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Graduate Center
City University of New York
Ph.D. Program in Urban Education
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HIGHER EDUCATION

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| Ph.D. | 1981 | Graduate Center, City University of New York Hispanic Literatures & Languages |
| M.A. | 1975 | Hunter College, CUNY Spanish and Education |
| B.A. | 1970 | Hunter College, CUNY |
| Post-Doctoral Fellowship | 1990 | University of Michigan, Ann Arbor Institute of Political and Social Science Research |
| Post-Doctoral Fellowship | 1981 | Yeshiva University, NYC Sociology of Language and Bilingualism |

HONORARY DOCTORATE

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| L.H.D. | 2016 | Honorary Doctorate of Humane Letters Bank Street Graduate School of Education |
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FACULTY AND PROFESSIONAL APPOINTMENTS

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| 2019-Present | Professor, Emerita, Ph.D. Program in Urban Education and Ph.D. Program in Latin American, Iberian and Latino Cultures Graduate Center, City University of New York |
| September 2008 to 2019 | Professor, Ph.D. Program in Urban Education and Ph.D. Program in Latin American, Iberian and Latino Cultures Graduate Center, City University of New York |
| 2002-2008 | Professor of Bilingual Education and Program Coordinator Department of International and Transcultural Studies Teachers College, Columbia University |
| 1997-2002 | Dean, School of Education and Professor of Teaching and Learning Long Island University Brooklyn Campus |
| 1981-1997 | Professor of Bilingual Education School of Education The City College of New York |
| 1982-1986 | Visiting Assistant Professor of Bilingual Education Ferkauf Graduate School Program in Bilingual Developmental Psychology Yeshiva University |
| 1977-1980 | Instructor Bilingual Studies SUNY, Old Westbury |

1975-1977 Graduate Fellow
Romance Languages Department
Queens College, CUNY

1970-1975 Bilingual and ESL Teacher
Clinton Public School, NYC, District 3

VISITING FACULTY APPOINTMENTS

University of Cologne, Germany, SINTER, Social Inequalities and Intercultural Education (2015-2017)
University of Bangor, Wales (2012)
University of the Witwatersrand, South Africa (2012)
Université de Strasbourg, France (2010, 2014)
Universidad de la República, Uruguay (2008)
Universidad de la Habana (1996)

ACADEMIC AND PROFESSIONAL HONORS

- **2019-2020, AERA's Division G, Distinguished Contributions to Social Contexts in Education Research – Lifetime Excellence Award**, April 18, 2020.
- **2019-2020, AERA Leadership through Research Award, Second Language Acquisition SIG**. April 18, 2020.
- **2018, Elected to National Academy of Education**, February 23, 2018
- **2018, The Graduate Center's Excellence in Mentoring Award**, August 23, 2018
- **2017 AERA Lifetime Career Award, Bilingual Ed. SIG**, April 29, 2017
- **2017 Charles Ferguson Award in Applied Linguistics**. March 23, 2017
- **2016 Honorary Doctorate of Human Letters, L.H.D.** Conferred by Bank Street Graduate School of Education, May 12, 2016
- **2015 British Association of Applied Linguistics Book Award recipient** (with Li Wei), for *Translanguaging: Language, Bilingualism and Education*. Palgrave Macmillan.
- **Hunter College, CUNY, Hall of Fame**. Elected 2012.
- **Wits Claude Leon Distinguished Scholar**. University of the Witwatersrand, South Africa, 2012.
- **Gladys Correa Award 2008, New York State Association of Bilingual Education**. Received March 15, 2008.
- **Fellow, Stellenbosch Institute for Advanced Study (STIAS)**. South Africa, 2006 to present.
- **Council for the International Exchange of Scholars**. Fulbright Senior Specialist, Candidacy 2003. Award 2005, National Pedagogical University, Honduras (not accepted).
- **Council for the International Exchange of Scholars**. Fulbright Scholar Award, Universidad de la República, Departamento de Lingüística, Montevideo, June-September 1996. Taught a graduate course on the education of immigrant students, MS in Immigration Studies. Conducted research on bilingualism and language contact in the Uruguay-Brazil border.
- **CUNY-Caribbean Exchange Fellow**. Universidad de la Habana, Cuba, Summer 1997. Facultad de Lenguas Extranjeras, under special US Treasury Department License. Conducted research on the use and teaching of English in Cuba and worked with University faculty and graduate students.
- **The Ofelia García Spirit of the Community Award**. 1st recipient of Annual Award for Vision in Adult Education, named after Ofelia García. City College, CUNY, December 1994.
- **National Academy of Education, Spencer Fellow**. June 1985 to June 1988.
- **American Association of Teachers of Spanish and Portuguese**. Huntington Award for Outstanding Doctoral Dissertation, 1983.

