

Jeff MacSwan

Academic interests

Bilingualism, codeswitching; language minority education, theories of academic achievement differences among English Learners.

Positions

Director, Applied Linguistics Ph.D. Program, Arizona State University, 2007-present.

Associate Professor, Arizona State University, Language and Literacy, Curriculum and Instruction, Mary Lou Fulton College of Education, 2004-present.

Assistant Professor, Arizona State University, Language and Literacy, College of Education, 1998-2004.

Education, Professional Credentials and Skills

Postdoctoral education

Postdoctoral Fellow, 1997-1998, Psycholinguistics Laboratory, UCLA Linguistics Department; Professor Susan Curtiss, Sponsor. Funded by National Institutes of Health.

Doctoral program

Ph.D., Education, 1997, UCLA. Curriculum and Teaching Studies. Graduate School of Education and Information Studies. Committee members: Concepción M. Valadez (chair); Susan Curtiss; Edward P. Stabler, Jr.; Alfredo Artiles; Reynaldo Macías. Dissertation title: *A Minimalist Approach to Intrasentential Code Switching: Spanish-Nahuatl Bilingualism in Central Mexico*.

Other degrees

M.A., Linguistics, 1987, California State University, Long Beach (CSULB).

Certificate in Teaching English as a Second Language, 1985, CSULB.

B.A., English Language and Composition, 1985, CSULB.

A.A., English and German, 1986, Cerritos College.

A.A., Social Sciences and Humanities, 1984, Cerritos College.

Teaching credentials

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.

Languages

- **Spanish**, Universidad Nacional Autónoma de México (UNAM), summer & fall 1996; El Centro Bilingüe, Cuernavaca, Mexico, summer 1991.
- **Nahuatl**, Casa de la Cultura Jesús Reyes Heróles, Mexico City, summer 1996; Instituto de Investigaciones Antropológicas, Universidad Nacional Autónoma de México (UNAM), fall 1996.
- **Romanian**, Summer Institute of Slavic Languages, UCLA, summer 1986.
- **Modern Greek**, The Hellenic-American Center, Athens, Greece, summer 1988.
- **German**, A.A., Cerritos College, June 1986.
- Coursework in Latin and Classical Greek.

Awards and Distinctions

- **Visiting Researcher**, University of Bangor, Wales, Bilingualism Centre, May, 2009 (scheduled).
- **Visiting Scholar**, University of California Linguistic Minority Research Institute (UCLMRI), UC Santa Barbara. Summer and fall, 2006.
- **Fellow**, Education Policy Research Unit, Education Policy Studies Laboratory, Arizona State University, 2005-present.
- **Fellow**, Education and the Public Interest Center (EPIC), University of Colorado, Boulder, 2007-present.
- **Gastwissenschaftler (Visiting Professor)**, Universität Hamburg, Centre for the Study of Multilingualism. Winter, 2004.
- **Visiting Scholar**, Department of Linguistics, Massachusetts Institute of Technology. Summer and fall, 2004.
- **Fellow**, National Academy of Education, 2003 Recipient.
- **Mentor Appreciation Award**, ASU Graduate College, 2002-2003.
- **Nominated, Dean's Excellence Award for Teaching**, ASU College of Education, 2002-2003.
- **Nominated, Dean's Excellence Award for Research**, ASU College of Education, 2001-2002.
- **Visiting Scholar**, School of Education, University of California, Los Angeles. Summer, 1999.

Boards and Editorship

- **Editorial Board member**, *Reading Research Quarterly*, 2007-present.
- **Editorial Board member**, *International Multilingual Research Journal*, 2006-present.
- **Editorial Board member**, EPSL Review Board, 2005-present.
- **Editorial Board member**, *Bilingual Research Journal*, 2002-2006.
- **Editorial Board member**, *Journal of Language, Identity, and Education*, 2000-present.
- **Editorial Board member**, *Current Issues in Education*, 1999-present.
- **Advisory Board member**, Language Policy Research Unit, ASU, 2002-present.
- **Board member**, Institute for Language Education and Policy (ILEP), 2006-present.
- **Associate Editor**, *Bilingual Research Journal*, 1998-1999.

