

**Ofelia Garcia**  
The Graduate Center  
City University of New York  
Ph.D. Programs in Urban Education and Latin American, Iberian and Latino Cultures  
e-mail: ofelia.garciaotheguy@gmail.com  
**www.ofeliagarcia.org**

## HIGHER EDUCATION

Ph.D.	1981	The 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

L.H.D.	2016	Honorary Doctorate of Humane Letters Bank Street Graduate School of Education
--------	------	--

## FACULTY AND PROFESSIONAL APPOINTMENTS

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

National Chang King University (NCKU), Tainan, Taiwan (2023)  
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

- **2023**, Elected to the **American Academy of Arts and Sciences**, April 20
- **2022**, **MLA, 2022 ALD (Association of Language Departments) Award for Distinguished Service to the Profession**
- **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.

### **FESTCHRIFTEN in Honor of Ofelia García**

Morell, Z. & Velasco, P. (Eds.). (2019). The Power of Voice: Contributions of Ofelia García to language education. *Journal of Multilingual Education Research* 9 (18). Available at <https://fordham.bepress.com/jmer/vol9/iss1/18>

Otcu-Grillman, B. & Borjian, M. (2022). *Remaking Multilingualism: A Translanguaging Approach*. Multilingual Matters.

### **RECENT PROFESSIONAL ACTIVITIES**

- Member, Inaugural National Research Advisory Council, The Education Trust, 2023-present.
- Member, Advisory Board, *TINABANTU, Journal of Advanced Studies of African Society*, 2023-present.
- Appointed to the Scientific Committee of SOSAS, University of London, Global Council on Anthropological Linguistics, GLOCAL, 2021-present
- Appointed to Scientific Advisory Committee, Multidisciplinary Research Center Multilingualism, Discourse and Communication (MIRCo), 2021-present
- Appointed to the National Academy of Education, Professional Development Committee, & Spencer Retreat Planning Committee, 2019-present
- 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*, 2012-2021; *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; *Journal of Arabic Sociolinguistics* (2020); *Language Science Press*; *Journal of Arabic Sociolinguistics* (2022).
- 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

Sánchez, M.T. & O. García (eds.). (2022). *Transformative translanguaging Espacios: Latinx students and teachers rompiendo fronteras sin miedo*. Bristol: Multilingual Matters.

- 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, 2<sup>nd</sup> 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. & Kleyn, 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 Lårandet*. 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.
- Wherrit, 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.

### FESTCHRIFTEN in Honor of Ofelia García

- Morell, Z. & Velasco, P. (Eds.). (2019). The Power of Voice: Contributions of Ofelia García to language education. *Journal of Multilingual Education Research* 9 (18). Available at <https://fordham.bepress.com/jmer/vol9/iss1/18>
- Otcu-Grillman, B. & Borjian, M. (2022). *Remaking Multilingualism: A Translanguaging Approach*. Multilingual Matters.

### Articles and Book Chapters

- García, O., C. Alfaro & J. Freire (2024). Theoretical foundations of dual language-bilingual education. *The Handbook of Dual Language Bilingual Education*, ed. by J. Freire, C. Alfaro and E. de Jong (pp. 13-32). Routledge.
- García, O. (2023). Translanguaged TESOL in transit. *NYS TESOL Journal* 10 (1), 5-18. [http://journal.nystesol.org/Vol10no1/Garcia\\_V10\\_1.pdf](http://journal.nystesol.org/Vol10no1/Garcia_V10_1.pdf)
- García, O. (2021/2023). La lengua y la flauta. La educación bilingüe en los EEUU. *AGLO 5 [Anuario de Glotopolítica]*, 133-145. <https://glotopolitica.com/aglo5/garcia/>
- García, O. (2023). Beyond Policías y ladrones: an epilogue to liminality? *International Journal of the Sociology of Language* 279: 181-188. <https://doi.org/10.1515/ijsl-2022-0094>
- García, O. & Cervantes-Soon, C. (2023). Best practices to support the literacy development of bilingual learners. In Morrow, L., Morrell, E. & Casey, H. (eds.). *Best Practices in Literacy Instruction* (7<sup>th</sup> ed.), pp. 335-353. Guilford Press.
- Cervantes-Soon, C. & García, O. (2023). Literacy in Multilingual Classrooms. In *The Encyclopedia of Applied Linguistics*, 2<sup>nd</sup> edition. John Wiley & Sons. DOI: 10.1002/9781405198431.wbeal20251
- Ascenzi-Moreno, L., García, O. & Lopez, A. (2023). Latinx bilingual students' translanguaging and assessment. In Melo-Pfeifer, S. & C. Ollivier (Eds.). *Assessment of plurilingual competence and plurilingual students: Educative Issues and Empirical approaches*, pp. 48-61. Routledge.
- Phyak, P., Sánchez, M.T., Makalela, L., & García, O. (2023) Decolonizing multilingual pedagogies. *Routledge Handbook of Multilingual Education*, 2<sup>nd</sup> ed. Ed. by Makoe, P., Zavala, V. & McKinney, C. , pp. 223-239. Routledge.
- Sato, E. & García, O. (2023). Translanguaging, TIS, and Bilingualism. In Ferreira, A. and J.W. Schwieter (eds.). *The Routledge Handbook of Translation, Interpretation and Bilingualism*. pp. 328-343. Routledge.
- García, O. (2022) Interlude: Conversation with Ofelia García. In Makoni, S., Kaiper-Marquez, A. & Mokwena, L. *The Routledge Handbook of Language and the Global South/s*, pp.359-365. Routledge.



- García, O. (2022). Designing new ownership of English: A commentary. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 26(3). <https://doi.org/10.55593/ej.26103a10> (ed. by Chau, Meng Huat).
- García, O. (2022). A sociolinguistic biography and understandings of bilingualism. In Prasad, G., Auger, N., & Le Pichon-Vorstman, E. (Eds.). *Multilingualism and Education: Researchers' Pathways and Perspectives*, pp.150-159. Cambridge University Press.
- 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. & Sánchez, M.T. (2022). The making of the language of US Latinxs: Translanguaging tejidos. In Sánchez, M.T. & García, O. (eds.). *Transformative Translanguaging Espacios. Latinx Students and their Teachers rompiendo fronteras sin miedo* (pp. 19-44).
- 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.
- Aleksic, G. & García, O. (2022). Language beyond flags: Teachers misunderstanding of translanguaging in preschools. *International Journal of Bilingual Education and Bilingualism* 25(10), 3835-3848. <https://doi.org/10.1080/13670050.2022.2085029>
- Johnson, S. I & O. García. (2022). Siting biliteracy in Chicanx borderlands: Dual language bilingual maestras sin fronteras. *Journal of Latinos and Education*. DOI: 10.1080/15348431.2022.2066105
- Li, Wei & García, O. (2022). Not a first language but one repertoire: Translanguaging as a decolonizing project. *RELC Journal. A Journal of Language Teaching and Research* 53(2), 313-324. <https://doi.org/10.1177/00336882221092841>
- Sánchez, M.T. & García, O. (2022). Introducción : Transforming educational espacios. Translanguaging sin miedo. In Sánchez, M.T. & García, O. (eds.). *Transformative Translanguaging Espacios. Latinx Students and their Teachers rompiendo fronteras sin miedo* (pp. 1-15).
- Welp, A.M., & García, O. (2022). A pedagogia translingue e a elaboração de tarefasna formação integral do educando brasileiro. *Revista Ilha do Desterro. A Journal of English Language, Literatures in English and Cultural Studies, UFSC* 75(1), pp. 47-64. DOI: <http://dx.doi.org/10.5007/2175-8026.2022.e82165>
- García, O. (2021). A grandmother's tale of young children's bilingualism: Stir(ing) the lings in early childhood education. In Gómez-Parra, M.E. & Martínez Serrano, L.M.(eds.). *The Crystallised truth of language. In honorem Richard Johnstone*, pp. 59-70. Editorial Universidad de CórdobaU.
- García, O. (2021). What is translanguaging (Interview with Ofelia García). In F. Grosjean. *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. & Alonso, L. (2021). Reconstituting U.S. Spanish language education: U.S. Latinx occupying classrooms, *Journal of Spanish Language Teaching* 8(2), 114-128. DOI: [10.1080/23247797.2021.2016230](https://doi.org/10.1080/23247797.2021.2016230)
- García, O., Flores, N., Seltzer, K, Li, W. Otheguy, R., Rosa, J. (2021). Rejecting abyssal thinking in the language and education of racialized bilinguals: A manifesto. *Critical Inquiry in Language Studies* 18(3) 203-228. DOI: 10.1080/15427587.2021.1935957 [Reprinted in Scott, J. & Bajaj, M. (eds.). *World Yearbook of Education 2023. Racialization and Educational Inequality in Global Perspective*, pp, 81-100].