- **National Endowment for the Humanities.** Fellow, Language Maintenance and Language Shift, 1981.
- **Graduate Fellowship.** Queens College, 1975-1976.

RECENT PROFESSIONAL ACTIVITIES

- Appointed to the National Academy of Education, Professional Development Committee, & Spencer Retreat Planning Committee, 2019-2021
- Appointed to Spencer, Large Grants, 2020-2021
- Member, Scientific Committee on Global Studies, Global Research Institute of Paris (GRIP), 2021.
- Advisor, EquiLingGalicia, Spain, Gabriela Prego Vazquez, Director, 2020.
- General Editor (co-edited with Helen Kelly-Holmes), *Language Policy*, 2015-2019
- General Editor, *International Journal of the Sociology of Language*, 2015 to 2019; Associate General Editor, 2009 to 2015.
- Co-editor (with Francis Hult). *Contributions to the Sociology of Language*. Mouton de Gruyter.
- Co-Principal Investigator: CUNY-NYSIEB (New York State Initiative on Emergent Bilinguals), \$1,183,960, 2011-2012; \$1,050,000 2012-3; \$1,143,900 2013-14; \$1,300,000 2014-15; \$950,000 2015-16; \$474,500 2016-2017; \$471,758 for 2017-2018; \$474,068 for 2018-2019. For Leadership, Documentation and Alignment of practices for emergent bilinguals.
- Editorial Board, *International Journal of Bilingual Education and Bilingualism*, 1999 to present; *Bilingual Research Journal*, 2011 to present; *Multilingual Education*, 2011 to present; *International Multilingual Research Journal*, 2012-2015; *Language, Culture and Curriculum*, 2013 to present; *Translation and Translanguaging in Multilingual Contexts*, 2014 to present; *Journal of Multilingual Education Research*, 2012 to present; *Lengcom*, 2015 to present; *CIES Language Issues*, 2015 to present; *Chinese Journal of Language Policy and Planning (CJLPP)*, 2015 to present; *Journal of Postcolonial Linguistics*, 2017 to present; Language Science Press.
- Editorial Board, Multilingual Education Book Series. Springer. 2013-present
- Board of Trustees, Bank Street College of Education, 2018 to present.
- Board of Trustees, Educational Testing Service, ETS, 2010 to present.
- Board of Trustees, Center for Applied Linguistics, 2011 to 2016.
- Research Associate, University of Hong Kong, Consortium on Research on Language Policy and Practice, 2016 to present.
- Advisory Board, Latinx Education Research Center (2018), Center for the Advancement of Languages, Education and Communities (CALEC) (2019) , *Language Matters*, 2010 to present; *Bloomsbury Review of Applied Linguistics and Communication*, 2009 to present; *Southwest Journal of Linguistics*, 1997-1999; Book Series: Multilingualism and Diversities in Education. Bloomsbury Academic, ed. K. Heugh, C. Stroud & P. Van Avermaet; *New York State TESOL Journal (NYSTJ)*, 2018 to present.
- Member of Consejo Académico, Anuario de Glotopolítica, 2015 to present.
- Editorial Committee Member, Critical Studies in Language, Mercado de Letras (Brazil) 2018
- National Board Member, National Latino Education Research Agenda Policy (NLERAP), 1999 to present; Regional NE Board Member, 2000 to present.
- Series Advisor, Multilingual Matters Textbooks, 2008 to present.
- Co-editor, *Spanish in Context*, John Benjamins, 2003-2009.
- U.S. State Department Grantee. Language minorities in Macedonian education, 2009.
- International Advisor, National MLE Resource Center, Zakir Husain Centre for Education Studies, Jawaharlal Nehru U., Delhi, India, 2009 to present.
- Fellow of the International Centre for Language Revitalisation, Te Ipukarea - The National Maori Language Institute, 2012 to present.

