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Curriculum Vita
Marjorie Elaine Faulstich Orellana
Graduate School of Education and Information Studies
Box 951521 Moore Hall, UCLA
Los Angeles, CA 90095-1521
orellana@gseis.ucla.edu

EDUCATION

Ph.D., Education. Department of Curriculum and Instruction (Language, Literacy and Learning Program), University of Southern California. December, 1994. Graduate Certificate. Program for the Study of Women and Men in Society.

A.B., Psychology. Brown University, 1982. Magna cum laude. Phi Beta Kappa, 1981.

PROFESSIONAL EMPLOYMENT

2009-present: **Professor**. School of Education and Information Studies, UCLA. **Associate Director**, Center for the Study of International Migration.

2003-2009: **Associate Professor**. School of Education and Information Studies, UCLA. **Director of Faculty**, Teacher Education Program.

1998-2003: **Assistant Professor**. School of Education and Social Policy, Northwestern University. Learning Sciences and Human Development and Social Policy programs.

1997-1998: **Research Assistant Professor**. School of Education, University of Southern California.

1995-1998: **Postgraduate Researcher**. Institute of Human Development; University of California, Berkeley. Project: "California Childhoods," sponsored by the MacArthur Foundation Research Network on Successful Pathways through Middle Childhood.

1994-1995: **Project Coordinator**. The Consortium for Collaborative Research on Social Relationships; California State University, Long Beach.

1993-1994: **Lecturer**. University of California, Los Angeles and California State University, Long Beach.

1987-1988: **ESL teacher**. IXIM (Integration of Indigenous Maya, a community organization for K'anjobal immigrants from Guatemala), Los Angeles, California.

1984-1993: **Bilingual Classroom Teacher**. Los Angeles Unified School District.

HONORS, FELLOWSHIPS AND AWARDS

AERA Fellow, 2021.

The Bobbie and Mark Greenfield Faculty Award for Applied Research in Learning and Achievement, Graduate School of Education and Information Studies, UCLA, 2017.

Fulbright Specialist Roster, 2016-2021.

Mentoring Award. Division G, American Educational Research Association, 2015.

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Distinguished Teaching Award. Graduate School of Education and Information Studies, UCLA, 2013.

Past-President and Facilitator of the CAE Presidential Scholars Program. Council on Anthropology and Education, American Anthropological Association, 2014-15.

President. Council on Anthropology and Education, American Anthropological Association, 2013-14.

President-Elect and Program Chair. Council on Anthropology and Education, American Anthropological Association, 2012-13.

European Social Research Council/Social Science Research Council Collaborative Visiting Fellowship. University of London, Thomas Coram Research Unit, 2008-2009.

Haytin Award for Research at University Elementary School, 2007.

National Academy of Education/Spencer Postdoctoral Fellowship, 2000-2001.

Southwest Regional Laboratory Research Training Fellowship, 1994-1995.

Finalist, Spencer Foundation Dissertation Fellowship, 1994.

University of Southern California Graduate School Dissertation Fellowship, 1993-1994.

Title VII Bilingual Fellowship for graduate studies, 1990-1993.

PUBLICATIONS

Books

Marjorie Elaine Faulstich Orellana. (2019). *Mindful Ethnography: Mind, Heart and Activity for Transformative Social Research*. New York: Routledge.

Inmaculada García Sánchez and Marjorie Faulstich Orellana (Eds.). (2019). *Language and Social Practices in Communities and Schools: Bridging Learning for Students from Non-Dominant Groups*. New York: Routledge.

Marjorie Faulstich Orellana. (2016). *Immigrant Youth in Transcultural Spaces: Language, Literacy and Love*. New York: Routledge.

Marjorie Faulstich Orellana. (2009). *Translating Childhoods: Immigrant Youth, Language and Culture*. New Brunswick, NJ: Rutgers University Press.

Peer-reviewed journal articles

Phoenix, Ann and Marjorie Faulstich Orellana. (2021). Adult narratives about childhood language brokering: Learning what it means to be bilingual. *Children and Society*.

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- Janelle Franco, Lilia Rodríguez and Marjorie Faulstich Orellana. (2020). Creando espacios para expandir el conocimiento y el entendimiento mutuo a través del diálogo entre niños, estudiantes universitarios e investigadores. *Decisio: Saberes Para La Acción en Educación de Adultos*, 51: 57-62.
- Janelle Franco, Sophia Ángeles, Marjorie Faulstich Orellana and Andréa Minkoff. (2020). Preparing teachers to recognize and expand on children's linguistic resources: Addressing language ideologies and practices. *Language Arts*, 97(6): 400-405.
- Janelle Franco, Sophia Ángeles, Marjorie Faulstich Orellana and Andréa Minkoff. (2019). *Language manifestos: Preparing teachers to work in linguistically diverse contexts*. *CC News*, 30(3): 25-27.
- Janelle Franco, Marjorie Faulstich Orellana and Megan Franke. (2019). "Castillo blueprint": Young children utilizing multilingual literacy and numeracy to make meaning. *Journal of Early Childhood Literacy Research*. DOI: 10.1177/1468798419841430.
- Marjorie Faulstich Orellana. (2017). Solidarity, transculturality, educational anthropology, and (the modest goal of) transforming the world. *Anthropology and Education Quarterly*, 48(3): 210-220.
- Krissia Martínez, Marjorie Faulstich Orellana, Marco Murillo and Michael Rodríguez. (2017). Health Insurance, from a Child Language Broker's Perspective. *International Migration*, 55(5): 31-43.
- Marjorie Faulstich Orellana, Sarah Jean Johnson, Andréa Rodríguez-Minkoff, Lilia Rodríguez and Janelle Franco. (2017). An Apprentice Teacher's Journey in 'Seeing Learning.' *Teacher Education Quarterly*, 44 (2): 7-26.
- Marjorie Faulstich Orellana and Ann Phoenix. (2017). Re-interpreting: Narratives of childhood language brokering over time. *Childhood*, 24(2): 183-196. 0907568216671178.
- Marjorie Faulstich Orellana and Andrea Rodríguez-Minkoff. (2016). Cultivating linguistic flexibility in contexts of super-diversity. *International Journal of Sociolinguistics*, 24(1): 125-150.
- Valerie Kinloch, Joanne Larson, Marjorie Faulstich Orellana and Cynthia Lewis. (2016). Literacy, equity, and imagination: Researching with/in communities. *Literacy Research Association Yearbook*, 65 (1): 94-112.
- Angie Shu-Sha Guan, Afaf Nash and Marjorie Faulstich Orellana. (2015). Language brokering and social processes. *Journal of Multilingual and Multicultural Development*, 37(2): 150-166.
- Jennifer Reynolds, Marjorie Faulstich Orellana, and Inmaculada García Sánchez. (2015). In the service of surveillance: Immigrant child language brokers in parent-teacher conferences." *Language et société*, 3(153).
- Jennifer Reynolds and Marjorie Faulstich Orellana. (2014). Translanguaging within enactments of quotidian interpreter-mediated interactions. *Journal of Linguistic Anthropology*, 24(3): 315-338.
- Angie Guan, Patricia Greenfield, and Marjorie Faulstich Orellana. (2014). Translating into understanding: Language brokering and prosocial development in emerging adults from immigrant families. *Journal of Adolescent Research*, 29(3): 331-355.

