MacSwan, J. (2005). A validity study of the SELP (Stanford English Language Proficiency) test. Paper presented at the annual meeting of the National Association for Bilingual Education (NABE), Phoenix, Arizona, December 20.
 28. MacSwan, J. & Colina, S. (2005). Phonological effects in intersentential codeswitching. Paper presented at Phonetics and Phonology in Iberia 2005, Barcelona, Spain, June 20-21.
 29. MacSwan, J., & Rolstad, K. (2005). News as propaganda: All the news that's fit to print about bilingual education. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, Canada.
 30. Colina, S., & MacSwan, J. (2005). Language mixing at the interface: How does phonology affect the syntax of codeswitching? Paper presented at the 5th International Symposium on Bilingualism (ISB5), Barcelona, Spain.
 31. Mahoney, K., Thompson, M., & MacSwan, J. (2004). The Conditions of Pre-K-12 Education: English Language Learners. Paper presented at the annual meeting of the Arizona Educational Research Association (AERO), Tempe, Arizona, October 12.
 32. Mahoney, K., & MacSwan, J. (2004). Identifying English Language Learners: Results of a survey and of select state practices for identification and reclassification of English Learners. Paper presented at the Language Minority Education Research Roundtable of Arizona (LMERRA) Colloquium, Arizona State University, Tempe, Arizona, April 23-24.

33. MacSwan, J. (2003). The “non-non” crisis and academic bias in native language assessment of linguistic minorities. Paper presented at the 4th International Symposium on Bilingualism (ISB4), Arizona State University, Tempe, Arizona, April 30-May 3.
34. MacSwan, J. (2003). Minimalism and the derivation of basic word orders in code switching. Paper presented at the 4th International Symposium on Bilingualism (ISB4), Arizona State University, Tempe, Arizona, April 30-May 3.
35. Mahoney, K., & MacSwan, J. (2003). A survey and critical evaluation of select state practices for identification and reclassification of English Learners. Paper presented at the annual meeting of the American Educational Research Association (AERA), April 21-25.
36. Pray, L. C., & MacSwan, J. (2002). Different question, same answer: How long does it take for English learners to attain proficiency? Paper presented at the annual meeting of the American Educational Research Association (AERA), April 12-17.
37. MacSwan, J., Mahoney, K. S., Thompson, M. S., DiCerbo, K. E., & Sockheld, S. (2002). Effective programs for English learners: A longitudinal study of academic achievement of children in bilingual and ESL programs. Paper presented at the annual meeting of the American Educational Research Association (AERA), April 16-24.
38. Yazzie, A., Rolstad, K., & MacSwan, J. (2002). (Mis)identifying limited English speakers of Navajo heritage: Some problems with the Language Assessment Scales (LAS)-English. Paper presented at the annual meeting of the American Educational Research Association (AERA), April 22-25.
39. Thompson, M. S., DiCerbo, K., Mahoney, K. S., & MacSwan, J. (2001). ¿Éxito en California? A critical reappraisal of achievement trajectories under California’s Proposition 227. Paper presented at the annual meeting of the National Association for Bilingual Education (NABE), Phoenix, February 19-24.
40. MacSwan, J. (2001). The non-non crisis: Knowledge of language and problems of construct validity in native language assessment. Paper presented at the annual meeting of the American Educational Research Association (AERA), Seattle, April 9-14.
41. Glass, G. V., & MacSwan, J. (2001). Problems in applying traditional psychometric criteria in the development of tests of normal native language ability. Paper presented at the annual meeting of the American Educational Research Association (AERA), Seattle, April 9-14.
42. MacSwan, J., & van Gelderen, E. (2001). Checking theory and head movement in intrasentential codeswitching. Paper presented at the 3rd International Symposium on Bilingualism, Bristol, UK, April 17-24.
43. MacSwan, J., & Glass, G. V. (2000). Construct validity of the Pre-LAS Español and other reasons not to assess children’s native language. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, April 24-28.
44. MacSwan, J. (1999). A minimalist approach to codeswitching. Paper presented at the 2nd International Symposium on Bilingualism, Newcastle upon Tyne, UK, April 15-17.
45. MacSwan, J. (1999). Bilingualism, mental architecture, and psychological mechanisms of transfer. Paper presented at the annual meeting of the American Educational Research Association (AERA), April 19-23, Montreal, Canada.