- Co-Chair, Education, Center for Puerto Rican Studies Agenda Setting, 2008-2009.
- Founding co-director, Center for Multiple Languages and Literacies, Teachers College, Columbia University, 2002-2009.
- Reviewer NSF, 2009; AAUW Career Development Grants, 2011; Scientific Committee, 5th International Symposium on Bilingualism, 2004.
- Member, Common Language Advisory Roundtable, Internationals Network for Public Schools, 2006-2011.
- Advisory Board, Campaign for Educational Equity, Teachers College, Columbia University, 2006-2009.
- Member, Panel of Distinguished scholars on English Learners, California Department of Education, 2006.
- Member, Consultant to Qatar on their educational language policy, 2004.
- Consultant to WestEd on the development of Teacher Observation Instrument, 2004.
- U.S. State Department, Speaker Series, 2004 to present.
- Center for Urban Educators (CUE), Long Island University/Brooklyn Campus. Founder/Director and recipient of \$1.5 million grant for institutionalization from the Henry Luce Foundation, 1999. Member of Advisory Board to present.
- Editor, *Educators for Urban Minorities*, Long Island University Press, 1999-2003.
- New York City Department of Education (NYCDOE): Co-Chair, NYCDOE, Best Practices for English Language Learners, 2009; Distinguished Advisory Board member of the ELL Teacher Academy, NYCDOE, 2004-2006; New York City Board of Education Chancellor's Board on Promotion and Standards, Member, 1998-1999.
- New York State Education Department (NYSED): NYSED Steering Committee, Bilingual Common Core Initiative, 2012 to present; NYSED LEP/ELL Committee of Practitioners, 2006 to present; NYSED Rubrics Workshop for Regents Accreditation, 2006; Reviewer, New York State's Learning Standards for Native Language Arts, 2003; New York State Regents' Professional Standards and Practices Board for the Teaching Profession, Member, Higher Education Representative, 1998-2001; New York State Education Department, Higher Education State Assessment Advisory Board, 2000-2009.

PUBLICATIONS

Books

- CUNY-NYSIEB (City University of New York-New York State Initiative on Emergent Bilinguals) (eds.). (2021). *Translanguaging and transformative teaching for emergent bilingual students. Lessons from the CUNY-NYSIEB Project*. London and New York: Routledge.
- García, O., & Kleifgen, J. (2018, 2nd ed.). *Educating Emergent Bilinguals: Policies, programs and practices for English Learners*. New York, NY: Teachers College Press.
- García, O., Flores, N. & Spotti, M. (eds.) (2017). *The Oxford Handbook of Language and Society*. New York and Oxford: Oxford University Press.
- García, O., Johnson, S. & Seltzer, K. (2017). *The Translanguaging classroom. Leveraging student bilingualism for learning*. Philadelphia: Caslon.
- García, O., Lin, A. & May, S. (eds.) (2017). *Bilingual and Multilingual Education. Encyclopedia of Language and Education*. Cham, Switzerland: Springer.
- García, O. & Kley, T. (Eds.) (2016). *Translanguaging with multilingual students: Learning from classroom moments*. New York and London: Routledge.
- Wright, W. E., Boun, S., & Garcia, O. (Eds.). (2015). *The Handbook of bilingual and multilingual education*. Malden, MA: John Wiley & Sons.
- García, O., & Li Wei. (2014). *Translanguaging: Language, bilingualism and education*. London, United Kingdom: Palgrave Macmillan Pivot. Winner of the 2015 British Association of Applied Linguistics.
- [Translation to Swedish, *Translanguaging. Flerspråkighet Som Resurs I Lärlandet*. Stockholm, Sweden: Natur & Kultur.]

[Translation to Norwegian. 2019. Transspråking. Språk, tospråklighet og opplæring. Oslo: Capellen Dmm Akademisk.]