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- Marjorie Faulstich Orellana and Sarah J. Johnson. (2012). Anchor babies and dreams deferred. *Encyclopaedia*, XVI (33), 71-87.
- Marjorie Faulstich Orellana, Danny C. Martínez, Clifford H. Lee, and Elizabeth Montaña. (2012). Language as a tool in diverse forms of learning, *Linguistics and Education*, 23: 373-387.
- H. Julia Eksner and Marjorie Faulstich Orellana. (2012). Shifting in the zone: Latina/o child language brokers and the co-construction of knowledge. *Ethos*, 40(2): 196-220.
- Marjorie Faulstich Orellana, Clifford Lee and Danny C. Martinez. (2011). More than just a hammer: Building linguistic toolkits. *Issues in Applied Linguistics*, 18(2).
- Inmaculada García Sánchez, Marjorie Faulstich Orellana and Megan Hopkins. (2011). Facilitating intercultural communication in parent-teacher conferences: Lessons from child translators. *Multicultural Perspectives*, 13(3): 148-154.
- Marjorie Faulstich Orellana. (2010). From here to there: On the process of an ethnography of language brokering. *mediAzioni*. 10. <http://mediazioni.sitlec.unibo.it>.
- Marjorie Faulstich Orellana and Jacqueline Dwarté. (2010). A different kind of head start: Response to the Early Literacy Panel Report. *Educational Researcher*, 39(4): 295-300.
- Paula Carbone and Marjorie Faulstich Orellana. (2010). Developing academic identities: Persuasive Writing as a tool to strengthen emergent academic identities. *Research in the Teaching of English*, 44(3): 292-316.
- Jennifer Reynolds and Marjorie Faulstich Orellana. (2009). New immigrant youth interpreting in white public space. *American Anthropologist*, 111(2): 211-223.
- Lisa Dorner, Marjorie Faulstich Orellana and Rosa Jiménez. (2008). "It's just something you do to help your family:" The development of immigrant youth through relationships and responsibilities. *Journal of Adolescent Development*. 23(5): 515-543.
- Ramón Martínez, Marjorie Faulstich Orellana, Mariana Pacheco and Paula Carbone. (2008). Found in translation: Connecting translating experiences to academic writing. *Language Arts*, 85(6): 421-431.
- Yvonne de la Peña and Marjorie Faulstich Orellana. (2008). An examination of Latino immigrant youths' out-of-school technology practices. *Psicología Escolar e Educacional (Educational and School Psychology Journal)*, 11:71-82.
- Marjorie Faulstich Orellana and Jennifer Reynolds. (2008). Cultural modeling: Leveraging bilingual skills for school paraphrasing asks. *Reading Research Quarterly*, 43(1): 48-65.
- Lisa Dorner, Marjorie Faulstich Orellana, & Christine P. Li-Grining. (2007). "I helped my mom and it helped me:" Translating the skills of language brokers into improved standardized test scores. *American Journal of Education*, 113(3): 451-478.
- Inmaculada García Sánchez and Marjorie Faulstich Orellana. (2006). The construction of moral and social identities in immigrant children's narratives-in-translation. *Linguistics and Education*, 17(3): 209-239.

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- Marjorie Faulstich Orellana and H. Julia Eksner. (2006). Power in cultural modeling: Building on the bilingual language practices of immigrant youth in Germany and the United States. *National Reading Conference Yearbook*, 55, 224-234.
- Marjorie Faulstich Orellana and Kris Gutiérrez. (2006). What's the problem, really? Constructing different genres. *Research in the Teaching of English*, 41(1): 118-123.
- Kris Gutiérrez and Marjorie Faulstich Orellana. (2006). The "problem" of English Learners: Constructing genres of difference. *Research in the Teaching of English*, 40(4), 502-507.
- Rosa Jiménez and Marjorie Faulstich Orellana. (2006) Journaling translations. *California English Teacher*.
- Marjorie Faulstich Orellana, Lisa Dorner and Lucila Pulido. (2003). Accessing assets: Immigrant youth as family interpreters. *Social Problems*, 50(5): 505-524.
- Marjorie Faulstich Orellana. (2003). Responsibilities of children in Latino immigrant homes. *New Directions for Youth Development: Understanding the Social Worlds of Immigrant Youth*, Winter (100), 25-39.
- Marjorie Faulstich Orellana and Philip Bowman. (2003). Cultural diversity research on learning and development. *Educational Researcher*, 32(5): 26-32.
- Marjorie Faulstich Orellana, Jennifer Reynolds, Lisa Dorner and María Meza. (2003). In other words: Translating or "para-phrasing" as a family literacy practice in immigrant households. *The Reading Research Quarterly*, 38(1): 12-34.
- Marjorie Faulstich Orellana, María Meza and Kate Pietsch. (2002). Mexican immigrant networks and home-school connections. *Practicing Anthropology*, 24(3): 4-8.
- Marjorie Faulstich Orellana, Karen Monkman, and Laurie MacGillivray. (2002). Coming out ahead vs. being on level: Parents and teachers in an urban immigrant community talk about success. *Center for the Improvement of Early Reading Achievement Technical Report Series #3-020*.
- Marjorie Faulstich Orellana. (2001). The work kids do: Mexican and Central American immigrant children's contributions to households and schools in California. *Harvard Educational Review*, 71(3): 366-389.
- Marjorie Faulstich Orellana, Barrie Thorne, Anna Chee, and Wan Shun Eva Lam. (2001). Transnational childhoods: The participation of children in processes of family migration. *Social Problems*, 48(4): 573-592.
- Sandra Pucci, Sharon Ulanoff, and Marjorie Faulstich Orellana. (2000). Se hace camino al andar: Reflections on the process of pre-service teacher inquiry. *Educators for Urban Minorities*, 1(20), 17-26.
- Marjorie Faulstich Orellana. (1999). Space and place in an urban landscape: Learning from children's views of their social worlds. *Visual Sociology*, 14, 73-89.

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Marjorie Faulstich Orellana, Lucila Ek, and Arcelia Hernández. (1999). Bilingual education in an immigrant community: Proposition 227 in California. *International Journal of Bilingualism and Bilingual Education*, 2(2), 114-130.

Marjorie Faulstich Orellana and Barrie Thorne. (1998). Year-round schools and the politics of time. *Anthropology and Education Quarterly*, 29(4), 1-27.

Marjorie Faulstich Orellana and Arcelia Hernández. (1998). Talking the walk: Children reading urban environmental print. *The Reading Teacher*, 52(6), 612-619. [Reprinted in Pamela A. Merson and Jeanne Shay Schuman (Eds.), *Promising Practices for Urban Reading Instruction*. New Jersey: Prentice Hall.]

Marjorie Faulstich Orellana. (1996). Negotiating power through language in classroom meetings. *Linguistics and Education*, 8, 334-365. (Earlier version appears as "Negotiating power: Critical literacy practices in a bilingual classroom" in *Resources in Education*. Washington, D.C.: ERIC Clearinghouse on Language and Linguistics.)

Michelle Commeyras, Marjorie Faulstich Orellana, Bruce Bertram, and Lori Neilsen. (1996). Why feminist theory and literacy research?: Four Responses. *Reading Research Quarterly*, 31(4): 458-468.

Marjorie Faulstich Orellana. (1996). ¡Aquí vivimos! Voices of Mexican and Central American participants in a family literacy project. *The Journal of Educational Issues of Language Minority Students*, 16: 115-130.

Marjorie Faulstich Orellana. (1995). Texts, talk, tasks, and take-up: Literacy as a gendered social practice in two bilingual classrooms. *Reading Research Quarterly*, 30(4): 674-708.

Marjorie Faulstich Orellana. (1994). Appropriating the voice of the superheroes: Three preschoolers' bilingual language uses in play. *Early Childhood Research Quarterly*, 9: 171-193. (Earlier version appears in *Resources in Education*. Washington, D.C.: ERIC Clearinghouse on Language and Linguistics.)

Edited Journals

Marjorie Faulstich Orellana, Ramón Martínez, and Danny C. Martínez (Eds.). (May, 2014). *Language Arts: Special Issue on Language Brokering*, 91(5). (Introduction: pp. 11-13).

Marjorie Faulstich Orellana, Danny C. Martínez and Jacqueline D'warte. (Eds.) (Fall, 2010). What's language got to do with it? *Center XX-change*. <http://centerx.gseis.ucla.edu/xchange-repository/current-issue-fall-2010>.

Sandra Liliana Pucci and Marjorie Faulstich Orellana. (Eds.) (2002). *Practicing Anthropology*, 24(3). (Special issue on Latinos in the Midwest.)

Book and handbook chapters

Marjorie Faulstich Orellana. (Forthcoming). With love and respect for young people: What I learned with and from Barrie about ethnographic approaches to the study of childhoods. In Oeur, F. B. and Pascoe, C. J. (Eds.) *Gender Replay: Reflections on Youth, Gender and Feminism*. New Brunswick, NJ: Rutgers University Press.