46. MacSwan, J. (1998). The role of inflectional affixes in head-movement: Evidence from Spanish-English and Spanish-Nahuatl code switching. Paper presented at the annual meeting of the Linguistic Association of the Southwest (LASSO XXVII), October 9-12, Tempe, Arizona.
47. MacSwan, J. (1998). Intrasentential code switching and bilingual instruction: On the merits of mixed-language teaching. Paper presented at the annual meeting of the American Educational Research Association (AERA), April 17-22, San Diego.
48. Valadez, C., MacSwan, J., & Martínez, C. (1997). Toward a new view of low achieving bilinguals: Syntactic competence in designated "semilinguals." Paper presented at the Annual Meeting of the American Educational Research Association (AERA), April 17-23, Chicago.
49. Grinstead, J., MacSwan, J., Curtiss, S., & Gelman, R. (1997). The autonomy of number and grammar in development. Paper presented at the Boston University Conference on Language Development, November 7-9, Boston.
50. MacSwan, J. (1997). The status of NPs in Southeast Puebla Nahuatl: Comments on the Polysynthesis Parameter. Paper presented at the Annual Meeting of the Linguistic Association of the Southwest (LASSO XXVI), October 3-5, Los Angeles.
51. Rolstad, K., & MacSwan, J. (1997). Language death in Central Mexico: The decline of Spanish-Nahuatl bilingualism and the new bilingual maintenance programs. Paper presented at the Joint USC-UC Conference Reclaiming Voice: Ethnographic Inquiry and Qualitative Research in a Postmodern Age, June 20-22, Los Angeles.
52. MacSwan, J. (1996). A cross-sectional analysis of codeswitching data from three two-way immersion classrooms. Paper presented at the III European Conference on Immersion Programmes, September 25-28, Universitat de Barcelona, Facultat de Psicologia.
53. Curtiss, S., Schaeffer, J., Sano, T., MacSwan, J., & Masilon, T. (1996). A grammatical coding and analysis system for language data from normal and brain-damaged children. Paper presented at the Joint International Conference of the Association for Literacy and Linguistic Computing and the Association for Computers and the Humanities, June 25-29, at University of Bergen, Norway.

Teaching

- *Academic Program Development at UMD*
 - PhD concentration in Language, Literacy and Social Inquiry (with Jen Turner). Since spring, 2012.
 - Masters Program in TESOL (revisions) (with Drew Fagan and Daisy Fredricks). Since fall, 2013.
- *Academic Program Development at ASU*
 - Masters in World Languages, with faculty from the School of International Letters and Cultures (SILC). Master's level program geared toward students interested in the teaching of English in international contexts to children and adolescents and foreign languages in the U.S.
 - Graduate Certificate in Curriculum and Instruction: English as an International Language (with Aya Matsuda). Certificate program geared toward students interested in the teaching of English in international contexts to children and adolescents.
 - PhD, Applied Linguistics. Developed a planning proposal and implementation proposal for a university-wide PhD in Applied Linguistics, housed in the College of Education. Coordination of fifty faculty in multiple departments and colleges. Final ABOR approval granted January, 2008. Program Director and chair of Program Oversight Committee.
 - Graduate Certificate in Linguistics (with Barbara Lafford, David Ingram, Sonia Colina, Aryeh Faltz, and Marysia Johnson). Graduate certificate in Linguistics of the University Committee on Linguistics. Fall, 2005.

- Changed concentration in Reading to Language and Literacy for the Interdisciplinary PhD in Curriculum and Instruction (with Jim Christie). Fall, 2001.

Student Advising

- *Masters Students at UMD*
 1. Erin Quillen, MEd in TESOL; since fall 2019. Graduated spring 2020.
 2. Heather Lynn Bradley, MEd in TESOL; since fall 2012. Graduated spring 2018.
 3. Shaina Louise Castle, MEd in TESOL; seminar paper completed spring, 2013.
 4. Kateryna Victoria Hamrum, MEd in TESOL; seminar paper completed spring, 2013.
 5. Angela Lynn Harmon, MEd in TESOL; since fall 2012. Courework.
 6. Stephanie Heard, MEd in TESOL; seminar paper completed spring, 2013.
 7. Rachel Alice Heidmann Horwitz, MEd in TESOL; seminar paper completed spring, 2013.
 8. Alexandria Ralph, MEd in TESOL; since fall 2012. Courework.
 9. Zenan Song, MEd in TESOL; seminar paper completed spring, 2012.
 10. Kimberly S Wyatt, MEd in TESOL; since fall 2012. Courework.
 11. Mary A. Zehr, MEd in TESOL; since fall 2012. Courework.