- García, O., Zakharia, Z., & Otcu, B. (Eds.). (2013). *Bilingual community education and multilingualism: Beyond heritage languages in a global city*. Bristol, United Kingdom: Multilingual Matters.
- Bartlett, L., & García, O. (2011). *Additive schooling in subtractive times. Bilingual education and Dominican immigrant youth in the Heights*. Tennessee: Vanderbilt University Press.
- Fishman, J. A., & Ofelia, G. (Eds.). (2011). *Handbook of language and ethnic identity: The success-failure continuum in language and ethnic identity* (Vol. 2). Oxford, United Kingdom: Oxford University Press.
- García, O., & Kleifgen, J. (2010). *Educating Emergent Bilinguals: Policies, programs and practices for English Language Learners*. New York, NY: Teachers College Press.
- Fishman, J. A., & García, O. (Eds.). (2010). *Handbook of language and ethnic identity: Disciplinary and regional perspectives* (Vol. 1). Oxford, United Kingdom: Oxford University Press.
- Menken, K., & García, O. (Eds.). (2010). *Negotiating language policies in schools: Educators as policymakers*. New York, NY: Routledge.
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Malden, MA and Oxford, United Kingdom: Wiley/Blackwell.
- García, O., & Colin, B. (Eds.). (2007). *Bilingual education: An introductory reader*. Clevedon, United Kingdom: Multilingual Matters.
- García, O., Peltz, S., & Schiffman, H. (2006). *Language loyalty, continuity and change: Joshua A. Fishman's contributions to international sociolinguistics*. Clevedon, United Kingdom: Multilingual Matters.
- García, O., Skutnabb-Kangas, T., & Torres-Guzmán, M. (Eds.). (2006). *Imagining multilingual schools: Languages in education and globalization*. Clevedon, United Kingdom: Multilingual Matters. [Reprinted for the Asian market, Andhra Pradesh, India: Orient BlackSwan, 2009.]
- García, O., & Fishman, J.A. (Eds.). (1997). (2001). *The Multilingual Apple. Languages in New York City* (2nd ed.). Berlin, Germany: Mouton de Gruyter.
- García, O., & Baker, C. (Eds.). (1995). *Policy and practice in bilingual education. Extending the foundations*. Clevedon, United Kingdom: Multilingual Matters.
- García, O. (Ed.). (1991). *Bilingual education: Focusschrift in honor of Joshua A. Fishman*. Amsterdam, Netherlands: John Benjamins.
- García, O., & Otheguy, R. (Eds.). (1989). *English across cultures. Cultures across English: A reader in cross-cultural communication*. Berlin, Germany: Mouton de Gruyter.
- Burunat, S., & Ofelia, G. (Eds.). (1988). *Veinte años de literatura cubano-americana*. Tempe, AZ: Bilingual Review.

Journal Issues, editor

- Cenoz, J. and García, O. (eds.) (2017). *Breaking away from the multilingual solitudes in language education: International perspectives*. *International Journal of Language, Identity and Education* 16(4).
- García, O. (Ed.). (2012). Theorizing cultural autonomy: Joshua A. Fishman's focus article, commentaries and bibliography. *International Journal of the Sociology of Language* (Issue 213).
- García, O., (Ed.). (2008). *Spanish as a global language*. *The International Multilingual Research Journal* 2 (1). Routledge.
- Wherit, I., & Ofelia, G. (Eds.). (1989). *U.S. Spanish: The language of Latinos*. (*The International Journal of the Sociology of Language* 79). Berlin, Germany: Mouton de Gruyter.

Articles

- García, O. (2022). Too much psychology? The role of the social in language learning motivation. In A. Al Hoorie (Ed.). *Language Learning Motivation: Concise accounts of key concepts* (pp. 27-36). London: Bloomsbury.