Publications

Books

1. MacSwan, J. (Ed.) (In press). *Grammatical Theory and Bilingual Codeswitching*. Linguistics series. Cambridge: MIT Press. Scheduled to appear fall, 2009.
2. 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. Xxiv+2,455 pages.
3. MacSwan, J. (1999). *A Minimalist Approach to Intrasentential Code Switching*. New York: Garland. Xxvi+305 pages.

Refereed Articles

1. 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.
2. van Gelderen, E. & MacSwan, J. (2008). Interface conditions and code-switching: Pronouns, lexical DPs, and checking theory. *Lingua*, 118(6), 765-776.
3. 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.
4. MacSwan, J. (2005). Précis of *a Minimalist Approach to Intrasentential Code Switching*. *Italian Journal of Linguistics*, 17(1), 55-92.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.

10. 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.
11. 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.
12. 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.
13. 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/>.
14. 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.
15. MacSwan, J. (2000). The architecture of the bilingual language faculty: Evidence from codeswitching. *Bilingualism: Language and Cognition*, 3(1), 37-54.

Reprinted in Malay as 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.
16. 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.
17. 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.

Book Chapters (Refereed)

1. Mahoney, K., Haladyna, T., & MacSwan, J. (Accepted for publication, 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.
2. Rolstad, K., & MacSwan, J. (Accepted for publication, 2009). Bilingualism and education. In Enrique G. Murillo, Jr. (ed.), *Handbook of Latinos and Education: Theory, Research & Practice*. New Jersey: John Benjamins.
3. MacSwan, J. & Cantone, K. (Accepted for publication, 2009). The syntax of DP-internal codeswitching. In K. de Bot, D. Winford, & L. Isurin (eds.) *Codeswitching*. Amsterdam: John Benjamins Publishing.

4. MacSwan, J. (Accepted for publication, 2009). Generative approaches to codeswitching. In A. J. Toribio & B. E. Bullock (eds.), *Cambridge Handbook of Linguistic Codeswitching*. Cambridge University Press.
5. MacSwan, J., & Stabler, E. P., Jr. (Accepted for publication, 2009). A minimalist parsing model for codeswitching. In J. MacSwan (Ed.), *Grammatical Theory and Bilingual Codeswitching*. Cambridge: MIT Press.
6. MacSwan, J. (Accepted for publication, 2009). Programs and proposals in codeswitching research: Unconstraining theories of bilingual language mixing. In J. MacSwan (Ed.), *Grammatical Theory and Bilingual Codeswitching*. Cambridge: MIT Press.
7. MacSwan, J. & Colina, S. (Accepted for publication, 2009). Some consequences of language design: Codeswitching at the PF interface. In J. MacSwan (Ed.), *Grammatical Theory and Bilingual Codeswitching*. Cambridge: MIT Press.
8. MacSwan, J. (Accepted for publication, 2009). The role of language in theories of academic achievement differences: Negative consequences of some bad ideas. In K. Rolstad (Ed.), *Rethinking Language in School*. Mahwah, NJ: Lawrence Erlbaum.
9. MacSwan, J. (2008). Stephen Krashen, pp. 413-414. In J. Gonzalez (ed.), *Encyclopedia of Bilingual Education*. Thousand Oaks, California: Sage Publishers.
10. 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.
11. 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.
12. 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>.
13. 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.
14. 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>.
15. MacSwan, J. (2004). Code switching and linguistic theory, pp. 415–462. In T. K. Bhatia & W. Ritchie (Eds.), *Handbook of Bilingualism*. Oxford: Blackwell.
16. 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.

17. 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.
18. 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.
19. 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.

Book Chapters (Not Refereed)

1. 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.
2. 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.
3. 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.

Professional Newsletter Article

1. 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.

Reports

1. 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. Available at http://www.elladvocates.org/documents/AZ/Krashen_Rolstad_MacSwan_review.pdf.
2. 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.
3. 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://eps.las.u.edu/epru/ttreviews/EPSSL-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., & McLaren, P. (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. Available at <http://www.psychonomic.org/archive/>.
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.