- *Masters Thesis Committees at ASU*
 1. Committee co-chair, Jane Grabowski. Thesis title: “Morphosyntactic Gender in German-English Code-Switching.” Masters degree, German, ASU. Graduated May, 2011.
 2. Committee member, Tamara Fuster. Thesis title: “English Immersion and Dual Language Instruction in Kindergargen: English and Spanish Proficiency Outcomes.” Master’s degree, Psychology in Education, College of Education, ASU. Ed Nelson, chair. Graduated May, 2003.
 3. Committee member, Cindy Loatman. Thesis title: “Phonological Patterns of Mexican-American Bilinguals.” Master’s of Science, Department of Speech and Hearing Sciences, ASU. David Ingram, chair. Graduated May, 2001.
 4. Committee member, Miriam Garland. Thesis title: “Spanish Phonological Patterns of Young Spanish-English Bilinguals.” Master’s of Science, Department of Speech and Hearing Sciences, ASU. David Ingram, chair. Graduated August, 2001.
 5. Committee member, Anju Kuriakose. Thesis title: “Syntax of Code Switching: Malayalam/English with Special Emphasis on Pronouns.” Master’s of Arts, Department of English, TESOL Program, ASU. Elly van Gelderen, chair. Graduated May, 2001.
 6. Committee member, Yue Chen. Thesis title: “Feature Checking and Code-Switching of Chinese-English Bilinguals.” Master’s of Arts, Department of English, TESOL Program, ASU. Elly van Gelderen, chair. Graduated May, 1999.

- *Doctoral Students (Chair) at the University of Maryland*
 1. Marcus Somerville, PhD Program in Applied Linguistics and Language Educatin (ALLE), UMD. Since fall, 2019. Coursework.
 2. John Chi, PhD Program in Applied Linguistics and Language Educatin (ALLE), UMD. Since fall, 2020. Coursework.
 3. Jiakuan Zong, PhD Program in Applied Linguistics and Language Educatin (ALLE), UMD. Since fall, 2019. Coursework.
 4. Katharine Glanbock, PhD Program in Applied Linguistics and Language Educatin (ALLE), UMD, 2018-present. National Science Foundation/Maryland Language Science Center Fellow, 2019-2021. Coursework.
 5. Ethan Sewell, PhD Program in Applied Linguistics and Language Educatin (ALLE), UMD, 2014-present. Dissertation.
 6. Margaret Marcus, Program in Applied Linguistics and Language Educatin (ALLE), UMD, 2015-2019. Graduated. Dissertation: *Bilingual in a Monolingual District: Stakeholder Perspectives on Equitable Access to Dual Language Programs.*