- 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.
- Poza, L. García, O. & Castañeda-Jiménez, O. (2021) After Castañeda: A glotopolitical perspective and educational dignity paradigm to educate racialized bilinguals. *Language Policy* 10.1007/s10993-021-09606-z
- 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* 35(6): 505-521. <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 21<sup>st</sup> 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). Translinguagens: recomendações para educadores. *Iberoamérica Social: revista-red de estudios sociales IX*, pp. 164 - 177. Recuperado en <https://iberoamericasocial.com/translinguagens-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
- García, O. (2017). Lo que los sordos le enseñaron a los oyentes: Deconstruyendo la lengua, el bilingüismo y la educación bilingüe. *ANAIS 2016*, Vol. 1: 34-57. Congresso Internacional. Seminário de Educação Bilingue para Surdos. Universidade do Estado da Bahia. <https://visebparasurdos.files.wordpress.com/2017/03/pdf-20162.pdf>
- García, O. & Lin, A. (2017a). Extending understandings of bilingual and multilingual education. In García, O., Lin, A. & May, S. (eds.). *Bilingual and Multilingual Education*. In *Encyclopedia of Language and Education*, p. 1-20. Springer. doi:[10.1007/978-3-319-02324-3\\_1-1](https://doi.org/10.1007/978-3-319-02324-3_1-1)
- García, O. & Lin, A. (2017b). Translanguaging and Bilingual Education. In García, O., Lin, A. & May, S. (eds.). *Bilingual Education* (Vol. 5). *Encyclopedia of Language and Education*, pp. 117-130. Springer. doi:[10.1007/978-3-319-02324-3\\_9-1](https://doi.org/10.1007/978-3-319-02324-3_9-1)
- Flores, N. & García, O. (2017). A Critical review of bilingual education in the United States: From basements and pride to boutiques and profit. *Annual Review of Applied Linguistics* 37, 14-29. Doi: 10.1017/S0267190517000162

- Li Wei & García, O. (2017). From Researching Translanguaging to Translanguaging Research. In King, Kendall, Yi-Ju Lai & May, S. (eds). *Research Methods* (Vol. 10). *Encyclopedia of Language and Education*. Springer. DOI 10.1007/978-3-319-02329-8\_16-1
- Menken, K. & García, O. (2017). Language policies in classrooms and schools. In McCarty, T. (ed.). *Encyclopedia of Language and Education, Volume 1: Language Policy and Political Issues in Education* (3<sup>rd</sup> Edition). [doi:10.1007/978-3-319-02320-5\\_17-1](https://doi.org/10.1007/978-3-319-02320-5_17-1)[[link.springer.com](https://link.springer.com)]
- Panagiotopoulou, A., Rosen, L. & García, O. (2017). *Language Teachers' Ideologies in a Complementary Greek School in Montreal – Heteroglossia and Teaching*. In P.P. Trifonas, T. Aravossitas (eds.), *Handbook of Research and Practice in Heritage Language Education*, DOI 10.1007/978-3-319-38893-9\_26-1
- Sánchez, M.T. García, O. & Solorza, C. (2017). Reframing language allocation policy in dual language bilingual education. *Bilingual Research Journal* 41(1), 37-51. DOI: 10.1080/15235882.2017.1405098
- Vogel, S. & García, O. (2017). Translanguaging. In *Oxford Research Encyclopedia of Education*. New York: Oxford University Press. DOI: 10.1093/acrefore/9780190264093.013.181
- García, O. (2016). Política lingüística y educación. En Gutiérrez-Rexach. *Enciclopedia de Lingüística Hispánica*. Vol. II, pp. 741-750. London-New York: Routledge.
- García, O. & Ascenzi-Moreno, L. (2016). Assessment in school from a translanguaging angle. In S. Ptashnyk, R. Beckert, P. Wolf-Farré & M. Wolny (Eds.) *Gegenwärtige Sprachkontakte im Kontext der Migration*. Heidelberg: Winter Verlag.
- García, O. & Otheguy, R. (2016). Interrogating the language Gap of Young Bilingual and Bidialectal Students. *International Multilingual Research Journal* 11(1), 52-65. <http://dx.doi.org/10.1080/19313152.2016.1258190>
- García, O. & Seltzer, K. (2016). The Translanguaging current in language education. In B. Kindenberg (ed.) *Flerspråkighet som resurs* [Multilingualism as a resource]. (pp. 19-30). Liber.
- Wiley, T. & García, O. (2016). Language policy and planning in language education: Legacies, consequences and possibilities. *The Modern Language Journal* 100: 48-63. DOI: 10.1111/modl.12303
- García, O. (2015). Language. In *The Wiley Blackwell Encyclopedia of Race, Ethnicity, and Nationalism* at Wiley Online Library[http]. John Wiley & Sons, Ltd. Retrieved from [http://onlinelibrary.wiley.com/central/ezproxy.cuny.edu:2048/doi/10.1002/9781118663202.wbren459/abstract\[onlinelibrary.wiley.com/central/ezproxy.cuny.edu\]](http://onlinelibrary.wiley.com/central/ezproxy.cuny.edu:2048/doi/10.1002/9781118663202.wbren459/abstract[onlinelibrary.wiley.com/central/ezproxy.cuny.edu])
- García, O. (2015). Joshua A. Fishman 1926–2015. *Journal of Sociolinguistics*, 19(3), 391–399. <http://doi.org/10.1111/josl.12127>[doi.org]
- García, O. (2015). Language Policy. In J. D. Wright (ed.), *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition, Vol 13. Oxford: Elsevier, pp. 353–359.
- García, O. (2015). Translanguaging and abecedarios ilegales. In T. M. Kalmar (Ed.), *Illegal Alphabets and Adult Biliteracy: Latino Migrants Crossing the Linguistic Border, Expanded Edition* (pp. 131–136). Routledge.
- García, O., Flores, N., & Woodley, H. H. (2015). Constructing in-between spaces to “do” bilingualism: A tale of two high schools in one city. In J. Cenoz & D. Gorter (Eds.), *Multilingual Education: Between language learning and translanguaging*, pp.199-224. Cambridge: Cambridge University Press.
- García, O. & Hesson, S. (2015). Translanguaging frameworks for teachers: Macro and micro perspectives. In A. Yiacoumetti, *Multilingualism and Language in Education: Current Sociolinguistic and Pedagogical Perspectives from Commonwealth Countries*. Cambridge: Cambridge University Press, pp. 221-242.