Grants

Externally Funded Research Grants

1. Field-Initiated Studies (FIS) Research Grant, Institute of Education Science (formerly Office of Educational Research and Improvement), US Department of Education, \$693,083, AY 2000-2005. Principal Investigator: Jeff MacSwan. Project title: "Beyond Program Effectiveness Research: Explaining Achievement Differences among Limited English Proficient Students."
2. National Academy of Education/Spencer Postdoctoral Fellowship, \$50,000, AYs 2003-2005. Principal Investigator: Jeff MacSwan. Project title: "Understanding Language in Language Minority Education: Toward a Theory of Language in Contact."
3. OERI/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."
4. 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?"
5. Title VI National Resource Fellowship, \$8,000, AY 1996-1997. Fellowship to conduct dissertation research on less commonly studied languages (Nahuatl).
6. AERA/Spencer Predoctoral Fellowship, \$2,500, AY 1995-1996.

Internally Funded Research Grants

1. 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).”
2. 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.
3. 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.”
4. University Faculty Incentive Award, Office of the Vice Provost for Research, Arizona State University. \$11,550, AY 2000 until expended. Associated with IES/ED grant, referenced above. Principal Investigator: Jeff MacSwan.

Training Grants

1. Discipline-Based Scholarships in Education, Spencer Foundation, \$500,000, AY 2002-2005. Jeff MacSwan, chair, Linguistics and Education section. Principal Investigators: Joseph Tobin, David Berliner, Gene Glass. Provides fellowship support for nine doctoral students each year in three areas (linguistics, psychology, sociology) which bring together education and traditional disciplinary research.
2. 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.

Professional/Scholarly Service Grants

1. Support for Scientific Meeting, 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), April 30-May 3, 2003.
2. Conference Grant (R13), National Institutes of Health (National Institute of Child Health and Human Development and National Institute on Deafness and Other Communication Disorders), \$9,000. Principal Investigator: Jeff MacSwan. Award HD43850-01. Support for the 4th International Symposium on Bilingualism (ISB4), April 30-May 3, 2003.

3. Ford Foundation, \$16,000. Support for travel grants for participants in 4th International Symposium on Bilingualism (ISB4), April 30-May 3, 2003. Externally administered. Principal Investigator: Jeff MacSwan.
4. Arizona School Boards Association, \$5,000. Support for the 4th International Symposium on Bilingualism (ISB4), April 30-May 3, 2003. Principal Investigator: Jeff MacSwan.
5. California Association for Bilingual Education, \$2,500. Support for the 4th International Symposium on Bilingualism (ISB4), April 30-May 3, 2003. Principal Investigator: Jeff MacSwan.
6. Multilingual Matters, \$6,000. Support for the 4th International Symposium on Bilingualism (ISB4), April 30-May 3, 2003. Principal Investigator: Jeff MacSwan.
7. ASU Office of the Vice Provost for Research, \$10,000. Support for the 4th International Symposium on Bilingualism (ISB4), April 30-May 3, 2003. Principal Investigator: Jeff MacSwan.
8. ASU College of Liberal Arts and Sciences, \$10,000. Support for the 4th International Symposium on Bilingualism (ISB4), April 30-May 3, 2003. Principal Investigator: Jeff MacSwan.
9. Other ASU-internal organizations, \$6,750. Support for the 4th International Symposium on Bilingualism (ISB4), April 30-May 3, 2003.

Presentations

Invited Talks

1. MacSwan, J. (2008). Proposals and programs in codeswitching research: New questions and new directions. Plenary address, annual meeting of the Chicago Linguistics Society, April 28-30.
2. MacSwan, J. (2008). Codeswitching: A focus on adjectives. Invited plenary speaker, Afternoon of Codeswitching, University of Illinois-Chicago, Department of Spanish, French, Italian and Portuguese, April 24.
3. 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.
4. MacSwan, J. (2008). Proposals and programs in codeswitching research: Unconstraining theories of language mixing. Linguistics Colloquium, Department of Linguistics, University of Arizona, April 9.
5. 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.

6. 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.
7. MacSwan, J. (2007). Proposals, programs and paradigms: Unconstraining codeswitching research. Workshop on Codeswitching, Ohio State University, Linguistics Department. December 5-8.
8. 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.
9. MacSwan, J. (2006). Language proficiency and assessment: How our views of language affect children. Applied Linguistics Colloquium, University of California, Santa Barbara. November 7.
10. 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.
11. 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.
12. 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.
13. 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.
14. 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.
15. MacSwan, J. (2005). Codeswitching and grammatical theory. A plenary speech at the University of Michigan Department of Romance Languages and Literatures Multidisciplinary Transatlantic Luso-Spanish Conference, Ann Arbor, April 1-2.
16. 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.