7. Natalia Guzman, PhD Program in Second Language Education and Culture, UMD, 2013-2020. Graduated. Dissertation: *De Facto Bilingual Education: The Role of Home Language Support in the Academic Achievement of Dual Language Learners*.
 8. Yu Bai, PhD Program in Second Language Education and Culture, UMD, 2011-2015. Graduated. Dissertation: *Cross-Linguistic Transfer of Spelling Skills in Spanish-Speaking Adult ESL Learners*.
 9. Qin Yao, PhD Program in Second Language Education and Culture, UMD, 2012-2016. Graduated. Dissertation: *Content-Based Instruction in the Context of Chinese Immersion: An Exploration of Corrective Feedback*.
 10. Qiong Xia, PhD Program in Second Language Education and Culture, UMD, 2011-2016. Graduated. Dissertation: *Heritage Language Maintenance and Biliteracy Development of Immigrants' Children: A Study of Chinese Immigrants' Family Language Policy and Literacy Practices*.
- *Doctoral Students (Chair) at ASU*
 1. Anju Kuriakose, PhD student in Language and Literacy, Interdisciplinary Program in Curriculum and Instruction, ASU. Graduated spring, 2009. Director of Research, Arizona State Department of Education.
 2. Kara McAlister, PhD student in Language and Literacy, Interdisciplinary Program in Curriculum and Instruction, ASU. Status: Collecting data and writing dissertation. Graduated spring, 2009. Not currently seeking employment.
 3. Chan Young Park, PhD student in Language and Literacy, Interdisciplinary Program in Curriculum and Instruction, ASU. Participant in PPF (Preparing Future Faculty) Program. Dissertation examined effects of family language policy on language maintenance among Korean adolescents. Graduated fall, 2007. Fve College joint faculty in Korean at the University of Massachusetts-Amherst.
 4. Kate Mahoney, PhD student in Elementary Education, Interdisciplinary Program in Curriculum and Instruction, ASU. Dissertation used Item Response Theory to examine linguistic influences on the validity of high-stakes English-medium academic achievement tests used with English language learners. Recipient of OERI/AERA dissertation fellowship, 2002-2003. Graduated fall 2003. Associate Professor and Director of TESOL, University of Fredonia-SUNY.
 5. Lisa C. Pray, PhD student in Language and Literacy, Interdisciplinary Program in Curriculum and Instruction, ASU. Dissertation examines validity of language proficiency tests used to identify language disabilities in bilingual special education students. Participant in PPF (Preparing Future Faculty) Program. Finalist, NABE Outstanding Dissertation Award. Graduated spring 2003. Clinical Professor of the Practice (Full), Vanderbilt University.
 - *Doctoral Students (Co-chair) at Other Institutions*
 1. Katja Cantone, PhD student in Romance Linguistics at the University of Hamburg, Germany. Co-chair with Natascha Müller. Dissertation examined codeswitching and acquisition in young Italian-German bilinguals living in Germany. Graduated fall, 2006.
 - *Doctoral Committee membership at UMD*
 1. Bedrettin Yazan, PhD Program in Second Language Education and Culture, UMD. Since 2012. Graduating fall, 2014. Megan Peercy, Chair. Assistant Professor, University of Alabama.
 2. Pei-Jie Chen Jenny, PhD Program in Second Language Education and Culture, UMD. Since 2012. Graduating fall, 2014. Melinda Martin-Beltran, Chair.
 3. Steven Sharp, PhD Program in Second Language Education and Culture, UMD. Since 2012. Roberta Lavine, Chair.
 4. Gisela Granena, PhD Program in Second Language Acquisition (SLA), School of Languages, Literatures and Cultures (SLLC). Graduated spring, 2012. Faculty, Open University of Catalonia.

- *Doctoral Committee membership at ASU*
 1. Yi-Ting Chen, student in English PhD, concentration in Rhetoric, Composition and Linguistics. Dissertation examined aspects of Amis syntax. Elly van Gelderen, committee chair. Graduated fall, 2008.
 2. Kari Jordan-Dillar, student in English PhD, concentration in Rhetoric, Composition and Linguistics. Dissertation investigates the formation of a community-based literacy program among Prai speakers who attend school in a Thai-majority language community. Karen Adams, committee chair. Graduated fall, 2008.
 3. Gareth Morgan, student in PhD in Speech and Hearing Science. Laida Restrepo, committee chair.
 4. Chien-Huei Wu, PhD student in Elementary Education, Interdisciplinary Program in Curriculum and Instruction, ASU. Sarah Hudelson, chair. Dissertation examined language attitudes among Chinese-English bilinguals in Phoenix. Graduated fall, 2007.

Service Activities

Service to the Profession

- Member, Palmer O. Johnson Memorial Award, American Educational Research Association (AERA), 2021.
- Member, Committee on Fostering the Development and Educational Success of Young Language Learners and Dual Language Learners: Toward New Directions in Policy, Practice, and Research, National Academies of Science and Institute of Medicine, 2015-2017.
- Chair, Resolutions Committee, AAAL, 2014-2015.
- Member, Taskforce on Tenure and Promotion Recommendations, American Association of Applied Linguistics, 2014-2015. Committee author the *American Association for Applied Linguistics (AAAL) Promotion and Tenure (P&T) Guidelines*, approved by the Executive Committee in 2019.
- Member, Ad hoc Committee on Advocacy, American Association of Applied Linguistics, 2011-2013.
- Steering Committee membership
 - North American Conference on Chinese Linguistics and Symposium on Globalization of Chinese, 2013-2014
 - International Symposium on Bilingualism, 2005-2007
 - 5th International Symposium on Bilingualism (Universitat Autònoma de Barcelona), 2003-2005
- Conference organization
 - Chair, Scientific/Organizing Committee, 4th International Symposium on Bilingualism, Arizona State University (ISB4, 2004), 2001-2005. Supervised all aspects of organization, oversaw development of online proposal processing/registration system, obtained external and internal support; 653 participants from 32 U.S. states and nearly 50 countries; proceedings, 200 contributions.
- Listserv Manager: BILING Electronic Discussion Listserv (approximately 800 subscribers), forum for discussion of research on bilingualism and bilingual education (previously hosted at ASU, now at UMD), 1998-present.