- García, O. & Li Wei. (2015). Translanguaging, bilingualism and bilingual education. In W. Wright, S. Boun, & O. García (Eds.), *Handbook of Bilingual Education*. Malden, MA: John Wiley, pp. 223-240.
- García, O. & Menken, K. (2015). Cultivating an ecology of multilingualism in schools. In B. Spolsky, O. Inbar, & M. Tannenbaum (Eds.), *Challenges for language education and policy: Making space for people* (pp. 95-108). New York, NY: Routledge.
- García, O. & Otheguy, R. (2015). Spanish and Hispanic bilingualism. In M. Lacorte (Ed.), *The Routledge Handbook of Hispanic Applied Linguistics* (pp. 639-658). New York, NY: Routledge.
- García, O., & Sánchez, M. (2015). Transforming schools with emergent bilinguals: The CUNY-NYSIEB Project. In I. Dirim, I. Gogolin, D. Knorr, M. Krüger-Potratz, D. Lengyel, H. Reich, & W. Weiße (Eds.) *Intercultural education: Festschrift for Ulla Neumann* (pp. 80-94). Berlin, Germany: Waxmann-Verlag.
- García, O. and Woodley, H. H. (2015). Bilingual Education. In M. Bigelow and J. Enns-Kananen (Eds.), *The Routledge Handbook of Educational Linguistics* (pp. 132-144). New York and London: Routledge.
- Otheguy, R., García, O. & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review* 6(3): 281-307. DOI 10.1515/applirev-2015-0014
- García, O. (2014). Becoming bilingual and biliterate: Sociolinguistic and sociopolitical considerations. In C. Addison Stone, E. R. Silliman, B. J. Ehren, & G. P. Wallach (Eds.), *Handbook of language and literacy: Development and disorders* (pp.145-160). New York, NY: The Guilford Press.
- García, O. (2014). Countering the dual: Transglossia, dynamic bilingualism and translanguaging in education. In R. Rubdy & L. Alsagoff (Eds.), *The global-local interface, language choice and hybridity* (pp. 100-118). Bristol, United Kingdom: Multilingual Matters.
- García, O. (2014). Dynamic bilingual perspectives on traditionally taught languages in the US. In T. Wiley, J. Peyton, D. Christina, N. Liu, & S. Moore (Eds.), *Handbook of heritage and community languages in the United States*. New York, NY: Routledge.
- García, O. (2014). Misconstructions in the education of language minoritized students: Lessons for a multilingual Francophone world. In *Des Paroles, Des Langues et des pouvoirs*, ed. R. Colonna. Paris: Editions L'Harmattan, p. 123-134.
- García, O. (2014) Multilingualism and language education from an ELS angle. In C. Leung & B. Street (Eds.), *The Routledge handbook of English language studies*. New York, NY: Routledge.
- García, O. (2014). TESOL Translanguaged in NYS: Alternative perspectives. In L. Baecher & R. Johnson (Eds.), *NYS TESOL Journal*, 1(1), 2-10.
- García, O. (2014) U.S. Spanish and Education: Global and Local Intersections. *Review of Research in Education* 38 (1), 58-80.
- García, O., & Cole, D. (2014). Deaf gains in the study of bilingualism and bilingual education. In H. D. Bauman & J. Murray (Eds.) *Deaf-Gain and the Future of Human Diversity* (pp. 95-111). Minneapolis, MN: University of Minnesota Press.
- García, O., Espinet, I., & Hernández, L. (2014). Las paredes hablan en El Barrio: Mestizo signs and semiosis. *Revista Internacional de Lingüística Iberoamericana* XI/21. Tomo editado por Mónica Castillo Lluh.
- García, O., & Flores, N. (2014). Multilingualism and Common Core State Standards in the US. In S. May (Ed.), *The multilingual turn: Implications for SLA, TESOL and Bilingual Education* (pp. 147-166). New York, NY: Routledge.
- García, O., & Kano, N. (2014). Translanguaging as process and pedagogy: Developing the English writing of Japanese students in the US. In J. Conteh & G. Meier (Eds.) *The multilingual turn in languages education: Opportunities and challenges for individuals and societies* (pp. 258-277). Clevedon, United Kingdom: Multilingual Matters.

- García, O. & Leiva, C. (2014). Theorizing and Enacting Translanguaging for Social Justice. In A. Blackledge & A. Creese (Eds.), *Heteroglossia as Practice and Pedagogy* (pp. 199-216). New York: Springer.
- Lasagabaster, D. & García, O. (2014). Translanguaging: Towards a dynamic model of bilingualism at school/ Translanguaging: hacia un model dinámico de bilingüismo en la escuela. *Cultura y Educación: Culture and Education*, DOI: [10.1080/11356405.2014.973671](https://doi.org/10.1080/11356405.2014.973671)
- Orellana, M. F. & García, O. (2014, May). Language brokering and translanguaging in school. *Language Arts* 91(5): 386-392.
- Velasco, P. & García, O. (2014). Translanguaging and the Writing of Bilingual Learners. *The Bilingual Research Journal* 37:1, 6-23.
- García, O. (2013). American multilingualism for a global future: Recommendations for parents, educators and policy-makers. In O. García, Z. Zakharia, & B. Otcu. *Bilingual community education and multilingualism: Beyond heritage languages in a global city* (pp. 309-314). Bristol, United Kingdom: Multilingual Matters.
- García, O. (2013). En/countering indigenous bi/multilingualism. In L. T. Wyman, T. L. McCarty, & S. E. Nicholas (Ed.), *Indigenous Youth and Multilingualism: Language Identity, Ideology, and Practice in Dynamic Cultural Worlds* (pp. 207-214). New York, NY: Routledge.
- García, O. (2013). Hugo Baetens Beardsmore. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 341-344). Oxford, United Kingdom: Wiley-Blackwell. Wiley Online library: [https://onlinelibrary.wiley.com/doi/book/10.1002/9781405198431\[onlinelibrary.wiley.com\]](https://onlinelibrary.wiley.com/doi/book/10.1002/9781405198431[onlinelibrary.wiley.com]).
- García, O. (2013). From diglossia to transglossia: Bilingual and multilingual classrooms in the 21<sup>st</sup> century. In C. Abello-Contesse, P. M. Chandler, M. D. López-Jimenez, & R. C. Beltrán. *Bilingual and multilingual education in the 21st Century: Building on experience* (pp. 155-175). Bristol, United Kingdom: Multilingual Matters.
- García, O. (2013). Informal bilingual acquisition: Dynamic spaces for language education. In D. Singleton, J. A. Fishman, L. Aronin, & M. Ó. Laoire (Eds.), *Current multilingualism: A new linguistic dispensation* (pp. 99-118). Berlin, Germany: Mouton de Gruyter.
- García, O. (2013). Language use in the United States. In C. E. Cortés & J. G. Golson (Eds.), *Multicultural America* (Vol. 3, pp. 1325-1329). Thousand Oaks, CA: Sage.
- García, O. (2013). Qualitative research on bilingualism and multilingualism. In C. A. Chapelle (Ed.), *Encyclopedia of applied linguistics* (pp. 4783-4787). Oxford, United Kingdom: Wiley-Blackwell.
- García, O. (2013). Translanguaging y el español en la enseñanza de estudiantes bilingües en los Estados Unidos. In D. Dumitrescu & G. Piña-Rosales (Eds.), *El Español en los Estados Unidos: E pluribus unum? Enfoques multidisciplinares* (pp. 353-374). New York, NY: Academia Norteamericana de la Lengua Española (ANLE).
- García, O. (2013). Translanguaging to teach English in Nepal. In M. Kafle (Ed.), *ELT forum: Local pedagogies in multilingual countries*. Retrieved from <http://neltachoutari.wordpress.com/2013/07/01/translanguaging-to-teach-english-in-nepal/>
- del Valle, J., & García, O. (2013). Introduction to the making of Spanish: US perspectives. In J. del Valle (Ed.), *A Political History of Spanish* (pp. 249-259). Cambridge, United Kingdom: Cambridge University Press.
- Flores, N., & García, O. (2013). Linguistic third spaces in education: Teachers' translanguaging across the bilingual continuum. In D. Little, C. Leung, & P. Van Avermaet (Eds.), *Managing diversity in education: Key issues and some responses* (pp. 243-256). Clevedon, United Kingdom: Multilingual Matters.
- García, O., & Flores, N. (2013). Literacy in multilingual classrooms. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 3542-3548). Oxford, United Kingdom: Wiley-Blackwell.
- García, O., & Herrera, L. Y. (2013). Bilingual Education. In E. I. Stavans (Ed.), *Oxford bibliographies in Latino studies*. New York, NY: Oxford University Press. <http://www.oxfordbibliographies.com/obo/page/latino-studies>