- García, O. & Torres-Guevara, R. (2022, 2nd ed.). Monoglossic language education policies and Latinx students' language. In Murillo, E., Delgado Bernal, D., Morales, S., Urrieta, L., Ruiz Bybee, E., Sanchez Muñoz, J., Saenz, V., Villanueva, D., Machado-Casas, M., Espinoza, K. (Eds.). *Handbook of Latinos and Education* (pp. 93-102). New York: Routledge.
- García, O. & Otheguy, R. (2021). Conceptualizing Translanguaging Theory/Practice Juntos. In CUNY-NYSIEB (City University of New York-New York State Initiative on Emergent Bilinguals) (eds.). *Translanguaging and transformative teaching for emergent bilingual students. Lessons from the CUNY-NYSIEB Project* (pp. 3-24). London and New York: Routledge.
- García, O. (2021). What is translanguaging (Interview with Ofelia García). In F. Grojean. *Life as a bilingual. Knowing and using two or more languages*, pp. 171-175. (Chapter 8.4). Cambridge University Press.
- García, O. (2021). Unblocking tapones and finding pleasant places. *Acquired Wisdom: Lessons Learned by Distinguished Researchers*, ed. by Nieto, S., Erickson, F., and Winne, P. <https://edrev.asu.edu/index.php/ER/article/view/3243>
- García, O. (2020). The education of Latinx bilingual children in times of isolation. Unlearning and relearning. *MinneTESOL Journal* 36(1), n.p. <http://minnetesoljournal.org/current-issue/invited-article/the-education-of-latinx-bilingual-children-in-times-of-isolation-unlearning-and-relearning/>
- García, O. (2020). Translanguaging and Latinx bilingual readers. *The Reading Teacher* 73(5), 557-562. doi:10.1002/trtr.1883
- García, O. & Alonso, L. (2020). The Glotopolítica of English teaching to Latinx students in the U.S. In Al-Issa & Mirhosseini (eds.). *Worldwide English Language Education Today: Ideologies, Policies and Practices* (pp. 117-134). New York: Routledge.
- García, O., Aponte, G. & Le, K. (2020). Translation and translanguaging in primary classrooms. In Laviosa, S. & Gonzalez-Davos, M. (eds.), pp. 81-94. *Routledge Handbook of Translation and Education*. New York: Routledge.
- García, O. & Espinosa, C. (2020). Bilingüismo y translanguaging. Consecuencias para la educación. En Martín-Rojo, L. & J. Pujolar Cos (coords.). *Claves para entender el multilingüismo contemporáneo* (pp. 31-61). Zaragoza: Editorial UOC y Universidad de Zaragoza.
- García, O. & Li Wei (2020). Translanguaging. In *The Concise Encyclopedia of Applied Linguistics*, C. A. Chapelle (Ed.), 1093-1100. John Wiley & Sons.
- García, O. & Ortega, A. (2020). Making language, making music. Minoritized bilingual children and communities. *Journal of Multilingual Theories and Practices* 1(1), 44-65. <https://doi.org/10.1558/jmtp.16529>
- García, O. & Solorza, C. (2020). Academic language and the minoritization of U.S. bilingual Latinx students. *Language and Education*. <https://doi.org/10.1080/09500782.2020.1825476>
- López, D. & García, O. (2020). Translanguaging: Challenges and opportunities for school leaders. In Crawford, E.R. & Dorner, L. (Eds.) *Educational Leadership of Immigrants: Case Studies in Times of Change* (pp. 37-47). New York: Routledge.
- Martin, K.M., Aponte, G.Y., & García, O. (2020). [Countering raciolinguistic ideologies: The role of translanguaging in educating bilingual children](#). *Cahiers internationaux de sociolinguistique*, 16(2), 19-41. doi:10.3917/cisl.1902.0019.
- Mena, M. & García, O. (2020). 'Converse racialization' and 'un-marking' language: The making of a bilingual university in a neoliberal world. *Language in Society* 50(3), 343-364. doi:10.1017/S0047404520000330
- Seltzer, K. & García, O. (2020). Broadening the view: Taking up a translanguaging pedagogy with all language-minoritized students. In Zhongfeng, T., Aghai, L., Sayer, P. & Schissel, J. (Eds.) *Envisioning TESOL through a Translanguaging Lens*, 23-42. Springer.