Service to the Department

- *University of Maryland*
 - Member, Promotion and Tenure (APT) Committee, 2021-2022.
 - Chair, Promotion and Tenure (APT) Committee, 2020-2021.
 - Member, Promotion and Tenure (APT) Committee, 2018-2020.
 - Member, Technology Committee, 2016-2018.
 - Chair, Promotion and Tenure (APT) Committee, 2014-2015.
 - Member, Promotion and Tenure (APT) Committee, 2015-2016.
 - Coordinator, Division of Language, Literacy and Social Inquiry (Division 2), 2013-2015.
 - Leadership Council, 2013-2015.
 - Chair, Clinical Assistant Professor of TESOL Search Committee (2 positions), 2012-2013.
 - Faculty mentor, Megan Percy, 2012-2015.

- Faculty mentor, Melinda Martin-Beltrán, 2012-2015.
- Member, Department PhD Task Force, 2012-2013.
- Member, Division 2 (LLSI) PhD Task Force, 2012-2014.
- Member, Graduate Research Education Committee (GREC), 2012-2013 (ex-officio, 2013-2015).
- Member, Merit Committee, 2012-2013.
- Member, Merit and Post Tenure Review Committee, 2013-2014.
- *Arizona State University*
 - Member, ESL/Bilingual Education Program Outreach Committee, 2008-2010.
 - Co-director, Online ESL/Bilingual Education Program, 2009-2011.
 - Member, Personnel Committee, 2006-2010.
 - Member, Human Rights Committee, 2007-2009.
 - Member, Interdisciplinary C&I PhD Executive Committee, 2001-2003.
 - Member, C&I Division Programs Committee, 2001-2003.
 - Member, SLA/Bilingualism Faculty Search Committee, 2001-2002.
 - Member, C&I Division Director Search Committee, 2000-2001.
 - Member, Programs Committee, 2000-2001.
 - Chair, Language and Literacy PhD Student Recruitment Committee, 2000-2002.
 - Member, Secondary Education Faculty Search Committee, 1998-1999.
 - Member, EED/ESL Program Integration Committee, 1998-1999.

Service to the College

- *University of Maryland*
 - Member, Research Task Force, 2018-2019.
 - Member, College Senate, 2015-2016.
 - Member, Promotion and Tenure (APT) Committee, 2014-2016.
- *Arizona State University*
 - Member, College Council, 2001-2003.
 - Member, College Council, 2000-2001.
 - Member, Head Hunter Search Committee, 2000-2001.
 - Chair, Spring Symposium Organizing Committee, 1999-2000.
 - Presentation on bilingual education to participants in the University President's Club, 1998-1999.

Service to the University

- *University of Maryland*
 - Member, University Promotion and Tenure (APT) Committee, 2018-2021.
 - Partner, Language Science Center, 2012-present.
- *Arizona State University*
 - Member, Tenure and Promotion Ad-hoc Committee for an ASU West faculty member, Department of Language, Cultures, and History, 2006-2010.
 - Chair, Applied Linguistics Oversight Committee, 2007-2011.
 - Chair, Joint CLAS/COE Applied Linguistics Program Development Committee, 2004-2007.
 - Member, ASU Committee on Linguistics, August, 1999-2011.
 - Member, Graduate Council, 2001-2002.
 - Member, Graduate Council Programs Committee, 2001-2002.
 - Member, Committee on Linguistics Interdisciplinary Programs Planning Committee, 2000-2006.

Service to the Community

- Provided testimony on proposed Dual Language Education Incentive Bill, Maryland House of Delegates, 2017, 2018.
- Interviewed for *Horizon (TV Eight)* program on English Language Learner education in Arizona, fall 2007.
- Wrote research review of Arizona ELL Task Force recommendations at the request of Eugene Garcia, task force member appointed by Governor Janet Napolitano, summer/spring 2008. (Coauthored with Kellie Rolstad and Stephen Krashen.)