- García, O., & Kleyn, T. (2013). Teacher education for multilingual education. In C. A. Chapelle (Ed.), *The Encyclopedia of applied linguistics* (pp. 5543-5548). C.A. Oxford, United Kingdom: Wiley-Blackwell. Wiley Online library: [https://onlinelibrary.wiley.com/doi/book/10.1002/9781405198431\[onlinelibrary.wiley.com\]](https://onlinelibrary.wiley.com/doi/book/10.1002/9781405198431[onlinelibrary.wiley.com]).
- García, O., Pujol-Ferrán, M., & Reddy, P. (2013). Educating international and immigrant students in US higher education: Opportunities and challenges. In A. Doiz, D. Lasagabaster & J. M. Sierra (Eds.), *English-medium instruction at universities: Global challenges* (pp. 174-195). Bristol, United Kingdom, Buffalo, NY, & Toronto, ON: Multilingual Matters.
- García, O., & Woodley, H. (2013). Bilingual Education. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 425-429). Oxford, United Kingdom: Wiley-Blackwell.
- García, O., Woodley, H. H., Flores, N., & Chu, H. (2013). Latino emergent bilingual youth in high schools: Transcaring strategies for academic success. *Urban Education*, 48(6), 798-82. doi:10.1177/0042085912462708
- García, O., Zacharia, Z., & Otcu, B. (2013). Bilingual community education: Beyond heritage language education and bilingual education in New York. In O. García, Z. Zakharia & B. Otcu (Eds.), *Bilingual community education and multilingualism: Beyond heritage languages in a global city* (pp. 3-44). Bristol, United Kingdom: Multilingual Matters.
- García, O. (2012). Ethnic identity and language policy. In B. Spolsky (Ed.), *Handbook of language policy* (pp. 79-99). Cambridge, United Kingdom: Cambridge University Press.
- García, O. (with N. Flores). (2012). Multilingual pedagogies. In M. Martin-Jones, A. Blackledge, & A. Creese (Eds.), *Handbook of Multilingualism* (pp. 232-246). New York, NY: Routledge.
- García, O. (2012). Power-sharing and cultural autonomy: Some sociolinguistic principles. *International Journal of the Sociology of Language*, 213, 143-147.
- García, O. (2012). Theorizing translanguaging for educators. In C. Celic & K. Seltzer, *Translanguaging: A CUNY-NYSIEB guide for educators* (pp. 1-6). New York, NY: CUNY-NYSIEB.
- García, O., Flores, N., & Woodley, H. H. (2012). Transgressing monolingualism and bilingual dualities: Translanguaging pedagogies. In A. Yiakoumetti (Ed.), *Harnessing linguistic variation for better education* (pp. 45-76). Bern, Switzerland: Peter Lang.
- García, O., & Velasco, P. (2012). Insufficient language education policy: Intercultural bilingual education in Chiapas. *Diaspora, indigenous and minority education journal*, 6, 1-18.
- García, O. (2011). Educating New York's bilingual children: Constructing a future from the past. *International Journal of Bilingual Education and Bilingualism*, 14(2), 133-153.
- García, O. (2011). Exploring the variables in successes and failures of language and ethnic identity efforts (L&IEfs). In J. A. Fishman & O. García (Eds.), *The Handbook of language and ethnic identity: The success-failure continuum in language and ethnic identity efforts* (Vol. 2, pp. 472-483). Oxford, United Kingdom: Oxford University Press.
- García, O. (2011). From language garden to sustainable languaging: Bilingual education in a global world. *Perspective: A publication of the National Association for Bilingual Education*, Sept/Oct, 5-10.
- García, O. (2011). Planning Spanish: Nationalizing, minoritizing and globalizing performances. In M. Díaz-Campos (Ed.), *The Handbook of Hispanic sociolinguistics* (pp. 665-685). Malden, MA & Oxford, United Kingdom: Wiley-Blackwell.
- García, O. (with C. Makar, M. Starcevic, & A. Terry). (2011). Translanguaging of Latino kindergarteners. In K. Potowski & J. Rothman (Eds.), *Bilingual youth: Spanish in English speaking societies* (pp. 33-55). Amsterdam, Netherlands & Philadelphia, PA: John Benjamins.
- García, O., & Bartlett, L. (2011). Dominican youth in New York City schools: A community stands up and delivers. *Camino Real*, 3(4), 95-118.
- García, O., Flores, N., & Chu, H. (2011). Extending bilingualism in U.S. secondary education: New variations. *International Multilingual Research Journal*, 5(1), 1-18.



- García, O., & Kleifgen, J. (2011). Bilingualism for equity and excellence in minority education: The United States. In K. Van den Branden, P. Van Avermaet, & M. Van Houtte (Eds.), *Equity and excellence in education* (pp. 166-189). New York, NY: Routledge.
- García, O., & Sylvan, C. (2011). Pedagogies and practices in multilingual classrooms: Singularities in pluralities. *Modern Language Journal*, 95(iii), 385-400.
- García, O. & Velasco, P. (2011). Observando, colaborando y describiendo: Devolviéndole el poder a los docentes. In A. M. de Mejía, & C. Hélot (Eds.), *Empowering teachers across cultures* (pp. 1-16). Bern, Switzerland: Peter Lang.
- García, O. (2010). Bilingualism in education in the multilingual apple: The future of the past. *Journal of Multilingual Education Research*, 1(1), 13-34.
- García, O. (2010). Language spread and its study in the 21<sup>st</sup> century. In R. Kaplan (Ed.), *Oxford handbook of applied linguistics* (Rev. 2nd ed., pp. 398-411). Oxford, United Kingdom: Oxford University Press.
- García, O. (2010). Linguaging and ethnifying. In J. A. Fishman & O. García (Eds.), *Handbook of language and ethnic identity: Disciplinary and regional perspectives* (Vol. 1, pp. 519-534). Oxford, United Kingdom: Oxford University Press.
- García, O. (2010). Latino language practices and literacy education in the U.S. In M. Farr, L. Seloni & J. Song (Eds.), *Ethnolinguistic diversity and education: Language, literacy, and culture* (pp. 193-211). New York, NY: Routledge.
- García, O., López, D., & Makar, C. (2010). Language and identity in Latin America. In J. A. Fishman & O. García, (Eds.), *Handbook of language and ethnic identity* (pp. 353-373). Oxford, United Kingdom: Oxford University Press.
- García, O., & Menken, K. (2010). Moving forward: Ten guiding principles for teachers. In K. Menken & O. García, (Eds.), *Negotiating language policies in schools: Educators as policymakers* (pp. 262-268). New York, NY: Routledge.
- García, O., & Menken, K. (2010). Stirring the onion: Educators and the dynamics of language education (looking ahead). In K. Menken & O. García (Eds.), *Negotiating language policies in schools: Educators as policymakers* (pp. 249-261). New York, NY: Routledge.
- García, O., & Torres-Guevara, R. (2010). Monoglossic ideologies and language policies in the education of U.S. Latinas/os. In E. Murillo, S. Villenas, R. T. Galván, J. S. Muñoz, C. Martínez, & M. Machado-Casas (Eds.), *Handbook of Latinos and education: Research, theory and practice* (pp. 182-194). Mahwah, New Jersey: Lawrence Erlbaum.
- García, O. (2009). "Bilingualing" without schooling: The role of comprehensive education. In H. Varenne & E. Gordon (Eds.), *Theoretical perspectives on comprehensive education: The way forward* (pp. 187-216). Lewiston, New York: The Edwin Mellen Press.
- García, O. (2009). Education, multilingualism and translanguaging in the 21st century. In A. Mohanty, M. Panda, R. Phillipson, & T. Skutnabb-Kangas (Eds.), *Multilingual education for social justice: Globalising the local* (pp. 128-145). New Delhi, India: Orient Blackswan (formerly Orient Longman).
- García, O. (2009). Education, multilingualism and translanguaging in the 21<sup>st</sup> century. In T. Skutnabb-Kangas, R. Phillipson, A. K. Mohanty & M. Panda (Eds.), *Social justice through multilingual education* (pp. 140-158). Bristol, United Kingdom: Multilingual Matters. [Translated to Turkish as *Yüzyılda Eğitim, Çokdillilik ve Aktarımlı İletişim* (2012). In T. Skutnabb-Kangas, R. Phillipson, A. K. Mohanty & M. Panda (Eds.), *Çokdilli Eğitim Yoluyla Toplumsal Adalet* (pp. 140-158). Canyaka-Ankara, Turkey: Eğitim Sen Yayınları.]
- García, O. (2009). Emergent bilinguals and TESOL: What's in a name? In S. Taylor (Ed.), *TESOL Quarterly*, 43 (2), 322-326.
- García, O. (2009). En/countering indigenous bilingualism. *Journal of Language, Identity and Education*, 8(5), 376-380.