- García, O. (2019). Decolonizing foreign, second, heritage and first languages: Implications for education. In Macedo, D. (ed.), *Decolonizing foreign language education*, pp. 152-168. New York: Routledge.
- García, O. & Alvis, J. (2019). The Decoloniality of language and translanguaging: Latinx knowledge-production. *Journal of Postcolonial Linguistics* 1, 26-40.
- García, O. (2019). Educational Science [and Language Contact]. In J. Darquennes, J. Salmons, and W. Vandebussche, *HSK Handbook 45.1, Language Contact. An International Handbook* (pp. 719-731). De Gruyter, Mouton.
- García, O. & Kleifgen, J.A. (2019). Translanguaging and literacies. *Reading Research Quarterly*, 55(4), 553-571. DOI:10.1002/rrq.286
- García, O. & Kleyn, P. (2019). Teacher education for multilingual education. In Chapelle, C. (ed.). *The Encyclopedia of Applied Linguistics*. doi: 10.1002/9781405198431.wbeal1145.pub2
- García, O. & Otheguy, R. (2020). Plurilingualism and translanguaging: Commonalities and divergences. *International Journal of Bilingual Education and Bilingualism* 23 (1), 17-35. doi 10.1080/13670050.2019.1598932
- García, O., & Tupas, R. (2019). Doing and undoing bilingualism in education. In A. De Houwer & L. Ortega (Eds.), *The Cambridge handbook of bilingualism* (pp. 390–407). Cambridge, UK: Cambridge University Press.
- Blommaert, J. García, O., Kress, G. & Larsen-Freeman, D. (2019). Communicating beyond diversity: A bricolage of ideas. In Sherris, A. & Adami, E. (eds.). *Making signs; Translanguaging ethnographies. Exploring urban, rural and educational space*, p. 9-35. Bristol: Multilingual matters.
- España, Carla; Herrera, Luz Y.; García, Ofelia. (2019). Translanguaging in Educating Teachers of Language-Minoritized Students. In *Oxford Research Encyclopedia of Education*. Ed. Jo Lampert. New York: Oxford University Press, doi:10.1093/acrefore/9780190264093.013.784.
- Hélot, C. & García, O. (2019). Bilingual Education and Policy. In Schwieter, J. & Benati, A. (eds.). *Cambridge Handbook of Language Learning* (pp. 649-672). Cambridge: Cambridge University Press.
- Herrera, Luz Yadira; España, Carla; García, Ofelia. (2019). “Bilingual Education.” In *Oxford Bibliographies in Latino Studies*. Ed. Ilan Stavans. New York: Oxford University Press. DOI: 10.1093/OBO/9780199913701-0069
- Johnson, S.I., García, O. & Seltzer, K. (2019). Biliteracy and translanguaging in Dual language bilingual education. In D. DeMatthews and E. Izquierdo (Eds.), *Dual Language Education: Teaching and leading in two languages* (pp. 119-132). Cham: Springer.
- Kleyn, T. & García, O. (2019). Translanguaging as an act of transformation: Restructuring teaching and learning for emergent bilingual students. In L. de Oliveira (Ed.), *Handbook of TESOL in K-12*, pp.69-82. Malden: Wiley.
- Martin, K., Aponte, G. & García, O. (2019). Countering raciolinguistic ideologies: The role of translanguaging in the education of bilingual children. *Les Cahiers Internationaux de Sociolinguistique* 2(16), 19-41. www.cairn.info/revue-cahiers-internationaux-de-sociolinguistique-2019-2-page-19.htm.
- Otheguy, R., García, O. & Reid, W. (2019). A translanguaging view of the linguistic system of bilinguals. *Applied Linguistics Review* 10(4), 625-651. DOI: <https://doi.org/10.1515/applirev-2018-0020>.
- Seltzer, K. & García, O. (2019). Mantenimiento del bilingüismo en estudiantes latinos de las escuelas de Nueva York. El proyecto de CUNY-NYSIEB. *Informes del Observatorio / Observatorio Reports*. Observatorio del español, FAS, Harvard University 048-02/2019SP ISSN: 2373-874X (online) doi: 10.15427/OR048-02/2019SP
- García, O. (2018). Translanguaging, pedagogy and creativity. In Erfurt, J., Corporal, E. & Weirich, A. (eds.). *Éducation plurilingue et pratiques langagières: Hommage à Christine Hélot* (pp.39-56). Berlin: Peter Lang.