- Panel discussant at press conference organized by the Center for Education Policy (based in Washington, DC) upon the release of their study of Arizona's English Learners and the AIMS test. November 13, 2007.
- Participated in public debates on Proposition 203 and related policy (opponents Ron Unz and Margaret Garcia Dugan, ASU Law School, November 26, 2000; opponent Margaret Garcia Dugan on KFYI 550 AM talk radio, November, 2000; opponent Hector Ayala on Straight Answers, Channel 51, October, 2000; opponent Arizona Superintendent of Public Instruction Tom Horne on KFNB radio, May, 2003, hosted by Arizona Secretary of State Betsy Bayless.
- Established cooperative arrangement with Arizona Department of Education Associate Superintendent David Garcia and Superintendent Jaime Molera with faculty at Arizona State University to use ADE data to study effective policies for linguistic minorities, 2001-2002.
- Gave interviews to television and radio media regarding Proposition 203 (NBC Today Show, October, 2000; National Public Radio, November, 2000; local cable access channel, October, 2000; Channel 3 News, October, 2000; KAET Horizons, October, 2000).
- Gave public lectures on Proposition 203 (Varsity Interfaith Program, October, 2000; local chapter of the Democratic Party, October, 2000).
- Serve as resource for Arizona State Senator Lopez and Democratic Staffer Kim Baker on issues regarding bilingualism and bilingual education, 2000-2003.
- Visited *Tribune* Editorial Board with Sen. Lopez to discuss editorial policy regarding Proposition 203, October, 2000.
- Owner/maintainer, AZBLE Electronic Discussion Group concerned with legislative initiatives on bilingual and ESL programs in the state of Arizona. 1998-2011.

K-12 Classroom Teaching Experience

- **Teacher**, Los Angeles High School (Los Angeles Unified School District), Los Angeles, California. September 1989 to August 1992. Full-time, tenured. I taught all levels of ESL to high school students. Patrick DeSantis, Principal, or Steve Austin, Bilingual/ESL Coordinator.
- **Teacher**, Los Angeles Community Adult School (LAUSD), Los Angeles, California. Spring 1991. I taught a special section of ninth-grade English for ESL students from Los Angeles High School; the course covered literature and composition. Dr. Walker, Principal.
- **Teacher**, Le Conte Junior High School (Los Angeles Unified School District), Hollywood, California. 1985-1987. Full-time, tenure-track. I taught all levels of ESL in a multicultural environment to children, grades 7 through 9, at a year-round school. Dr. David Sowers, Principal.
- **TASIS Hellenic International School**, Kifissia, Greece. August 1988 to December 1988. George B. Salimbene, Headmaster/Director. I taught English, intermediate and advanced ESL in partial fulfillment of requirements for the California single subject teaching credential.
- **Substitute Teacher**, El Rancho Unified School District, Pico Rivera, California. Spring 1988. I substitute taught bilingual and limited-English students for various primary schools in the district, including Rivera Elementary, McGee Elementary, North Ranchito Elementary, and South Ranchito Elementary.

Post-Secondary Classroom Teaching Experience

- **Instructor**, American Language Center, UCLA Extension, Los Angeles, California. Discontinuously from Spring 1989 until Summer 1994. I taught TOEFL preparation, advanced ESL, intermediate grammar and writing, beginning reading, conversation and pronunciation. Cecilia Connor, Administrative Director.
- **Instructor**, University of California, Irvine, Summer sessions, 1988 and 1989 (full-time). I taught composition, grammar, conversation, reading and vocabulary courses. Jane DeSelm, Academic Coordinator.
- **Instructor**, American Language Program, California State University, Fullerton. 1987-1988 academic year (part-time); Arline Burgmeier, Director. I taught writing with word processors, grammar, and reading.

- **Instructor**, Musicians' Institute, Hollywood, California. Spring 1993. Tom Bartlett, Director of Education. As the first instructor hired in MI's degree program for commercial musicians, I taught freshman composition in a workshop format using a variety of cultural and artistic themes.
- **Instructor**, Santa Monica College, Santa Monica, California. Spring Semester, 1992. I taught English 1, Freshman Composition for International Students, as a part-time instructor. Dale Harnette, Program Coordinator.
- **Instructor**, Cerritos Community College, Norwalk, California, Fall Semester, 1987 (part-time); Martha Yeagar-Garcia, Department Chair. I taught ESL at the intermediate level, with emphases on grammar and writing.
- **Instructor**, Long Beach City College, Long Beach, California. February 1987 to November 1987 (part-time); Bernice Weiss, Director. I taught ESL to beginners, intermediate beginners and advanced beginners in a team-teaching situation to students with varying goals for employment and education.

Membership in Professional Organizations

- American Educational Research Association (AERA)
- Linguistics Society of American (LSA)
- American Association of Applied Linguistics (AAAL)
- American Association for the Advancement of Science (AAAS)

References

Available upon request.