- García, O. (2009). La Enseñanza del Español como lengua extranjera. In H. L. Morales (Ed.), *La enciclopedia del Español en los EEUU* (pp. 423-428). Alcalá de Henares, Madrid, Spain: Instituto Cervantes.
- García, O. (2009). Livin' and teachin' *la lengua loca*: Glocalizing U.S. Spanish ideologies and practices. In R. Salaberry (Ed.), *Language allegiances and bilingualism in the United States* (pp. 151-171). Clevedon, UK: Multilingual Matters.
- García, O. (2009). Racializing the language practices of U.S. Latinos: Impact on their education. In J. Cobas, J. Feagin, & J. Duany (Ed.), *How the United States racializes Latinos: White hegemony and its consequences* (pp. 101-115). Boulder, CO: Paradigm Publisher.
- García, O. (2009). El uso del español en la enseñanza: La educación bilingüe. In H. L. Morales (Ed.), *La enciclopedia del Español en los EEUU* (pp. 417-422). Alcalá de Henares, Madrid, Spain: Instituto Cervantes.
- García, O., & Mason, L. (2009). Where in the world is U.S. Spanish? Creating a space of opportunity for U.S. Latinos. In W. Harbert (Ed.), *Language and Poverty* (pp. 78-101). Bristol, United Kingdom: Multilingual Matters.
- García, O. (2008). Einar Haugen. In J. González (Ed.), *Encyclopedia of bilingual education* (pp. 338-340). Los Angeles, CA & London, United Kingdom: Sage Publications.
- García, O. (2008). J. A. Fishman. In J. González (Ed.), *Encyclopedia of bilingual education* (pp. 304-306). Los Angeles, CA & London, United Kingdom: Sage Publications.
- García, O. (2008). L'enseignement en milieu multilingue aux Etats-Unis. In C. Hélot, B. Benert, S. Ehrhart, & A. Young (Eds.), *Penser le bilinguisme autrement* (pp. 111-126). Frankfurt am Main, Germany: Peter Lang.
- García, O. (2008). Multilingual language awareness and teacher education. In J. Cenoz & N. Hornberger (Eds.), *Encyclopedia of language and education: Vol. 6 Knowledge about language* (2nd ed., pp. 385-400). Berlin, Germany: Springer.
- García, O. (2008). Spanish and globalization: Shedding its armor and baring its undulating rhythms. *International Multilingual Research Journal*, 2(1), 1-4.
- García, O. (2008). Teaching Spanish and Spanish in teaching in the U.S.: Integrating bilingual perspectives. In C. Helot & A. M. de Mejía (Eds.), *Forging multilingual spaces: Integrating majority and minority bilingual education* (pp. 31-57). Clevedon, United Kingdom: Multilingual Matters.
- García, O., & Tsai, P. J. (2008). Language education policy in global perspective. In J. González (Ed.), *Encyclopedia of bilingual education* (pp. 435-438). Los Angeles, CA & London, United Kingdom: Sage Publications.
- García, O. (2007). Lenguas e identidades en mundos hispanohablantes: Desde una posición plurilingüe y minoritaria. In M. Lacorte (Ed.), *Lingüística aplicada del español* (pp. 377-400). Madrid, Spain: Arco.
- García, O., & Bartlett, L. (2007). A speech community model of bilingual education: Educating Latino newcomers in the U.S. *International Journal of Bilingual Education and Bilingualism*, 10, 1-25.
- García, O., Bartlett, L., & Kleifgen, J. (2007). From biliteracy to pluriliteracies. In P. Auer & Li Wei (Eds.), *Handbook of applied linguistics* (Vol. 5, pp. 207-228). Berlin, Germany: Mouton de Gruyter.
- García, O., Kleifgen, J., & Falchi, L. (2007). *Equity in the education of emergent bilinguals: The case of English language learners*. New York, NY: Teachers College, Columbia University, Campaign for Educational Equity.
- García, O. (2006). Lost in transculturation: The case of bilingual education in New York City. In M. Putz, J. A. Fishman & N. Aertselaer (Eds.), *Along the routes to power: Exploration of the empowerment through language* (pp. 157-178). Berlin, Germany: Mouton de Gruyter.

- García, O., & Menken, K. (2006). The English of Latinos from a plurilingual transcultural angle: Implications for assessment and schools. In S. Nero (Ed.), *Dialects, other Englishes, and education* (pp. 167-184). Mahwah, New Jersey: Lawrence Erlbaum.
- García, O., & Schiffman, H. (with Z. Zachariah). (2006). Fishmanian sociolinguistics: 1949 to the present. In O. García, R. Peltz, & H. Schiffman (Eds.), *Language loyalty, continuity and change: Joshua A. Fishman's contributions to international sociolinguistics* (pp. 3-68). Clevedon: Multilingual Matters.
- García, O., Skutnabb-Kangas, T., & Torres-Guzmán, M. (2006). Weaving spaces and deconstructing ways for multilingual schools: The actual and the imagined. In O. García, T. Skutnabb-Kangas, & M. Torres-Guzmán, (Eds.), *Imagining multilingual schools: Languages in education and glocalization* (pp. 3-47). Clevedon, United Kingdom: Multilingual Matters.
- García, O. (2005). Minority language education. In K. Brown (Ed.), *Encyclopedia of language and linguistics* (Vol. 8, pp. 159-163). Oxford, United Kingdom: Elsevier.
- García, O. (2005). Positioning heritage languages in the United States. *Modern Language Journal* 89(4), 601-605.
- García, O. (2004). *Lost in transculturation: The case of bilingual education in New York City*. Linguistic LAUD Agency. Series A, Paper No. 624, Universitat Duisburg-Essen.
- García, O. (2003). Nouvelles espérances et barrières dans le domaine de l'éducation aux États-Unis. *Hommes et Migrations*, 1246, 17-27.
- García, O. (2003). La enseñanza del español a los Latinos de los EEUU: Contra el viento del olvido y la marea del inglés. *Ínsula julio-agosto*, 679-680.
- García, O. (2002). Teaching language minorities in the United States: From bilingualism as a deficit to bilingualism as a liability. Comments to Eugene Garcia, bilingualism and schooling in the United States. *International Journal of the Sociology of Language*, 155/156, 125-130.
- García, O., & Traugh, C. (2002). Using descriptive inquiry to transform the education of linguistically diverse U.S. teachers and students. In Li Wei, J. Dewaele, & A. Housen (Eds.), *Opportunities and challenges of (societal) bilingualism* (pp. 311-328). Berlin, Germany and New York, NY: Walter de Gruyter.
- García, O. (2002). Language spread and its study: Narrowing its spread as a scholarly field. In R. Kaplan (Ed.), *Oxford handbook of applied linguistics* (pp. 352-364). Oxford, United Kingdom: Oxford University Press.
- García, O. (2001). Bilingual education is beneficial. In M. E. Williams (Ed.), *Education: Opposing viewpoints* (pp. 126-129). San Diego, CA: Greenhaven Press.
- García, O. (2001). Writing backwards across languages: The inexpert English/Spanish biliteracy of uncertified bilingual teachers. In M. Schleppegrell & C. Colombi (Eds.), *Developing advanced literacy in first and second languages* (pp. 245-259). Mahwah, NJ: Lawrence Erlbaum.
- García, O., Morín, J. L., & Rivera, K. (2001). How threatened is the Spanish of New York Puerto Ricans? Language shift with vaivén. In J. A. Fishman (Ed.), *Can threatened languages be saved? Reversing language shift revisited* (pp. 44-73). Clevedon, United Kingdom: Multilingual Matters.
- García, O. (2000). Language, a diversity category beyond all others. In R. Phillipson (Ed.), *Rights to language: Equity, power, and education* (pp. 243-248). Mahwah, NJ: Lawrence Erlbaum.
- Otheguy, R., García, O., & Roca, R. (2000). Speaking in Cuban: The language of Cuban Americans. In S. McKay & S. C. Wong (Eds.), *New immigrants in the United States: Readings for second language educators* (pp. 165-188). Cambridge, United Kingdom: Cambridge University Press.