- Marjorie Faulstich Orellana and Krissia Martínez. (In press). A Day in the Life of a Language Broker. In E. T. Hamann, V. Zúñiga, & J. Sánchez García (Eds.), *What Mexican Teachers Need to Know About 'Educación Básica' in the United States*. City: Publisher?
- Janelle Franco, Andrea Minkoff and Marjorie Faulstich Orellana. (2020.) Learning to listen to multilingual kids: Merging theory and practice in pre-service teacher education. In Aquino-Sterling, C., Gort, M. and Flores, B. (Eds.) *Innovative Curricular and Pedagogical Designs in Bilingual Teacher Education: Bridging the Distance with P-12 Contexts*. Charlotte, North Carolina: Information Age Publishing.
- Sophia Ángeles, Lucas Lundbye Cone, Sarah Jean Johnson and Marjorie Faulstich Orellana. (2020). Cultivating cultural competence through undergraduate service learning in a play-based after school program. In Puckett, T., Lind, N. and Blessinger, P. (Eds.) *Cultural Competence in Higher Education*. (pp. 131-142). Bingley, UK: Emerald Press.
- Jennifer Reynolds and Marjorie Faulstich Orellana. (2019). Transliteracy practices by youth in new immigrant communities. In García Sánchez, I. & Orellana, M.F. *Everyday Learning: Leveraging Immigrant Youth Language and Culture in Schools*. (pp. 197-212). New York: Routledge.
- Marjorie Faulstich Orellana with Janelle Franco, Sarah Jean Johnson, G. Beatriz Rodríguez, Lilia Rodríguez and Andréa Rodríguez-Minkoff. (2019). Transforming teaching in multilingual communities: Towards a transcultural pedagogy of heart and mind. In Pacheco, M. and Morales, P. Z. *Transforming Schooling for Second Language Learners: Policies, Pedagogies and Practices*. (pp. 143-158). Charlotte, NC: Information Age Publishing.
- Marjorie Faulstich Orellana. (2017). Dialoguing across differences: The past and future of language brokering research. In Antonini, R., Cirillo, L., Rossato, L., and Torresi, I. (2017). *Non-professional Interpreting and Translation*. (pp. 65-80). Amsterdam: John Benjamins Publishing Company.
- Marjorie Faulstich Orellana. (2015). Culturally and linguistically appropriate practices for emergent bilinguals. In G. Valdés, K. Menken & M. Castro (Eds.) *Common Core and English Learners/Emergent Bilinguals: A Guide for All Educators* (pp. 82-83). Philadelphia, PA: Caslon Publishing.
- Bailey, Alison, and Marjorie Faulstich Orellana. (2015). Adolescent development and everyday language practices: Implications for the academic literacy of multilingual learners. In T. Boals, E. Sato, D. Molle & C. Hedgspeth (Eds.). (pp. 53-74). *Multilingual Learners and Academic Literacies: Sociocultural Contexts of Academic Literacy Development in Adolescents*. New York: Routledge.
- Marjorie Faulstich Orellana and Angie Shu-Sha Guan. (2015). Immigrant family settlement Processes and the work of child language brokers: Implications for child development. In Suárez-Orozco, C., Abo-Zena, M. and Kerivan Marks, A. (Eds.) *The Development of Immigrant-Origin Children and Youth: A Contextual Approach*. New York: New York University Press.
- Marjorie Faulstich Orellana and Gloria-Beatriz Rodríguez. (2013). When standards mean standardization: Where does innovation go? In Patrick Shannon (Ed.) *E/LA Common Core Standards: Compliments, Complexities and Concerns*. New Hampshire: Heinemann.

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- Marjorie Faulstich Orellana and Karisa Peer. (2013). Methods of early childhood literacy research. In Joanne Larson and Jackie Marsh (Eds.) *Handbook of Early Childhood Literacy* (pp. 633-651). Los Angeles, CA: SAGE.
- Marjorie Faulstich Orellana, Jennifer Reynolds and Danny Martínez. (2010). Cultural Modeling: Building on cultural strengths as an alternative to remedial reading approaches. In *Handbook of Reading Disabilities Research*. (pp. 273-278). New York: Routledge.
- Marjorie Faulstich Orellana. (2007). Moving words and moving worlds: Reflections from 'the middle.' In Cynthia Lewis, Elizabeth Moje and Patricia Enciso (Eds.) *Reframing Sociocultural Research on Literacy* (pp. 123-136). Mahwah, NJ: Lawrence Erlbaum.
- Marjorie Faulstich Orellana. (2006). "Qué Dice Aquí?" Building on the translating experiences of immigrant youth for academic literacies. In Robert Jiménez and Valerie Pang (Eds.) *Race, Ethnicity and Education*. (pp. 115-132). Praeger Press.
- H. Julia Eksner and Marjorie Faulstich Orellana. (2005). Liminality as linguistic process: Mediation and contestation by immigrant youth in Germany and the U.S. In Knörr, Jacqueline (Ed.) *Childhood and Migration: From Experience to Agency*. (pp. 175-206). Bielefeld & Somerset, N.J.: Transcript & Transaction Publishers.
- Cynthia García Coll, Barrie Thorne, Catherine Cooper and Marjorie Faulstich Orellana. (2004). From social categories to social process: "Race" and ethnicity in school-based research with children of immigrants. In Cooper, Catherine R., Garcia Coll, Cynthia, Bartko, Todd, Davis, Helen, and Céline Chapman (Eds.), *Hills of Gold: Rethinking Diversity and Contexts as Resources for Children's Developmental Pathways*. (pp. 241-262). Chicago, IL: University of Chicago Press.
- Barrie Thorne, Marjorie Faulstich Orellana, Wan Shun Eva Lam and Anna Chee. (2003). Raising children – and growing up – in transnational contexts: Comparative perspectives on generation and gender. In Hondagneu-Sotelo, Pierrette (Ed.) *Gender and U.S. Immigration: Contemporary Trends*. (pp. 241-262). Berkeley, CA: University of California Press.
- Marjorie Faulstich Orellana, Lucila Ek, and Arcelia Hernández. (2000). Proposition 227 and bilingual education in a transnational community. In Enrique Trueba and Lilia Bartolomé (Eds.) *Immigrant Voices: In Search of Pedagogical Reform*. (pp. 75-92). Boulder, CO: Rowman & Littlefield Publishers.
- Marjorie Faulstich Orellana. (1999). Good guys, 'bad' girls: Identity construction by Latina and Latino student writers. In Mary Bucholtz, A.C. Liang, and Laurel Sutton (Eds.) *Reinventing Identities: Social Categories in Language and Gender Research*. (pp. 582-592). New York: Oxford University Press. (Earlier version appears as "Good Guys, 'Bad' Girls: Gendered Identity Construction in a Writing Workshop." *Resources in Education*. Washington, D.C.: ERIC Clearinghouse on Teaching and Teacher Education, April, 1995.) Additional materials related to this work can be found at the *Reinventing Identities* website: http://www-english.tamu.edu/pers/fac/bucholtz/oslg/re-id/ch_03.html.
- Marjorie Faulstich Orellana. (1999). Language, play, and identity formation: Framing the issues. In Barbara Kamler (Ed.) *Constructing Gender and Difference: Critical Research Perspectives on Early Childhood*. (pp. 97-118). Cresskill, NJ: Hampton Press.

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Invited essays and introductions/forwards to edited volumes

Inmaculada García-Sánchez and Marjorie Faulstich Orellana. (2019). Everyday learning: Centering in school the language and cultural practices of young people from non-dominant backgrounds. In García Sánchez, I. & Orellana, M.F. (Eds.) *Everyday Learning: Leveraging Immigrant Youth Language and Culture in Schools*. (pp. 1-23). New York: Routledge.

Marjorie Faulstich Orellana. (2019). Research informing real dilemmas of practice in useful and compassionate ways. In Crawford, E. R. and Dorner, L. M. *Educational Leadership of Immigrants: Case Studies in Times of Change*. (pp. xxii-xxiii.) New York: Routledge.

Marjorie Faulstich Orellana. (2019). Forward. In Karen M. Magro and M. Honeyford (Ed.) *Transcultural literacies: Re-envisioning relationships in teaching and learning*. (pp. ix-x). Toronto, Ontario: Canadian Scholars Press.

Marjorie Faulstich Orellana. (2017). Literacy lives in transcultural times: Foreward. In Naqvi, R. & Rowsell, J.(Eds.) *Literacy Lives in Transcultural Times*. (pp. xiii-x). New York: Routledge.

Review essays, invited essays and book reviews

Marjorie Faulstich Orellana. (2019). Review of Words of Passage: National Longing and Imagined Lives of Mexican Migrants. *American Anthropologist*, 121(1): 274-275.

Janelle Franco and Marjorie Faulstich Orellana. (2016). Review of *Literacy, Place and Pedagogies of Possibility*, by Barbara Comber. *Journal of Early Childhood Literacy*, 17(1): 137-139.

Marjorie Faulstich Orellana. (2007). The socially transformative power of words. *Language Arts*. 85(2): 160-163.

Marjorie Faulstich Orellana. (2007). Review of *Language and Identity in a Dual Immersion School* by Kim Potowski. *Teachers College Record*.