- García, O. (2018). The multiplicities of multilingual interactions. *International Journal of Bilingual Education and Bilingualism* 21(7), 881-891. <https://doi.org/10.1080/13670050.2018.1474851>
- García, O. & Lin, A. (2018). English and Multilingualism. In Seargeant, P., Hewings, A. & Pihlaja, S. (eds.). *Routledge Handbook of English Language Studies* (pp.77-92). New York: Routledge.
- García, O. & Li Wei. (2018). Translanguaging. *The Encyclopedia of Applied Linguistics* (ed. C. Chapelle). Wiley. doi:[10.1002/9781405198431.wbeal1488](https://doi.org/10.1002/9781405198431.wbeal1488)
- García, O., Menken, K., Velasco, P. & Vogel, S. (2018). Dual language bilingual education in NYC: A potential unfulfilled. In Arias, M.B. & Fee, M. *Profiles of Dual Language Education in the 21st Century* (pp. 38-55). Washington D.C. and Bristol: Center for Applied Linguistics and Multilingual Matters.
- García, O. & Otheguy, R. (2018). Interrogating the Language Gap of Young Bilingual and Bidialectal Students. In Johnson, E.J. (ed.). *Critical Perspectives of the Language Gap* (pp.53-66). London and New York: Routledge.
- García, O. & Sánchez, M.T. (2018). Transformando la educación de bilingües emergentes en el estado de NY. *Language Education and Multilingualism*. 138-156. DOI:10.18452/19032.
- García, O., Seltzer, K. & Witt, D. (2018). Disrupting linguistic inequalities in US urban classrooms: The role of translanguaging. Van Avermaet, P., Slembrouck, S., Van Gorp, K., Sierens, S., & Marijns, K. (Eds.). *The Multilingual Edge of Education* (pp. 41-66). London: Palgrave Macmillan.
- García, O. & Sung, K.K-F. (2018). Critically assessing the 1968 Bilingual Education Act at 50 years: Taming tongues and Latinx communities. *The Bilingual Review Journal* 4(4), 318-333. <https://doi.org/10.1080/15235882.2018.1529642>
- Vogel, S., Ascenzi-Moreno, L. & García, O. (2018). An Expanded view of translanguaging: Leveraging the dynamic interactions between a young multilingual writer and machine translation software. In Choi, J. & Ollerhead, S. (eds.). *Plurilingualism in Teaching and Learning: Complexities Across Contexts* (pp. 89 to 106). New York: Routledge.
- Yip, J., García, O. (2018). Translanguagens: recomendações para educadores. Iberoamérica Social: revista-red de estudios sociales IX, pp. 164 - 177. Recuperado en <https://iberoamericasocial.com/translanguagens-recomendacoes-educadores>
- García, O. (2017). Critical Multilingual awareness and teacher education. In Cenoz, J., Gorter, D. & May, S. (Eds.) (2017). *Language Awareness and Multilingualism*. In: *Encyclopedia of Language and Education*. Springer. DOI 10.1007/978-3-319-02325-0_30-1 1
- García, O. (2017). Problematizing linguistic integration of migrants: The role of translanguaging and language teachers. In Beacco, J.-C. Krumm, H.-J., Little, D., and Thagott, P. (eds.) *The Linguistic integration of adult migrants/L'intégration linguistique des migrants adultes. Some lessons from research/ Les enseignements de la recherche* (pp. 11-26). Berlin: De Gruyter Mouton. (Open access: <https://www.degruyter.com/downloadpdf/books/9783110477498/9783110477498-005/9783110477498-005.pdf>. In cooperation with the Council of Europe)
- García, O. (2017). Reflections on Turnbull's reframing of foreign language education: bilingual epistemologies. *International Journal of Bilingual Education and Bilingualism*. DOI: 10.1080/13670050.2016.1277512
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Transformative translanguaging Espacios: Latinx students and teachers rompiendo fronteras. (Sánchez & García, eds. Multilingual Matters) (Expected publication, 2022)

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OTHER PROFESSIONAL ACTIVITIES

- Reviewer for *Modern Language Journal*, *Language in Society*, *International Journal of Bilingualism and Bilingual Education*, *Research Journal of Bilingual Education*, *International Multilingual Research Journal*, *Language Policy*, *Journal of Pragmatics*, *Language Policy, Translation and Translanguaging*, *Language, Culture and Society*; *American Educational Research*; *American Quarterly*; *Applied Linguistics*; *Bilingual Research Journal*; *International Journal of Applied Linguistics*; *International Journal of Language and Culture*; *International Journal of Multilingualism*.
- Reviews for Tenure and Promotion (not updated): Rutgers University; University of California, San Diego; Temple University; University of Illinois; University of Houston; Florida State University; Georgetown University; Hunter College; Lehman College (CUNY); University of California, Davis; University of New Mexico, Las Cruces; University of Colorado at Boulder; Brooklyn College (CUNY); City College (CUNY); Hunter College (CUNY); University of Ohio; York University (Ontario); John Jay College of Criminal Justice (CUNY); St. John's University; Teachers College; University of Colorado, Boulder; University of Wisconsin, Madison, and others.

CURRENT PROFESSIONAL MEMBERSHIPS

American Educational Research Association
American Association of Applied Linguistics (AAAL)
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