- García, O. (1999). Reversing language shift: The Role of scholarship and grandfathership. *Liber Amicorum Koen Zondag* (pp. 29-30). Ljouwert, Friesland, The Netherlands.
- García, O., & Trubek, J. (1999). Where have all the minority educators gone and when will they ever learn? *Educators for Urban Minorities*, 1, 1-8.
- García, O. (1999). Educating Latino high school students with little formal schooling. In C. Faltis & P. Wolfe (Eds.), *So much to say: Adolescents, bilingualism and ESL in the secondary school* (pp. 61-82). New York, NY: Teachers College Press.
- García, O. (1999). The forging of a Latin American ethnolinguistic identity: Between the written and oral word. In J. A. Fishman (Ed.), *Handbook of language and ethnic identity* (pp. 226-243). Oxford, United Kingdom: Oxford University Press.
- García, O. (1997). Bilingual education. In F. Coulmas (Ed.), *The Handbook of sociolinguistics* (pp. 405-420). Oxford, United Kingdom: Basil Blackwell.
- García, O. (1997). New York's multilingualism: World languages and their role in a U.S. city. In O. Garcia & J. A. Fishman (Eds.), *The multilingual apple: Languages in New York City* (pp. 3-50). Berlin, Germany: Mouton de Gruyter.
- García, O., & Otheguy, R. (1997). No sólo de estándar vive el aula: Lo que nos enseñó la educación bilingüe sobre el español de Nueva York. In M. C. Colombi & F. Alarcón (Eds.), *La enseñanza del español a hispanohablantes: Praxis y teoría* (pp. 156-174). Boston, MA: Houghton Mifflin.
- Corona, D., & Ofelia, G. (1996). English in Cuba: From imperialist design to imperative need. In J. Fishman, A. Conrad, & A. Rubal-Lopez (Ed.), *Post imperialist-English* (pp. 85-111). Berlin, Germany: Mouton de Gruyter.
- García, O. (1995). Spanish language loss as a determinant of income among US Latinos: Implications for language policy in schools. In J. W. Tollefson (Ed.), *Power and inequality in language education* (pp.142-160). New York, NY: Cambridge University Press.
- García, O., & Cuevas, M. (1995). Spanish ability among second generation Nuyoricans: A study of its determinants. In C. Silva-Corvalán (Ed.), *Spanish in four continents: Studies in language contact and bilingualism* (pp. 184-195). Washington, D.C.: Georgetown University Press.
- Skutnabb-Kangas, T., & García, O. (1995). Multilingualism for all? General principles. In T. Skutnabb-Kangas (Ed.), *Multilingualism for all* (pp. 221-256). Lisse, The Netherlands: Swets & Zeitlinger.
- García, O. (1994). Que todo el pluralismo es sueño, y los sueños, vida son: Ethnolinguistic dreams and reality: A response to John Edwards. *International Journal of the Sociology of Language*, 110, 87-104.
- García, O., & Ricardo O. (1994). The value of speaking a LOTE in U.S. Business. *Annals of the American Academy of Political and Social Science*, 532, 99-122.
- García, O. (1993). From Goya portraits to Goya beans: Elite traditions and popular streams in U.S. Spanish language policy. *Southwest Journal of Linguistics*, 12, 69-86.
- Otheguy, R., & García, O. (1993). Convergent conceptualizations as predictors of degree of contact in U.S. Spanish. In A. Roca & J. Lipski (Eds.), *Spanish in the United States*, (pp. 135-154). Berlin: Mouton de Gruyter.
- García, O. (1993). Understanding the societal role of the teacher in transitional bilingual education classrooms: Lessons from Sociology of Language. In K. Zondag (Ed.), *Bilingual education in Friesland: Facts and prospects* (pp.25-37). Leeuwarden, The Netherlands: Gemeenschappelijk Centrum voor Onderwijsbegeleiding in Friesland.
- García, O. (1992). Societal multilingualism in a multicultural world in transition. In H. Byrnes (Ed.), *Languages for a multicultural world in transition: Northeast conference reports on the teaching of foreign languages* (pp. 1-27). Lincolnwood, Illinois: National Textbook Company.

- García, O. (1991). Latinos and bilingual education in the United States: Their role as objects and subjects. *New Language Planning Newsletter*, 6, 3-5.
- García, O. (1991). The Politics of the language of literacy: Spanish literacy for New York Latinos. *Information Update. Literacy Assistance Center*, 7 (1), 9-10.
- García, O. (1991). A gathering of voices, a 'legion of scholarly decency' and bilingual education. In O. Garcia (Ed.), *Bilingual Education: Focusschrift in honor of Joshua A. Fishman* (3-19). Amsterdam, Netherlands: John Benjamins.
- Beckum, L., García, O., Otheguy, R., Zimny, A., Horned, I., Perry, P., & Rollett, B. (1991). Identifying a knowledge base for teaching multicultural, multilingual students: An international study. In M. Pugach, H. Barnes, & L. Beckum (Eds.), *Changing the practice of teacher education*. Washington, D.C.: AACTE.
- García, O., & Sánchez-Boudy, J. (1989). In N. Kanellos (Ed.), *Biographical dictionary of Hispanic literature in the United States* (pp. 274-283). Westport, CT: Greenwood Press.
- García, O., & Catalá, R. (1989). In N. Kanellos (Ed.), *Biographical dictionary of Hispanic literature in the United States* (pp. 55-60). Westport, CT: Greenwood Press
- Otheguy, R., García, O., & Fernández, M. (1989). Transferring, switching, and modeling in West New York Spanish: An intergenerational study. *International Journal of the Sociology of Language*, 79, 41-52.
- García, O., Evangelista, I., Martinez, M., Disla, C., & Paulino, B. (1988). Spanish language use and attitudes: A study of two New York City communities. *Language in Society*, 17, 475-511.
- García, O., & Otheguy, R. (1988). The bilingual education of Cuban American children in Dade County's ethnic schools. *Language and Education*, 1, 83-95.
- García, O., & Otheguy, R. (1988). The language situation of Cuban Americans. In S. McKay & S. Wong (Eds.), *Language diversity: Problems or resource?* (pp. 166-192). New York, NY: Harper and Row.
- García, O. (1988). The education of biliterate and bicultural children in ethnic schools in the United States. *Essays by the Spencer Fellows of the National Academy of Education*, 4, 19-78.
- Otheguy, R., & García, O. (1988). Diffusion of lexical innovations in the Spanish of Cuban Americans. In J. L. Ornstein-Galicia, G. K. Green, & D. J. Bixler-Marquez (Eds.), *Research issues and problems in United States Spanish* (pp. 203-242). Brownsville: Pan American University.
- García, O. (1986.) The education of biliterate Japanese children in the Japanese School of New York. *Research Bulletin*, 5, 67-70.
- García, O., & Otheguy, R., (1986). Impressions of London from a New York perspective. *Primary Teaching Studies*, 2, 80-94.
- García, O. (1986). Committed research on the education of language minorities. *Centro de Estudios Puertorriqueños Bulletin*, 9-11, 24-25.
- García, O., Fishman, J. A., Burunat, S., & Gertner, M. (1985). The Hispanic press in the United States: Content and prospects. In J.A. Fishman (Ed.), *The rise and fall of the ethnic revival: Perspectives on language and ethnicity* (pp. 343-362). The Hague, Netherlands: Mouton de Gruyter.
- García, O., & Burunat, S. (1985-1986). La prensa hispana en los Estados Unidos. *Boletín de la Academia Norteamericana de la lengua Española*, 6-7, 31-38.
- García, O. (1985). Foreign languages as a requirement for excellence? In B. Gross & R. Gross (Eds.). *The great school debate* (pp. 209-211). New York, NY: Simon and Schuster.
- García, O., & Otheguy, R. (1985). The masters of survival send their children to school: Bilingual education in the ethnic schools of Miami. *Bilingual Review. Revista Bilingüe* 12, 3-19.
- García, O., Fishman, J. A., Gertner, M., & Burunat, S. (1985). Written Spanish in the US: An analysis of the ethnic press. *International Journal of the Sociology of Language*, 56, 85-98.

- García, O. (1984.) Bilingualism in the United States: Present Attitudes in the light of past policies. In S. Greenbaum (Ed.), *The English language today: Public attitudes toward the English language*. (pp. 147-158). Oxford, United Kingdom: Pergamon Press.
- García, O. (1984). La problemática del idioma en el ensayo puertorriqueño: Proyecciones de la sociolingüística. *Círculo: Revista de Cultura*, 13, 79-86.
- García, O. (1983). Sociolinguistics and language planning in bilingual education for Hispanics in the United States. *International Journal of the Sociology of Language*, 44, 43-54.
- García, O. (1982). The "Cocopleonasm" of Oliverio Girondo's Poetry. *Dada/Surrealism*. 10/11, 47-53.

### Articles Forthcoming

- García, O. (forthcoming). Translanguaging: Removing barriers to English Teaching. *IATEFL 2023 Harrogate Conference Selections*.
- García, O. (forthcoming). U.S. Latinx multilingualism: El Sur in the schools of El Norte. *Applied Linguistics*
- García, O. (forthcoming). Translanguaging and crossroads. In Tsiplakou, S., Kaklamanou, E. & Paraskeva, M. (eds.). *Crossroads of Languages and Cultures 6*.
- García, O. (forthcoming). Translenguando la pedagogía de la educación bilingüe. *Cuadernos de Pedagogía* 543 (junio 2023).
- García, O., Cioè-Peña, M. & Frieson, B. (forthcoming). Bilingual Education: Leaving (and not leaving) race behind. In Padilla, L. & Vana, R. (eds). *Representation, Inclusion, and Social Justice in World Language Teaching: Research and Pedagogy for Inclusive Classrooms*
- García, O. & Martin, K.M. (forthcoming). Critical race-informed translanguaging for English education. In Morell, E., de los Ríos, C., García, A., Lysicott, J. & Mirra, N. (Eds.). *Critical English Education: Enduring voices, new perspectives*. National Council of Teachers of English (NCTE) and Routledge Press.
- García, O. & Nuosy, S. (forthcoming). Translanguaging Love in Action. *Critical Inquiry in Language Studies*.
- García, O. & Otheguy, R. (forthcoming). Conversation with Sifre Makoni. In Makoni, S., Idem, U., Hansen, K. & Dartey (eds.) *English and Language Shift*. Multilingual Matters.
- García, O. & Otheguy, R. (forthcoming). Translanguaging. In *Oxford Encyclopedia of Linguistics*.
- García, O. & Veronelli, G. (forthcoming). Registering Lynn Mario's Vision: Decolonizing raciolinguistic ideologies. In Silva, K. and Martinez, J.Z. (eds.). *Amid dialogues, sensitivities and learning: Lynn Mario Menezes de Souza's multiple hats*. Brazil.
- Rajendram, S. & García, O. (forthcoming). Translanguaging: English studies and education. In Leung, C. & Lewkowicz, J. (eds.). *The Routledge Companion to English Studies*.
- Seltzer, K., Rajendram, S., & García, O. (forthcoming). Translanguaging Theory, Pedagogies, and Future Directions from the Global South In Selvi, Ali Fuad and Galloway, Nicola (eds.). *Routledge Handbook of English as an International Language*. Routledge.
- Tupas, R. & García, O. (forthcoming). Disentangling 'Bi/multilingualism' in Education and Language Policy: Southern Decolonial Multilingualism. In Schwieter, J.W. & Dewaele, J.-M. *Multilingualism: Foundations and the state of the interdisciplinary art*. Bloomsbury.
- Vogel, S. & García, O. (forthcoming). Translanguaging: Leveraging theoretical shifts towards social change. *The Oxford Encyclopedia of Race and Education*.
- Zavala, V. & García, O. (forthcoming). Una educación lingüística crítica para profesores de español en contextos de hablantes minorizados. In Lafford, B.A., Sánchez-López, L., Ferreira Cabrera, A. / Arnó Maciá, E. (eds.) *The Routledge Handbook of Spanish for Specific Purposes*