17. MacSwan, J. (2004). Minimalism and codeswitching: On the edges of FI. Bergische Universität Wuppertal Wuppertaler Linguistisches Forum, Wuppertal University, Germany, December 13.
18. MacSwan, J. (2004). Codeswitching on minimalist assumptions. University of Hamburg Center for the Study of Multilingualism, December 9.
19. 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.
20. 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.
21. MacSwan, J. (2004). Codeswitching and the theory of syntax. Linguistics Department, University of California, Los Angeles, March 2.
22. 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.
23. 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.
24. 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.
25. 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.
26. 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 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.
2. 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 (Last Ten Years)

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. Cantone, K. F., & MacSwan, J. (2007). Adjectives in codeswitching. Paper presented at the 6th International Symposium on Bilingualism. Hamburg, Germany, May 30-June 2.
8. 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.
9. 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.
10. 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.

11. 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.
12. 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.
13. 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.
14. 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.
15. MacSwan, J. & Colina, S. (2005). Phonological effects in intersentential codeswitching. Paper presented at Phonetics and Phonology in Iberia 2005, Barcelona, Spain, June 20-21.
16. 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.
17. 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.
18. 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.
19. 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.
20. 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.
21. 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.
22. 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.

23. 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.
24. 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.
25. 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.
26. 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.
27. 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.
28. 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.
29. 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.
30. 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.
31. MacSwan, J. (1999). A minimalist approach to codeswitching. Paper presented at the 2nd International Symposium on Bilingualism, Newcastle upon Tyne, UK, April 15-17.
32. MacSwan, J. (1999). Bilingualism, mental architecture, and psychological mechanisms of transfer. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, Canada, April 19-23.
33. 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), Tempe, Arizona, October 9-12.

34. 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), San Diego, April 17-22.

Teaching

Academic Program Development

- Concentration in English as an International Language in the Master's of Education (M.Ed.) in Curriculum and Instruction (with Aya Matsuda). Master's level program geared toward students interested in the teaching of English in international contexts to children and adolescents. In development.
- 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. In development.
- Ph.D., Applied Linguistics. Developed a planning proposal and implementation proposal for a university-wide Ph.D. 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 Ph.D. in Curriculum and Instruction (with Jim Christie). Fall, 2001.

Previous University-Level Experience in Teaching and Research

- UCLA Psycholinguistics Laboratory, Graduate Student Researcher (GSR 4) and Post-graduate Researcher (PGR). Professor Susan Curtiss, Principal Investigator. July 1994 to June 1997.
- Department of Education, UCLA, Teaching Associate. Education 409, Language Structure, Acquisition, and Development, with Professor Concepción M. Valadez. Summer and fall, 1995.
- Department of Linguistics, UCLA, Teaching Associate. Linguistics 10, History of English Words, with Professor Robert Stockwell. Winter, 1995.
- Department of Linguistics, UCLA, Teaching Associate. Linguistics 1, Introduction to Linguistics, with Professor Nina Hyams. Spring, 1995.
- Fieldwork, Tehuacán, Puebla, Mexico. As part of my dissertation research, I conducted fieldwork on Spanish-Nahuatl code switching in Central Mexico while taking courses at Universidad Nacional Autónoma de México (UNAM). June to November, 1996.
- Lecturer, Department of Education, UCLA, 1997-1998.
- Lecturer, Department of Graduate Education, California State University, Dominguez Hills, spring, 1997.
- Visiting Assistant Professor, Department of Education, UCLA, summer, 1999.

Student Advising

Master's Thesis Committees

1. Committee member, Tamara Fuster. Thesis title: "English Immersion and Dual Language Instruction in Kindergartens: English and Spanish Proficiency Outcomes." Master's degree, Psychology in Education, College of Education, ASU. Ed Nelson, chair. Since fall, 2002.
2. 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.
3. Committee member, Miriam Garlant. 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.
4. 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.
5. 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 (Committee Chair)

1. Kara McAlister, Ph.D. student in Language and Literacy, Interdisciplinary Program in Curriculum and Instruction, ASU. Status: Collecting data and writing dissertation. Graduation anticipated spring, 2009.
2. Anju Kuriakose, Ph.D. student in Language and Literacy, Interdisciplinary Program in Curriculum and Instruction, ASU. Status: Developing proposal. Graduation anticipated spring, 2009.
3. Chan Young Park, Ph.D. 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.
4. Katja Cantone, Ph.D. 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.
5. Lisa C. Pray, Ph.D. 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.