Marjorie Faulstich Orellana and Ernest Morrell. (2006). Professional resources for teaching: Multimodalities. *Language Arts*, 84(1): 87-91.

Marjorie Faulstich Orellana and Lisa Dorner. (2003). Review of *Family Obligation and Assistance During Adolescence: Contextual Variation and Developmental Implications*, edited by Andrew J. Fuligni. *Contemporary Psychology*, 49(3): 281-283.

Marjorie Faulstich Orellana. (1998). Review of *Just Girls: Hidden Literacies and Life in Junior High*, by Margaret J. Finders. *Journal of Literacy Research*, 30(1): 177-179.

Marjorie Faulstich Orellana and Barrie Thorne. (1997). Review of *Race in the Making: Culture and the Child's Construction of Human Kinds*, by Lawrence A. Hirschfeld. *American Journal of Sociology*, 103(2): 501-503.

Marjorie Faulstich Orellana. (1997). Review of *Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools*, by Guadalupe Valdés. *Contemporary Sociology*, 26(2): 209-210.

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Marjorie Faulstich Orellana. (1995). Forging the road together: Furthering dialogues against stupidification." Review essay in response to *Literacies of Power: What Americans Are Not Allowed to Know*, by Donaldo Macedo. *The Review of Education/Pedagogy/Cultural Studies*, 17(4): 457-464.

Marjorie Faulstich Orellana. (1993). "Thoughts on theory, practice, and the practice of theorizing." Review essay in response to *Sociolinguistics and Literacies: Ideology in Discourses*, by James Gee. *The Review of Education*, 15: 323-326.

Marjorie Faulstich Orellana. (1993). "Struggling for the 'bi' in bilingual education." Review essay in response to *Pedagogy and the Struggle for Voice: Issues of Language, Power, and Schooling for Puerto Ricans*, by Catherine E. Walsh. *The Review of Education*, 15: 203-206.

Public commentaries

Personal blogspot: immigrantyouthlanguage.com. (Also accessed as marjoriefaulstichorellana.com.)

Marjorie Faulstich Orellana, Priscilla Liu and Sophia Ángeles. (October, 2020). "Living and Learning under a Global Pandemic." <https://fact-covid.wixsite.com/study/post/living-and-learning-under-a-global-pandemic-lessons-from-diverse-u-s-households>.

Marjorie Faulstich Orellana. (2018, July 12). "Karma, Interconnectedness, and the Immigrant Crisis." Common Dreams. <https://www.commondreams.org/views/2018/07/12/karma-interconnectedness-and-immigrant-crisis>.

Marjorie Faulstich Orellana. (2017, December 6). "A Different Kind of Word Gap." Huffington Post. https://www.huffingtonpost.com/marjorie-faulstich-orellana/a-different-kind-of-word-_b_10030876.html.

Marjorie Faulstich Orellana. (2017, October 26). "In Defense of Love and Education." Huffington Post. https://www.huffingtonpost.com/entry/in-defense-of-love-and-education_us_59f2489be4b05f0ade1b55ea.

Inmaculada García Sánchez and Marjorie Faulstich Orellana. (2017, March 8). "Mi Casa (Blanca) No es Su Casa (Blanca)." Huffington Post. https://www.huffingtonpost.com/entry/mi-casa-blanca-no-es-su-casa-blanca_us_58bf93bde4b0a797c1d39702.

Marjorie Faulstich Orellana. (2013, May 13). "The Pain of Others." Huffington Post. http://www.huffingtonpost.com/marjorie-faulstich-orellana/feeling-mothers-pain-on-m_b_3258189.html.

Marjorie Faulstich Orellana. (2013, April 15). "Organized Acts of Kindness." http://www.huffingtonpost.com/marjorie-faulstich-orellana/organized-acts-of-kindnes_b_3077688.html.

Marjorie Faulstich Orellana. (2013, January 30). "Our Debt to Guatemalans: A Chance for Attonement." http://www.huffingtonpost.com/marjorie-faulstich-orellana/guatemala-history_b_2577293.html.

Marjorie Faulstich Orellana. (2012, June 20). "Obama's 'Deferred Action' for Undocumented Youth: A Privilege or What is Right?" http://www.huffingtonpost.com/marjorie-faulstich-orellana/obama-immigration-dream-act_b_1610941.html.

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- Marjorie Faulstich Orellana. (2012, April 24). "A Lesson in Adult Education." http://www.huffingtonpost.com/marjorie-faulstich-orellana/a-lesson-in-adult-educat_b_1447076.html.
- Marjorie Faulstich Orellana. (2011, October 3). "When Shackling Pregnant Women is OK." http://www.huffingtonpost.com/marjorie-faulstich-orellana/reflections-on-labor-day_b_953270.html.
- Marjorie Faulstich Orellana. (2011, September 12). "Reflections on Labor Day." http://www.huffingtonpost.com/marjorie-faulstich-orellana/reflections-on-labor-day_b_953270.html.
- Marjorie Faulstich Orellana. (2011, August 25). "Valuing Both Breadth and Depth in Language Education." http://www.huffingtonpost.com/marjorie-faulstich-orellana/valuing-both-breadth-and-_b_935654.html.
- Marjorie Faulstich Orellana. (2011, August 17). "Bilingual Youth: The Language Demands of a Globalized Future." http://www.huffingtonpost.com/marjorie-faulstich-orellana/bilingual-youth-language_b_929865.html.
- Marjorie Faulstich Orellana. (2010, June 17). "On Civil Discourse in On-Line Forums: Learning From Immigrant Youth." *Huffington Post*. http://www.huffingtonpost.com/marjorie-faulstich-orellana/on-civil-discourse-in-onl_b_609717.html.
- Marjorie Faulstich Orellana. (2010, May 21). "Recognizing the Human Rights of Immigrant Children." *Huffington Post*. http://www.huffingtonpost.com/marjorie-faulstich-orellana/recognizing-the-human-rig_b_582653.html.
- Marjorie Faulstich Orellana. (2010, May 7). "Stigmatizing Children: The True Cost of Arizona's Immigration Law." *Huffington Post*. http://www.huffingtonpost.com/marjorie-faulstich-orellana/stigmatizing-children-the_b_568129.html.

Textbook material

Preparation of draft material for the chapter on Language, Cognition, and Culture in M.K. Dembo. (1993). *Applying Educational Psychology in the Classroom*. New York: Longman Publishing Group.

Other publications

Marjorie Faulstich Orellana and Ofelia García. (2014). Language brokering and translanguaging in school. *Conversation Currents, Language Arts*, 91 (5): 386-392.

Marjorie Faulstich Orellana. (2007). Unpacking Immigration. *Interactions: UCLA Journal of Education and Information Studies* Vol. 3, Issue 2, Article 2. <http://repositories.cdlib.org/gseis/interactions/vol3/iss2/art2>. Reprinted in *Teaching Diversity*, 3, Fall, 2007, 1-3.

Lisa Dorner and Marjorie Faulstich Orellana. (2006). Children and immigration. In J. Loucky, J. Armstrong, and L. Estrada (Eds). *Immigration in America Today: An Encyclopedia*. Westport, CT: Greenwood Publishing Group.

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Marjorie Faulstich Orellana. (1995). Saliéndose con la suya: Literacy, gender and choice in a bilingual classroom. In Mary Bucholtz, A.C. Liang, Laurel Sutton, & Caitlin Hines. *Cultural Performances: Proceedings of the Berkeley Women and Language Conference*. Berkeley, CA: Berkeley Women and Language Group.

Marjorie Faulstich Orellana. (1993). Border pedagogy. *Voices: The UCLA Graduate Journal of Critical Analysis in Education*, 2(2): 3-4.

Under Review

Krissia Martínez, Marco Murillo, Marjorie Faulstich Orellana and Michael Rodríguez. Beyond the doctor's office: Child language brokers helping mediate health information in diverse contexts and everyday life. *Journal of Immigrant Health*.

Manuscripts in Preparation

Disa Bergnehr, Humera Iqbal, Sadiyya Haffejee, Marjorie Faulstich Orellana, Ana Vergara, Laura Darcy, Charlotte Fairclough, Anita Mwanda, Thandi Simelane, Annelie Sundler and Katherine Twamley. (Forthcoming: Accepted for a special issue on Children and young people's perspectives on and experiences of COVID-19 in Global contexts.) Children's social relationships during Covid-19 in comparative perspective: Explorations from Chile, South Africa, Sweden, the United Kingdom and the United States. *Children and Society*.