Aleksic, G. & García, O. (Submitted for review). Belonging and translanguaging pedagogy.

### Policy Document

García, O., Kleifgen, J. & Falchi, L. (2008). *Equity perspectives: From English language learners to emergent bilinguals*. New York, NY: Teachers College, Columbia University, Campaign for Educational Equity. Retrieved from [http://www.tc.columbia.edu/i/a/document/6468\\_Ofelia\\_ELL\\_Final.pdf](http://www.tc.columbia.edu/i/a/document/6468_Ofelia_ELL_Final.pdf)

### Forewords, Prefaces, Afterwords, Commentaries, Short entries

- García, O. (2023). Foreword: Re-Seeing translanguaging in teacher education and research. In Zhongfeng Tian and Nicole King. (Eds.) *Developing Translanguaging Repertoires in Critical Teacher Education*, pp, ix-xiii. De Gruyter.
- García, O. (2023). Foreword: Doing translanguaging research/teaching/learning juntos. In Shepard-Carey, L. & Tian, Z.F., (Eds.) *(Re)imagining the future of translanguaging pedagogies in classrooms through teacher-researcher collaboration*, pp. xvii-xxiv. Multilingual Matters.
- García, O. (2023). Translanguaging décloisonnement: An epilogue. *LIDIL [Revue de Linguistique et de didactique des langues]*, 67. (ed. S. Babault & M. Bento). <https://doi.org/10.4000/lidil.11441>
- García, O. (2022). Designing New Ownership of English: A commentary. *TESL-EJ*, November 2022 (Special issue edited by M.H. Chau, A. Lie, G. Jacobs & W. Renandya). <https://tesl-ej.org/wordpress/issues/volume26/ej103/ej103a10/>
- García, O. (2022). Bernard Spolsky. The King Canute of Language Policy. *AAALetter* (American Association of Applied Linguistics). [https://www.aal.org/news/aaaletter---december-2022#Anchor15](https://www.aal.org/news/aaalletter---december-2022#Anchor15)
- García, O. (2022). Facing emergent bilinguals and literacy. In Wager, A., Clarke, L. & Enriquez, G. (Eds.), *The Reading Turn-around with emergent bilinguals*. Teachers College Press (pp. xi-xii).
- García, O. (2022). Intercultural twinnings and twinings. In *Intercultural Twinnings A Commitment for a Pluralistic Society*. Ed. by Carignan, N., Springer, S., Deraiche, M. & Guillot, M-C. Brill Publisher (pp. xiii-xvii).
- García, O. (2021). Seeing over the translanguaging corriente and into classrooms. In Espinosa, C. & Ascenzi-Moreno, L. *Rooted in Strength. Using translanguaging to grow multilingual readers and writers*, pp. 5-7. New York: Scholastic.
- García, O. (2021). The Abled bendiciones of Latina mothers: A Foreword. In Cioè-Peña, M. (2021). *(M)othering labeled children. Bilingualism and disability in the lives of Latinx mothers*, pp. xi-xiii. Bristol, UK: Multilingual Matters.
- García, O. (2021). Overviewing with CUNY-NYSIEB Lentos y Emergent Pasos. 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. xv-xix). London and New York: Routledge.
- García, O. (2021). “Not a bad thing”: a commentary on translanguaging among Chinese bilinguals. *Applied Linguistics Review*. <https://doi.org/10.1515/applirev-2021-0023>
- García, O. (2020). *Singularity, complexities and contradictions: A commentary about translanguaging, social justice and education* (pp. 11-20). Springer. [https://link.springer.com/chapter/10.1007/978-3-658-28128-1\\_2](https://link.springer.com/chapter/10.1007/978-3-658-28128-1_2)
- García, O. (2020). Latinx temas, textos y translanguaging en comunidad. In España, C. & Herrera, L. *En Comunidad. Lessons for centering the voices and experiences of bilingual Latinx students* (pp. x-xv). Portsmouth, NH: Heinemann.

- García, O. & Walter, Rebecca (2020). Florian Coulmas: IJSL's amplified forked voice. *The International Journal of the Sociology of Language* <https://doi.org/10.1515/ijsl-2020-2117>
- García, O. (2019). Foreword. In Wager, A.C., Clarke, L.W. and Enriquez, G. *The Reading Turn-around with emergent bilinguals* (p. xi-xii). New York: Teachers College Press.
- García, O. (2019). Breathing life into a translanguaging classroom. In Fu, D., Hadjioannou, X and Zhou, X. *Translanguaging for emergent bilinguals. Inclusive teaching in the linguistically diverse classroom*. New York: Teachers College Press.
- García, O. (2019). Translanguaging: A coda to a code? *Classroom Discourse*, 10 (3-4), 369-373. doi: 10.1080/19463014.2019.1638277.
- García, O. (2019). The Curvas of translanguaging. In Zhongfeng, T. and Link H. (Eds.). Positive synergies. *Translanguaging and critical theories in education*, pp. 86-93. New York: John Benjamins. *Translation and Translanguaging in Multilingual Contexts*, 5(1), 86-93.
- García, O. (2018). Afterword — Reflexiones on translanguaging: Across contexts and in concert with teorías. In Gort, M. (Ed.). *The Complex and dynamic languaging practices of emergent bilinguals*, 148-153. New York: Routledge.
- García, O. (2018). Translanguaging in the crossroad of civilization. In Tsokalidou, R. (ed.). *ΣίδαYes. Beyond bilingualism to translanguaging*, pp. 15-19. Athens: Gutenberg Press.
- García, O. (2017). Bilingual education: Making a U-Turn with parents and communities. In Jaumont, F. *The Bilingual revolution* (pp. 1-9). New York: TBR Books.
- García, O. (2017). Translanguaging in schools: Subiendo y bajando, bajando y subiendo as afterword. *International Journal of Language, Identity and Education* 16(4), 256-263. DOI: 10.1080/15348458.2017.1329657
- García, O. (2016). Living and studying polyd(romously). A self-reflection. *Polidrhomo* Issue 9, May 2016: 7011.
- García, O. (2014). Prefácio: A diversidade linguística, las prácticas and the discourses: Despertar/Éveil/Awake/Sensibilização. In Andrade, A. I., Araújo e Sá, M. H., Faneca, R.M., Martins, F. Pinho, A.S. & Simões (Orgs.). *A diversidade linguística nos discursos e nas práticas de educação e formação* (pp. 9-12).
- García, O. (2011). Foreword. In A. T. de Mejía, A. L. Mendoza, & B. P. Dix (Eds.), *Bilingüismo en el contexto colombiano: Iniciativas y perspectivas en el siglo (XXI)*, pp. 1-4). Bogotá, Colombia: Centro de Investigación y Formación en Educación.
- García, O. (2010). Foreword. In A. Ehrhart, A. Le Nevez, & C. Hélot (Eds.), *Plurilinguisme et formation des enseignants: Une approche critique/Plurilingualism and teacher education: A critical approach*. Frankfurt am Main: Peter Lang.
- García, O. (2010). Foreword. In S. Adelman-Reyes & T. Kleyn (Eds.), *Teaching in 2 languages. A guide for K-12 bilingual educators* (pp. vii-x). Thousand Oaks, CA: Corwin Press.
- García, O. (2009). Foreword. In C. Celic (Ed.), *English language learners day by day K-6* (pp. ix-ki). Portsmouth, NH: Heinemann.
- García, O. (2006). Foreword. In S. Makoni & A. Pennycook (Eds.), *Disinventing and reconstituting languages* (pp. xi-xv). Clevedon, United Kingdom: Multilingual Matters.
- García, O. (2005). Foreword to *Languages, Communities and Education* (Volume of graduate student research, Teachers College, Columbia University).
- García, O. (1999). Foreword to first issue of *Educators for Urban Minorities*.
- García, O. (1993). Foreword. In C. Baker, *Foundations of bilingual education and bilingual education* (pp. vii-ix). Clevedon, UK: Multilingual Matters.