6. Kate Mahoney, Ph.D. 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.

Doctoral Students (Committee Member)

1. Yi-Ting Chen, student in English Ph.D., 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 Ph.D., 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. Frank Ramirez, student in Language and Literacy, Interdisciplinary Ph.D. Program in Curriculum and Instruction. Status: student is currently collecting data. Beatriz Arias, committee chair.
4. Gareth Morgan, student in Ph.D. in Speech and Hearing Science. Status: Developing proposal. Laida Restrepo, committee chair.
5. Chien-Huei Wu, Ph.D. 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, Steering Committee, International Symposium on Bilingualism, 2005-2007.
- Member, Scientific/Organizing Committees, 5th International Symposium on Bilingualism (Universitat Autònoma de Barcelona, March 20-23, 2005), 2003-2005.
- Reviewed two book manuscripts, Cambridge University Press Linguistics, summer 2004; fall, 2008.
- Chair, Scientific/Organizing Committee, 4th International Symposium on Bilingualism, Arizona State University, 2001-2003. 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.
- Chair, Bilingual SIG session, American Educational Research Association annual meeting, New Orleans, 2002.
- Discussant, Division G, American Educational Research Association annual meeting, New Orleans, 2002.
- Session Chair/Colloquium Convener, 3rd International Symposium on Bilingualism, University of the West of England, Bristol, April, 2001.
- Discussant, Second Language Acquisition Research Special Interest Group, AERA, 2001.
- Session Chair, Relevance of Culture in Evaluation (RACE) 2001, Arizona State University, Tempe, Arizona, January 2001.

- Journal Editors' Roundtable, *Bilingual Research Journal*, AERA, Montreal, Canada, April, 1999.
- Co-presenter with Josué González and Alfredo Benavides at NABE in a session unveiling the online version of the *Bilingual Research Journal*, Denver, 1999.
- Maintainer, BILING Electronic Discussion Listserv (approx. 800 subscribers), forum for discussion of research on bilingualism and bilingual education, 1998-present.
- Conference paper reviewer for Boston University Conference on Language Development. 1999-2005.
- Conference paper reviewer for annual meeting of the American Educational Research Association, Bilingual SIG and Division G, 1998-2008.
- Ad-hoc reviewer for *Linguistic Inquiry*; *Lingua*; *Education Policy*, *International Journal of Bilingualism and Bilingual Education*; *Educational Evaluation and Policy Analysis*; *Education Policy*; *American Educational Research Journal*; *Educational Researcher (ER)*; *Bilingual Research Journal*; *International Journal of Bilingualism*; *Southwest Journal of Linguistics*; *Bilingualism: Language and Cognition*; *Educational Theory*; *Linguistics and Education*.

Membership in Professional Organizations

- American Educational Research Association (AERA)
- American Association of Applied Linguistics (AAAL)
- Linguistics Society of America (LSA)

Committee Service (Division, College, University)

- Chair, Applied Linguistics Oversight Committee, 2007-present.
- Chair, Joint CLAS/COE Applied Linguistics Program Development Committee, 2004-2007.
- Member, ASU Committee on Linguistics, August, 1999-present.
- Member, Interdisciplinary C&I Ph.D. Executive Committee, 2001-2003.
- Member, Graduate Council, 2001-2002.
- Member, Graduate Council Programs Committee, 2001-2002.
- Member, C&I Division Programs Committee, 2001-2003.
- Member, SLA/Bilingualism Faculty Search Committee, 2001-2002.
- Member, College Council, 2001-2003.
- Member, C&I Division Director Search Committee, 2000-2001.
- Member, College Council, 2000-2001.
- Member, Programs Committee, 2000-2001.
- Member, Head Hunter Search Committee, 2000-2001.
- Member, Committee on Linguistics Interdisciplinary Programs Planning Committee, 2000-present.
- Chair, Language and Literacy Ph.D. Student Recruitment Committee, 2000-2002.
- Chair, Spring Symposium Organizing Committee, 1999-2000.
- Member, Secondary Education Faculty Search Committee, 1998-1999.
- Member, EED/ESL Program Integration Committee, 1998-1999.