Inmaculada García Sánchez and Marjorie Faulstich Orellana. (Forthcoming). Negotiating Interculturality from the Margins: Translinguistic Practices as Affective Labor in Immigrant Child Language Brokering.

Marjorie Faulstich Orellana, Inmaculada García Sánchez and Gabrielle Oliviera. (Forthcoming). Migrant children's everyday learning in home and community contexts. In Devine, D., Pinson, H. and Bunar, N. (Eds.) *International Handbook on Migration and Education*. Edgar Edwards Publishing.

Marjorie Faulstich Orellana, Priscilla Liu and Sophia Ángeles. (Forthcoming). The danger of a single story: The unequal impact of a global pandemic on diverse U.S. households. In Twamley, K., Fairclough, C., and Iqbar, H. (Eds.). *Family Life in the Time of COVID International Perspectives*. London, UK: University College London Press.

Marjorie Faulstich Orellana and Mara Mahmoud (Eds.) (In preparation). *Learning in Co-Motion: University Community Partnerships Around the World*.

Marjorie Faulstich Orellana, Priscilla Liu and Sophia Ángeles. (In preparation). Living and learning under a global pandemic: Lessons from diverse U.S. households.

Marjorie Faulstich Orellana. (In preparation). Between home and school: Immigrant children making home in an urban after-school program.

Marjorie Faulstich Orellana, Sophia Ángeles and Kath Bach. (In preparation). Seeing theory in practice, and deepening theory through practice: Undergraduate learning in a community engagement course.

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Priscilla Liu, Marjorie Faulstich Orellana and Sophia Ángeles. (In preparation). “The home has become everything: The home has been church; The home has been school; The home has been restaurants.” Everyday family practices during the COVID-19 pandemic.

Lilia Rodríguez, Marjorie Faulstich Orellana, Janelle Franco, Sarah Jean Johnson and Krissia Martínez. (In preparation). Beauty salons, banks, “free” stores, and jails: Kids imagining social worlds.

Andrea Rodríguez-Minkoff, Marjorie Faulstich Orellana, Gloria-Beatriz Rodríguez, Michael Oshiro Taylor Johnson and Inmaculada García-Sánchez. (In preparation). “What language are you?” Children racing and erasing identities in a linguistic contact zone.

GRANTS FUNDED

Marjorie Faulstich Orellana (PI). “Re-imagining social futures: Learning from diverse household experiences in a global pandemic.” *Spencer Foundation*. June 2020 – December 2021. \$50,000.

Marjorie Faulstich Orellana (PI). “Re-imagining social futures: Lessons from diverse household experiences during a global pandemic.” *Social Science Research Council*. \$5,000.

Marjorie Faulstich Orellana. (PI). “Learning Kindness: Everyday Family Life and Learning during the COVID-19 Pandemic.” *Bedari Kindness Institute, UCLA*. \$10,000.

Marjorie Faulstich Orellana (PI). “Language, Learning and Love in an After-school Club.” *UCLinks*. 2012-18. \$25,000/year.

Marjorie Faulstich Orellana. “Language Broker Narratives.” UCLA Academic Senate. 2016. \$10,000.

Deborah Glick, Nedra Weinreich, Mary Sue Heileman and Marjorie Faulstich Orellana (co-PIs). “Workshop Series on Transmedia for Public Health and Social Good.” *UCLA, Office of Interdisciplinary and Cross Campus Affairs*. 2013-14. \$2500.

Marjorie Faulstich Orellana and Michael Rodriguez (co-PIs). “Immigrant Youth as Family Health Brokers.” *UCLA Transdisciplinary Seed Grant*.” 2013-14. \$25,000.

Marjorie Faulstich Orellana (PI). “The Transcultural Competencies of Immigrant Youth.” *The Spencer Foundation*. 2012-13. \$50,000.

Marjorie Faulstich Orellana (PI). “Who is X? Seeing, Hearing, and Naming Race in an After-school Program.” *Center for New Racial Studies, University of California*. \$8,000.

Marjorie Faulstich Orellana (PI). “Transcultural Competencies in an After-School Learning Club.” *UCLinks*, 2011-2013. \$50,000.

Marjorie Faulstich Orellana (PI). “The Cultivation of Transcultural Competencies in an After-School Program Serving Immigrant Youth.” *UCLA Academic Senate and Community Partnership Program*. 2009-2010. \$10,000.

July 2021

Marjorie Faulstich Orellana (PI). "Adult Child Language Brokers and Perspective Taking Skills." *UCLA Academic Senate*. 2010-11. \$8000.

Marjorie Faulstich Orellana (PI). "Teachers' Views of Urban Students' Linguistic Competencies." *UCLA Academic Senate and Community Partnership Program*. 2009-2010. \$10,000.

Marjorie Faulstich Orellana (PI). "Bilingual Youths' Everyday Language Practices as Resources for Academic Language Development." *Spencer Foundation*. September, 2008-August, 2009. \$40,000.

Marjorie Faulstich Orellana (PI). "Urban Youth Inquiries on Language and Literacy." *UCLA Academic Senate and Community Partnership Program*. 2008-2009. \$20,000.

Marjorie Faulstich Orellana (PI). "Assessing Children's Transcultural Skills." *UCLA Academic Senate*. 2007-2008. \$10,000.

Marjorie Faulstich Orellana and Rashmita Mistry (co-PIs). "Measuring the Transcultural and Metalinguistic Skills of Bilingual Youth in "Contact Zones." *Linguistic Minority Research Institute*. March, 2007. \$20,000.

Marjorie Faulstich Orellana (PI). "Culture and Development of Immigrant Family Language Brokers." Culture, Brain and Development Program, UCLA. March, 2006. \$4300.

Marjorie Faulstich Orellana (PI). "Leveraging Bilingual Youths' Translation Experiences for School Literacy Tasks." Linguistic Minority Research Institute. March, 2005. \$20,000.

Marjorie Faulstich Orellana (PI). "Children's Responsibilities as Family Translators." William T. Grant Foundation. January, 2004. \$20,500.

Marjorie Faulstich Orellana (PI). "Constructing Community Partnerships for Research." UCLA Faculty Grants Program. July, 2004. \$2000.

Marjorie Faulstich Orellana (PI). "Bilingual Education Program Development and Implementation." Seed Grant for Research on Language, Culture and Cognition, Cognitive Science Program, Northwestern University. May, 2001. \$3000.

Marjorie Faulstich Orellana (PI). "Latino Children as Family Translators: Links to Literacy." National Institute of Child Health and Human Development. September, 2000. Grant # 1-R03-HD39510-01. \$147,000.

Minority supplement grant for María Meza. National Institute of Child Health and Human Development. February, 2001. Supplement to Grant # 1-R03-HD39510-01. \$31,022.

Marjorie Faulstich Orellana (PI). "Language Brokering: Bridging the Home and School Literacy Practices of Immigrant Children." International Reading Association Elva Knight Research Grant. May, 2000. \$5000.

Marjorie Faulstich Orellana (PI). "Language Brokering: Bridging Home and School for Latino Immigrant Children." December, 1999. University Research Grants Committee, Northwestern University. \$5000.

July 2021

INVITED TALKS, WORKSHOPS AND KEYNOTE PRESENTATIONS

- “Mindful Ethnography.” Invited talks, University of Massachusetts, Amherst. Fall 2020 and Spring 2021.
- “Storying Community-Engaged Research: Mind, Heart and Activity.” Keynote: National Council of Teachers of English Research Assembly. Nashville, TN, February 2020.
- “Immigrant Child Language Brokering: A Ten-Year Retrospective.” Keynote: Seminar on Children’s Mediating Role and Challenges in Refugee and Migrants’ Everyday Life, Center for Migration and Education, Aarhus University, Copenhagen, November 25, 2019.
- “Learning from Immigrant Youth: Language Brokering and Transcultural Perspective Taking.” Invited talk, Developmental Psychology Laboratory, UCLA, November 6, 2019.
- “Learning from Immigrant Youth: Language Brokering in a Time of Cultural Polarization.” Invited talk, Brown University, October 25, 2019.
- “Between home and school: Immigrant children making home in an urban after-school program.” Keynote talk at *Home Matters*, University of Helsinki, Finland, June 1, 2018.
- “Lengua, aprendizaje y amor: El aprender con y de los jóvenes transculturales, transnacionales y translingüísticos.” Keynote at the Simposio InterAmericano, University of Texas, El Paso, September 2017.
- “Toward transcultural understanding in polarized times: Learning from immigrant youth.” Invited plenary panel. *Society for the Study of Psychological Anthropology*. New Orleans, LA, March 8, 2017.
- “Translating translation skills into academic literacies.” Invited lecture and interactive panel discussion on meeting the needs of students in a multilingual classroom: Linking theory to practice. University of Calgary, Alberta, Canada. December 5, 2016.
- “Found in Translation” (with Danny C. Martínez, Ramón Martínez, Cliff Lee, and Elizabeth Montaña). Invited Presidential Session at the American Educational Research Association, Chicago, IL, April, 2015.
- “Re-imagining Pedagogies to Cultivate Transculturality.” Invited talk at the *Reimagining Pedagogies for a Transcultural Cosmopolitan World* conference, University of Calgary, Alberta, Canada. April 10-13, 2015.
- “The Transcultural Competencies of Immigrant Youth: Lessons for a Globalized Future.” Invited Presidential Session at the American Educational Research Association, Philadelphia, PA, April 2014.
- “Moving Words and Worlds: Beyond Reading Comprehension.” Invited session at the American Educational Research Association, Philadelphia, PA, April 2014.
- “Dialoguing Across Differences: The Past and Future of Language Brokering Research.” Invited keynote address at the First International Conference on Natural Translation, Forli, Italy, May 17-18, 2012.