Other Division Service

- Applied for and obtained two Graduate Scholars Awards for Language and Literacy Ph.D. concentration in C&I, 2000-2001.

- Researched and proposed new deadlines for doctoral program in Language and Literacy Ph.D. concentration in C&I, 2000-2001.
- Developed brochure, poster and accompanying web pages for Language and Literacy Ph.D. concentration in C&I, 2000-2001.
- Applied for and obtained two Graduate Scholars Awards for Language and Literacy Ph.D. concentration in C&I, 1999-2000.
- Developed, furnished and equipped Language and Literacy Research Lab for use by any C&I faculty; lab facilitates transcription-based research in language and literacy. 1999-2000.
- Regular participation and attendance at faculty meetings, 1998-present.

Other College Service

- Presentation on bilingual education to participants in the University President's Club, 1998-1999.
- Interim Associate Dean for Research, summer 2001.

Other University Service

- Served as Graduate College representative for the final oral defense of doctoral student in Educational Psychology. Elsie G. J. Moore, Chair. May, 1999.

Service to the Community

- 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.
- Published multiple editorials on the education of language minority children, including "Bilingual Education an Asset that Can Offer Global Rewards," *Arizona Republic*, 6 August 1998; "Punished for Speaking Spanish? 'Immersion' Drowns the Hopes of Many Hispanic Children," *Arizona Republic*, 28 February 1999; "Miracle or mirage? California Scores Are No Reason to Ax Bilingual Ed," *Arizona Herald Tribune*, 28 August 2000; "Arizonans Should Decide School Issue," *Arizona Republic*, 12 June 2000; "Facts Elude Politician," *Arizona Republic*, September 13, 2000; "Prop. 203 Overlooks Bevy of Language Situations in Schools," *Arizona Republic*, October 26, 2000; "Flawed tests are ruining 'English only' choices," *Arizona Republic*, April 25, 2003; "Bad data poison language study," *Arizona Republic*, August 13, 2004.
- 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 KFNX radio, May, 2003, hosted by Arizona Secretary of State Betsey 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).
- Published letters in Arizona newspapers regarding standardized achievement testing and Proposition 203: *Tucson Star*, January 6, 2000, "AIMS hurts the poor"; *Arizona Republic*, "Arizona lost on 203"; *Tribune*, September 12, 2000, "Nobody will win under Prop. 203"; *Arizona Republic*, August 28, 2004, "Evidence won't support Horne's language policy."
- 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-present.

K-12 Classroom Teaching Experience

Student Teaching Athens, Greece

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.

Secondary level 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, Le Conte Junior High School (Los Angeles Unified School District), Hollywood, California. September 1985 to November 1986. 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.

Adult school experience

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.

Primary level experience

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

University level 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.

Experience at a technical institute

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.

Community college experience

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.

Professional tutoring experience

UCLA Office of College Tutorials/ESL and Composition Section, Los Angeles, California. Ed Frankel, Co-Director. Winter 1992 to winter 1993. I tutored ESL students in pronunciation, composition, grammar, reading, vocabulary, listening and speaking.

Curriculum Development and Computer-Aided Instruction (CAI)

Curriculum

Curriculum Consultant, Musicians' Institute, Hollywood, California. Tom Bartlett, Director of Education. Under separate contract from work performed as an instructor at MI, I was hired to develop written curriculum guides for English 1 and English 2, a sequence of college-level writing courses. These guides were used as part of the accreditation review at MI and accepted by a review committee of the California State Department of Education.

Computer-Aided Instruction

Computer Programming Consultant, Compton Unified School District, Compton, California. July 1984 to June 1985. I wrote computer programs which presented ESL lessons using principles of generative grammar, as developed in Robert Hertz, *Computers in the Language Classroom* (Addison-Wesley, 1987). These lessons were used to supplement classroom instruction for the District's Samoan and Spanish speaking populations. Dr. Robert Hertz and Dr. Frank Goodman, Program Directors.

Professional References

Available upon request.