July 2021

- “(E)racing and Embracing Language in Urban Contexts of Super-Diversity.” Invited paper at the Center for Race, Ethnicity and Language Inaugural Meeting, Stanford University, May 2-3, 2012.
- “Cultivando las Destrezas Transculturales de los Jovenes Bilingües en los Estados Unidos.” Invited talks at the University of San Carlos, Guatemala, in Guatemala City (March 21, 2012) and Antigua (March 24, 2012).
- “Work, Play, Learning or Development? Researching Children in Schools, Homes and Communities.” Researching Children, Global Childhoods and Education. City University of New York, March 24-26, 2011.
- “Seeing, Hearing, and Supporting the Linguistic Virtuosity of Immigrant Youth.” Keynote address, Qualitative Research Conference, University of St. Louis, Missouri, March 3, 2011.
- “Immigrant Child Language Brokering and the Cultivation of Transcultural Dispositions.” Department of Education, University of California, Santa Cruz, November 12, 2009.
- “Repertoires of Linguistic Practice.” Keynote address, With Different Eyes Conference, UCLA, November 7, 2009.
- “Immigrant Youth’s Contributions to Families and Society and Language and Culture Brokers.” World Culture Forum, Western Washington University, Bellingham, WA, November 4, 2009.
- “Working with Video in Research with Children.” All-day workshop, University of Missouri, St. Louis, October 26, 2009.
- “(Im)migrant Youth Translators and the Development of Transcultural Skills. Northwestern University, October 22, 2009.
- “Translating Childhoods: Immigrant Youth as Language and Culture Brokers.” Sydney University, Sydney, Australia, July 2, 2009.
- “Immigrant Youth as Language Brokers: Leveraging Transcultural Repertoires.” Technical University of Queensland, Queensland, Australia, June 29, 2009.
- “From the Borderlands to the Center: Migrant Youth, ‘Mixed’ Contexts and the Development of Transcultural Skills.” Keynote presentation, Migration and Memories Conference, University of London, London England, May 9, 2009.
- Study Day on Language Brokering. Università di Bologna, Bologna, Italy. November 2008.
- Preconference workshop on Intent Participation led by Barbara Rogoff. International Society for Cultural and Activity Research, San Diego, CA. September 2008.
- “Life Lessons.” Invited talk for the Last Lecture Program, Office of Residential Life, UCLA. May 2008.

July 2021

“Translating as a Family Literacy Practice in Central American and Mexican Immigrant Households in Los Angeles.” Invited talk for the Latin American Immigrants and Mobile Communities in the United States Teacher Professional Development Workshop, UCLA, May, 2007.

Workshop leader and invited speaker for a pre-conference workshop on Culture and Development at the Annual Meetings of the American Educational Research Association, Chicago, IL, April 2007.

“The Development of Immigrant Youth Through Relationships and Responsibilities.” Invited talk at the Relationships Group lunch series, April, 2007.

“Vygotsky Meets the New Sociology of Childhoods: Thinking about Children and Development through the Experiences of Child Language Brokers.” Invited talk for the Culture, Brain and Development program, January, 2007.

“Leveraging Bilingual Skills for Literacy Development.” Invited talk for Project Literacy, UCLA, February 2007.

“Leveraging Bilingual Skills for Academic Language Development.” Invited talk at the Bilingual Education Conference, United Teachers of Los Angeles, March, 2007.

“Diálogo de Costa en Costa.” Invited guest on the live radio show, “Cuando el niño se convierte en traductor de la familia.” (*When a Child Becomes a Family Translator*). October 5, 2005.

“Using Immigrant Youths’ Translating Skills to Build Academic Literacies.” Invited talk for the UCLA Writing Project, July 21, 2005.

“Translating as a Family Literacy Practice in Immigrant Households.” Keynote presentation at the Linguistic Minority Research Institute, Santa Barbara, California (May 8, 2004).

“Children’s Work as Translators in Immigrant Households.” Paper presented at the Economic Sociology Workshops, Princeton University, Princeton, New Jersey. (March 8, 2004). Co-sponsored by Princeton’s Center for Migration and Development and the Center for Child Well Health.

SELECTED CONFERENCE PRESENTATIONS

“Playing with language, languaging play: Translanguaging practices in a new immigrant after-school program.” Paper presented at the American Educational Research Association, Philadelphia, PA, April 2014.

“From the 3Rs to the 3Ls: Language, Literacy and Love in Response to a Regime of Regimentation” (with Gloria-Beatriz Rodriguez). Literacy Research Association Annual Meeting, Dallas, Texas, December, 2013.

“What Do We Know About Child Language Brokering? Implications for Children of Deaf Adults.” Critical Links 7 Conference, Toronto, CA, June 20, 2013.

“The Translanguaging Competencies of Immigrant Youth in Situations of Super-Diversity.” American Educational Research Association, San Francisco, CA, April 2013.

July 2021

- “Transliteracy Practices of Immigrant Youth in New Immigrant Communities.” Urban Multilingualism Conference, Ghent, Belgium, March, 2013.
- “Leveraging Translation for Writing and the Expansion of Linguistic Repertoires.” (with Danny C. Martínez and Elizabeth Montaña). *Literacy Research Association*, San Diego, CA, November 2012.
- “Immigrant Child Language Brokering and the Cultivation of Transcultural Dispositions.” Annual Meeting of the American Educational Research Association, Vancouver, BC, April 2012.
- “Metalinguistic Awareness: Expanding Repertoires of Practice by Building on Students’ Linguistic Strengths” (with Danny Martínez, Jacqueline D’warte and Elizabeth Montaña). National Council of Teachers of English Midwinter Research Assembly, Los Angeles, CA, February 2009.
- “Transformations through Translation: Learning, Development, and the Practice of Immigrant Child Language Brokering.” International Society for Cultural and Activity Research, San Diego, CA, September 8-13, 2008.
- “Developing academic identities: Persuasive writing as a tool to strengthen emergent academic identities” (with Paula Carbone). Paper presented at the Annual Meetings of the American Educational Research Association, New York, NY, March 2008.
- “Immigrant Youth as Linguistic and Cultural Brokers in Parent-School Interactions.” Paper presented at the International Conference on Ethnography and Education, Barcelona, Spain, September, 2007.
- “Translating Voices: Leveraging Students’ Audience Awareness Skills for Academic Writing” (with Ramón Martínez). Paper presented at the Annual Meetings of the American Educational Research Association, Chicago, IL, April 2007.
- “Chican@ Youths’ Voices ‘in Translation’ on Immigrant Rights” (with Ramón Martínez). Annual Meetings of the Pacific Coast Council on Latin America, Los Angeles, CA, November 3, 2007.
- “Transculturations: Language and Literacy Brokering by the Children of Immigrants.” Paper presented at the Annual Meetings of the American Educational Research Association, San Francisco, CA, April, 2006.
- “Vygotsky Meets the Sociology of Childhoods: Immigrant Family Language Brokering in Zones of Proximal Development. Paper presented at the Annual Meetings of the American Educational Research Association, San Francisco, CA, April, 2006.
- “Leveraging Language Brokering Experiences for Academic Language Development.” Presentation at the University Elementary School Bilingual Education Conference (with Ramón Martínez, Rosa Jiménez, and Mariana Pacheco). UCLA, November 5, 2005.
- “Using Immigrant Youths’ Translating Skills to Build Academic Literacies” (with Paula Carbone, Rosa Jiménez and Ramón Martínez). Workshop presented at the With Different Eyes Writers Workshop Conference, UCLA. November 5, 2005.

July 2021

- “Agency and Identity In and Out of School: Adolescent Cultural Practices and their Implications for Learning” (with Lisa Dorner and Rosa Jiménez). Paper presented at the Annual Meetings of the American Educational Research Association, Montreal, PQ, April 2005.
- “In Their Own Words: Literacy Brokering or ‘Para-phasing’ by Immigrant Youth in the United States.” Presentation at the Language Brokering Conference, Manchester, UK, March, 2005.
- “Immigrant Child Translators and the Social Meaning of Numbers.”(with Andrew Brantlinger.) Paper presented at the Annual Meetings of the American Educational Research Association, San Diego, California, April, 2004.
- “I Helped My Mom” and It Helped Me: Translating Bilingual Skills into Improved Standardized Test Scores” (with Lisa Dorner and Christine Li-Grining). Paper presented at the Annual Meetings of the American Educational Research Association, Chicago, IL (April, 2003).
- “Power in Translation: Building on Bilingual Students’ Translating Experiences for School Literacy Tasks.” Paper presented at the Annual Meetings of the National Council of Teachers of English, Atlanta, GA, November 24, 2002.
- “Latino Adolescent Family Interpreters: Accessing Assets, Ascribing Identities” (with Lisa Dorner and Lucila Pulido). Paper presented at the Annual Meetings of the American Sociological Association, Chicago, IL, August 2002.
- “Lessons from Cross-Cultural Border Crossing: Cross-Disciplinary Conversations in the Academy” (with Kimberley Williams). Paper presented at the Annual Meetings of the American Educational Research Association, New Orleans, LA, April 2, 2002.
- “Team Ethnography: The Benefits and Challenges of Multiple Collaborations” (with Lisa Dorner, Kimberley P. Williams, Erica Rosenfeld, María Meza, Nicole Wong, Lucila Pulido, Lauren Hersh, Nancy Randall and Jennifer Reynolds). Paper presented at the Annual Meetings of the American Educational Research Association, New Orleans, LA, April 2, 2002.
- “Exploring the Translating Experiences of Bilingual Adolescents: Of the Kids, For the Kids, and By the Kids” (with Erica Rosenfeld and Lucila Pulido). Paper presented at the Annual Meetings of the American Educational Research Association, New Orleans, LA, April 2, 2002.
- “Researching the Language and Literacy Practices of Latino Students” (with Kimberley Williams, Erica Rosenfeld, Lisa Dorner, Jennifer Reynolds, María Meza, Lucila Pulido, Nicole Wong and Lauren Hersh). Roundtable discussion at the National Council of Teachers of English Research Assembly Midwinter Conference, New York, NY, February 20-22, 2002.
- “Reciprocal Socialization: How Bilingual Daughters Influence and Support Their Immigrant Mothers” (with Lisa Dorner, María Meza, and Lucila Pulido). Poster session at the Society for the Study of Human Development, October 2001, Ann Arbor, Michigan.
- “Whose Voice is it Anyway?: Problematizing the Notion of the ‘Latino Student Voice’” (with Erica Rosenfeld). Paper presented at the American Educational Research Association, Seattle, WA, April 9-13, 2001.

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- “Home-School Connections and Mexican Immigrant Family Networks” (with Kate Pietsch and María Meza). Paper presented at the American Educational Research Association, Seattle, WA, April 9-13, 2001.
- “Inquiring Voices: A Case Study of Latino Students in an Urban Middle School Science Classroom” (with Kimberley Williams). Paper presented at the American Educational Research Association, Seattle, WA, April 9-13, 2001.
- “Bridging Discourse Communities: Latino Students’ Engagement with Science Literacy, School Literacy, and Home Literacy Practices in the Midwest” (with Kimberley Williams and Erica Rosenfeld). Round table discussion at the National Council of Teachers of English Midwinter Research Assembly, February 9-11, 2001.
- “Mediating Mediation: Immigrant Children as Language Brokers or ‘Para-phrasers.’” Paper presented at the National Reading Conference, Scottsdale, AZ, November 30, 2000.
- “Leveraging the Language Skills of Immigrant Children for Literacy Learning in School” (with Maria Meza). Paper presented at the National Council of Teachers of English, Milwaukee, WI, November 17, 2000.
- “Children as Language Brokers: Implications for Literacy Learning in School?” Paper presented at the Annual Meetings of the American Educational Research Association, New Orleans, LA, April 24-28, 2000.
- “Who’s Accessing Whose Literacies? The Children of Immigrants in California.” Round table discussion at the Annual Meetings of the American Educational Research Association, New Orleans, LA, April 24-28, 2000.
- “Transnational Families and the Negotiation of Childhood” (with Barrie Thorne). Paper presented at the Annual Meeting of the American Sociological Association, Chicago, IL, August 6-10, 1999.
- “Translating Citizenship: Child Language Brokers in Immigrant Families” (with Wan Shun Eva Lam). Paper presented at the Annual Meeting of the Society for the Study of Social Problems, Chicago, IL, August 5-7, 1999.
- “Niños inmigrantes de Centro-America en California: Conociendo Sus Mundos Sociales Atraves de los Medios de Alfabetización.” Talk given at the Second International Literacy Conference, Guatemala City, Guatemala, February 16-19, 1999.
- “Parents and Teachers Talk about Literacy and Success” (with Karen Monkman and Laurie MacGillivray). Paper presented at the National Reading Conference, Austin, TX, December 3-5, 1998.
- “Transnational Childhoods: The Deployment, Development, and Participation of Children in Family Migration Projects” (with Barrie Thorne). Paper presented at the World Congress of Sociology, Montreal, PQ, July 1998.

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- “Proposition 227 and Bilingual Education in an Immigrant Community” (with Lucila Ek and Arcelia Hernández). Paper presented at the Annual Meeting of the Educational Research Association, San Diego, CA, April, 1998.
- “Exploring Immigrant Children’s Identity Construction through Pictures, Maps and Stories” (with Anna Chee). Poster session at the Annual Meeting of the Educational Research Association, San Diego, CA, April, 1998.
- “Fostering emergent literacy in a bilingual preschool setting” (with Laurie MacGillivray, Robert Rueda, and David Yaden). Roundtable discussion at the National Council of Teachers of English Research Assembly Midwinter Conference, Los Angeles, CA, February 20-22, 1998.
- “Los Niños Inmigrantes de Pico Union: Sus Vidas Diarias y Visiones del Futuro” (with Lucila Ek and Arcelia Hernández). Talk given at the Jornada Pedagógica Internacional para la Educación Bilingüe,” Loyola Marymount University, November 22, 1997.
- “The Transglobalization of Childhoods: Immigrant Children in Los Angeles” (with Barrie Thorne and Wan Shun Eva Lam). Paper presented at Urban Childhood: An International, Interdisciplinary Conference, Trondheim, Norway, June 9-12, 1997.
- “Central American Immigrant Children’s Views of Los Angeles.” Talk given at the Central American Educational Conference (Central Americans in the U.S.: Building the Future through Education). Loyola Marymount University, Los Angeles, May 24, 1997.
- “Brokering Home-School Relationships: The Role of Community Workers” (with Jill Denner and Catherine Cooper). Paper presented at the Annual Meeting of the Educational Research Association, Chicago, Illinois, March, 1997.
- “‘I’m the mother and you’re the son:’ The Realities of the Socially Constructed Categories of Ethnicity and Gender” (with Laurie MacGillivray). Paper presented at the National Reading Conference, December, 1996.
- “Investigaciones Sobre Impedimentos en la Comunidad Latina.” Talk given at the Fiesta Educativa Conference. University of Southern California, May 19, 1995.
- “Good Guys and “Bad” Girls: Identity Construction in a Writing Workshop.” Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April, 1995.
- “Gendered Journals.” Poster session at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April, 1995.
- “Contextualizing Gender in the Classroom: Merging Critical Discourse Analysis with Activity Theory.” Round table discussion at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April, 1995.
- “Pico Union ¡Presente!: Immigrant Families Speak Up.” Paper presented at the Comparative and International Education Conference, University of California, Los Angeles, November, 1994.

July 2021

"Vivimos Aquí: Voces de Familias Mexicanas y Centroamericanas en la Ciudad de Los Angeles." Talk given at the First Conference on the Education of Central American Children in North American Schools, California State University, Los Angeles, 1994.

"Saliéndose con la Suya: Gender, Literacy, and "Choice" in Two Bilingual Classrooms." Paper presented at the Berkeley Women and Language Conference, University of California, Berkeley, April, 1994.

"Negotiating Power: Critical Literacy Practices in a Bilingual Classroom." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April, 1994.

"Literacy as a Gendered Social Practice in Two Bilingual Classrooms." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April, 1994.

"Superhuman Voices: Popular Culture's Influence on Young Children's Bilingualism (Follow-up report)." Poster session at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 4, 1994.

"The Voice of Superheroes." Paper presented at the Annual Meetings of the American Anthropological Association, San Francisco, CA, December, 1992.

"It's Kinda' Like Guys Talking about Cars: Gender Issues in Higher Education." Paper presented at the Comparative and International Education Society, Stanford University, November, 1992.

"Appropriating the Voice of the Superheroes." Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages, Vancouver, B.C., Canada, March, 1992.

"Approaches to Un-tracking." Invited talk given at Social and Political Perspectives On Bilingual Education, conference sponsored by United Teachers of Los Angeles, 1992.

"Rethinking Pedagogy: Language, Culture, and Instruction." Invited talk given at The Legacy of Columbus, conference sponsored by the Los Angeles Human Rights Coalition, Los Angeles, 1991.

TEACHING CREDENTIALS AND CERTIFICATES

California Professional Clear Multiple Subject Credential; Bilingual/Cross-Cultural Emphasis (Spanish). Coursework at California State University, Los Angeles, 1984-1986.

Bilingual Certificate of Competence, 1985.

PROFESSIONAL AFFILIATIONS

American Educational Research Association; American Anthropological Association, Council on Anthropology and Education; Literacy Research Association; National Council of Research on Language and Literacy, Phi Beta Kappa Society.

PROFESSIONAL SERVICE

University Committees and Service

July 2021

Associate Director of the Center for the Study of International Migration, UCLA, 2015-present.

Founding Director, Bruin Club, 2010-present.

Director or Co-Director of Faculty, Teacher Education Program, UCLA, 2003-present.

Co-director, Migration Study Group, UCLA, 2005-2014.

Advisor and mentor, UCLA Summer Research Training Program, 2003-present.

Faculty Mentor, Research Rookies, UCLA, 2021.

Faculty Mentor, Un-DACAmented Research Program, UCLA, 2019.

Faculty Mentor, McNair Scholar Program, UCLA, *various years*.

Faculty Mentor, Senior Honors Thesis program, UCLA.

Faculty Mentor, McNair Scholar Program, Claremont College, 2011.

Faculty Mentor, Culture Brain and Development program, UCLA *various years*.

Faculty-in-Residence, UCLA (2004-2010).

Director of Faculty for the Teacher Education Program, UCLA, 2004-present.

Member, Academic Personnel Committee, Department of Education, 2004-2006, 2010-2012, 2015-2017, 2019-present.

Member, Research and Accountability Committee UCLA Community School.

Member, Spencer Research Training Grant Advisory Committee, 2005-2007.

Advisor, Spencer Research Training Grant, 2006-2007.

Member, Faculty Executive Committee, Graduate School of Education and Information Studies, 2008-2010, 2019-present.

Member, CDAS, Graduate School of Education and Information Studies, 2008-2010.

Advisor and Seminar Facilitator, Project ADVANCE, 2006-2008.

Coordinating Committee Member of the Culture, Brain and Development program, UCLA, 2004-present.

Affiliated Faculty, Relationship Sciences program, UCLA.

Selection Committees, Mentoring and other National Service

AERA Division G Outstanding Mentor Selection Committee, 2020.

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Council on Anthropology and Education Fellowship Selection Committee, 2013-14.

Council on Anthropology and Education Career Award Selection Committee, Chair, 2019.

Facilitator, Council on Anthropology and Education “Mentors-at-Large” Program, 2014-15.

Member, Spencer Foundation Dissertation Selection Committee, 2012-2016.

Mentor, AERA Qualitative Research SIG Junior Scholars Program.

Mentor, STAR program, Literacy Research Association, 2013.

Mentor, Spencer Foundation Fellowship Program, 2013-14; 2019.

Mentor, Council on Anthropology and Education Junior Scholar Works in Progress, *various years*.

Editorial review boards and ad hoc reviewing

Co-Editor (with Ernest Morrell) of the Professional Resources in Education section of the journal *Language Arts*, 2006-2009.

Associate Editor, *Anthropology and Education Quarterly*, 2020-2022.

Editorial Review Board member: *American Educational Research Journal (Social and Institutional Analysis section)* (2014-15); *Bilingual Research Journal* (2007-2012), *Childhoods* (2008-present), *The Journal of Early Childhood Literacy* (2000-present), *The Reading Research Quarterly* (2006-2010), *Research in the Teaching of English* (2007-2010), *Journal of Literacy Research* (1996-present).

Ad Hoc Reviewer for *the Advocate*, *AERA Open*, *Anthropology and Education Quarterly*, *American Anthropology*, *Aztlán*, *the Bilingual Research Journal*, *Cognition and Instruction*, *Childhoods*, *Diaspora*, *Equity and Education*, *Indigenous and Minority Education: International Journal*, *Educational Evaluation and Policy Analysis*, *Ethos*, *the Handbook of Early Childhood Literacy Research*, *International Journal of Behavioral Development*, *the Journal of Early Literacy Research*, *the Journal of Language, Identity and Education*, *the Journal of Literacy Research*, *the Journal of Research on Adolescence*, *the Journal of Social and Personal Relationships*; *the Journal of Sociolinguistics*, *Linguistics and Education*, *Literacy Research Journal*, *Mind and Society*, *Research in the Teaching of English*, *Reading Research Quarterly*, *Social Problems*, *TESOL Journal*.

Manuscript reviewer for *Chicago University Press*, *New York University Press*, *Multilingual Matters*, *Oxford University Press*, *Routledge Publishing Company*, *Rutgers University Press*, *Teachers College Press*, *University of Arizona Press*, *University of Pittsburgh Press*.

Proposal reviewer for the National Science Foundation (2019); Spencer Foundation Dissertation Fellowships (2010-2011), the UCLA Academic Senate, the Spencer Foundation Small Grants Program (2006-2008); the International Reading Association small grants program (2006); the National Council of Teachers of English, Promising Research Awards Committee (2000); National Reading Conference (2000, 2002, Section Chair, 2004); American Educational Research

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Association, (2002, 2004, 2005, 2006); Joint Center for Poverty Research Development Grants, 2002, W. T. Grant Foundation, the Spencer Foundation, the National Science Foundation (2007), the National Institute of Health (2003 and 2004), Israel Science Foundation (2007), the Culture, Brain and Development Program of UCLA (2006-2007), and the American Educational Research Association (2004-08).

External committees

University of El Paso, Texas, Instituto Tecnológico de Monterrey, University of California, San Diego, University College, London, West Virginia University.

Promotion reviews

City College of New York; City University of New York; Indiana University; Montclair State University; Northwestern University; Rutgers University; Swarthmore College; University of Arizona; University of California, Berkeley; University of California, Santa Barbara; University of California, Santa Cruz; University of California, Los Angeles; University of Chicago; University of Colorado, Boulder; University of Colorado, Denver; University of Oregon, University of Texas, Austin; University of Texas, San Antonio; University of Michigan; University of Missouri; University of Nebraska, Lincoln; University of Pennsylvania; University of Wisconsin, Madison.

Professional Development/Consultation

Program Evaluator, Zero to Five Program, Los Angeles, California, 2004-2006.

Consultant, Annie E. Casey Foundation, May 2002.

Program evaluator, District 65 Two-Way Immersion program, 2000-2001.

Consultant, Leadership Academy and Urban Network for Chicago, 1999-2001.

Consultant, NU-TEACH, Northwestern University, 1999-2000.

Consultant, Gender Equity Teacher-Research Group, Winnetka School District, 1999.

Consultant, Multicultural Leadership Training Institute, United Teachers of Los Angeles, 1997.

Program leader for family literacy workshops to produce family-authored books documenting experiences of immigration, Los Angeles, 1992.

Series of workshops on literature-based instruction for Spanish readers, presented for teachers and paraprofessionals in Los Angeles Unified Schools, 1988-1990.

Series of workshops on teaching about Central America and working with Central American refugee children, presented at teachers' conferences in Los Angeles, 1986-1988.

Study series leader on the social and cultural history of Guatemala, Guatemala Information Center, Los Angeles, CA, 1986-1988.