### **Forewords, Prefaces, Afterwords, Commentaries, Short entries (forthcoming)**

**Book Series Co-editor** (first with J.A. Fishman, now with F. Holt  
*Contributions to the Sociology of Language* (Mouton de Gruyter), from 2010 to present.

## Journal Editor

*Language Policy*, co-editor with Helen Kelly-Holmes (2015-2020)

*International Journal of the Sociology of Language*, General Editor (2015-2020); Associate General Editor (2009, from Issue 200).

*Spanish in Context*, Co-editor, with Márquez-Reiter, R., García, O. & Otheguy, R. (Eds.) (Volume 1, 2004 No. 1 & 2; Volume 2, 2005 No. 1 & 2; Volume 3, 2006 No. 1 & 2; Volume 4, 2007 No 1 & 2; Volume 5, 2008 No 1 & 2; Volume 6, 2009 No. 1). Amsterdam, Netherlands: John Benjamins Publishing Company.

*Educators for Urban Minorities*, Editor (Vol. 1, Issue 1, 1999; Issue 2, 2000; Vol. 2, Issue 1, 2001; Issue 2, 2002). New York, NY: Long Island University Press.

## Assessment Instruments

García, O., & Walqui, A. (2004). *Quality teaching for English learners: Observation instrument scoring manual*. California: WestEd.

Otheguy, R., & García, O. (1996). *Prueba de ubicación para hispanohablantes*. Boston, MA: D.C. Heath.

## Reports, Reviews, Newsletters, Op-Eds, Letters, TV Appearances

García, O., Herrera, L., Hesson, S., & Kleyn, T. (2013). A CUNY-NYSIEB framework for the education of emergent bilinguals with low home literacy: 4-12 grades. New York, NY: CUNY-NYSIEB.

García, O. (2012). Theorizing translanguaging for educators. In C. Celic & K. Seltzer (Eds.), *Translanguaging: A CUNY-NYSIEB Guide for Educators* (pp. 1-6). New York, NY: CUNY-NYSIEB.

García, O., & Ascenzi-Moreno, L. (2012). How to use this translanguaging guide: The collaborative descriptive inquiry process. In C. Celic & K. Seltzer (Eds.), *Translanguaging: A CUNY-NYSIEB Guide for Educators* (pp. 7-10). New York, NY: CUNY-NYSIEB.

García, O. (2011). Teachers and personnel for emergent bilinguals with special needs in NYS: What must be done to meet the need? A white paper. Submitted to NYSED and NYS Institutions of Higher Education, September 28, 2011.

García, O., & Flores, N. (2011). A study of the Pan American International High Schools: Developing bilingualism in a common language model. Submitted to PAIHS, October 10, 2010.

García, O. (2010, April). Misconstructions of multilingual education: Global perspectives. *SWARA. Newsletter of the National Multilingual Education Resource Consortium (India)*, 1(3).

García, O., Flores, N., Woodley, H., Chu, H., Kaplan, L., & Dikker, S. (2011). Latinos in New York City high schools. A report submitted to the NYC Department of Education, November 15, 2010.

García, O., & Mercado, C. (2009). Structuring education for Puerto Ricans: Students, teachers and teacher preparation. A synthesis report prepared for Center for Puerto Rican Studies, May, 2009.

Torres-Guevara, R., & García, O. (2008). [Review of the book *¿Qué Onda? Urban youth cultures and border identity*, by C. Bejarano]. *Journal of Multilingual and Multicultural Development*, 28(4), 339-340.

García, O. (2007). [Review of the book *Multilingual identities in a global city: London stories*, by David Block]. *Journal of Sociolinguistics*, 11(4), 531-534.

García, O. (2006). Equity's elephant in the room. Multilingual children in the U.S. are being penalized by current education policies. *TC Today, fall 2006*, 40.

García, O. (2006). [Review of the book *Spanish as a heritage language in the United States*, by A. Roca & M. Cecilia Colombi (Eds.)]. *The Modern Language Journal*, 90, 148-149.

García, O. (2004). [Review of the book *The future of foreign language education in the United States*, by T. A. Osborn]. *The Modern Language Journal*, 88, 145-146.

García, O. (2002). [Review of the book *Politics of language in the Spanish-Speaking world: From colonisation to globalization*, by C. Mar-Moliner]. *The Modern Language Journal*, 86, 640-641.

García, O. (2001). Intercultural competence through language education. [Review of the book *Striving for the third place*, by L. Bianco, J. Anthony, J. Liddicoat, & C. Crozet (Eds.)]. *The Modern Language Journal*, 85, 332-333.

- García, O. (2001). [Review of the book *Teaching and learning Irish in primary schools: A review of research and development*, by J. Harris & L. Murtagh]. *International Journal of Bilingual Education and Bilingualism*, 4, 355-357.
- García, O. (2000). [Review of the book *Dialects in schools and communities* by W. Wolfram, C. Temple Adger, & D. Christian]. *The Modern Language Journal*, 84: 306-307.
- García, O. (2000). Letter to the Editor. New Classroom Recruits. *New York Times*, November 22, 2000.
- García, O. (2000). Letter to the Editor. NYCBOE assignment of certified teachers to SURR schools. *New York Times*, September 13, 2000.
- García, O. (2000). Expert advice on first two years of life. On bilingual baby. *Child*, November 2000.
- García, O. (2000). Letter to the editor. New classroom recruits. *New York Times*, November 29, 2000.
- García, O. (1999). [Review of the book *Sociocultural contexts of language and literacy*, by B. Perez]. *The Modern Language Journal*, 83, 296-297.
- García, O. (1999). Letter to Editor. Benefits of Bilingualism. *New York Times*, August 22, 1999.
- García, O., & Trubek, J. (2000). Los nuevos estándares: Dónde están los educadores latinos? Op-Ed. *El Diario La Prensa*, January 1, 2000.
- García, O. (1999). Subtle dynamics for supporting urban teachers. *Long Island University Magazine*, Summer/Fall 1999, 13.
- García, O. (1999). [Review of the book *Society and the language classroom* by H. Coleman (Ed.)]. *The Modern Language Journal*, 83, 298-299.
- García, O. (1998). California vote does English no favors. Op-ed. *Newsday*, June 4, 1998.
- García, O. (1998). Appeared in *Good Day New York* on the subject of Bilingual Education.
- García, O. (1997). [Review of the book *Conversaciones creadoras* by J. Brown and C. Martín Gaité]. *The Modern Language Journal*, 81, 434-435.
- García, O. (1994). [Review of the book *Bilingualism and national development* by G. Jones, A. Conrad, & K. Ozog (Eds.)]. *The Modern Language Journal*, 78, 391-392.
- García, O. (1994). [Review of the book *Diversity as resource* by D. E. Murray (Ed.)]. *The Modern Language Journal*, 78, 409-410.
- García, O., & Fishman, J. A. (1994). Using and assessing linguistic diversity in NYS schools: A response to the Report of the NYS Curriculum and Assessment Council. Manuscript.
- García, O. (1992). [Review of the book *Language distribution issues in bilingual schooling* by R. Jacobson and C. Faltis (Eds.)]. *Language and Education*, 6, 69-70.
- García, O. (1992). [Review of the book *Mexican-American Spanish in its societal and cultural contexts* by D. J. Bixler-Marquez, G. K. Green, & J. L. Ornstein-Galicia (Eds.)]. *Modern Language Journal*, 76, 114-115.
- García, O. (1990). [Review of the book *Minority education: From shame to struggle* by T. Skutnabb-Kangas and J. Cummins (Eds.)]. *Journal of Multilingual and Multicultural Development*, 2, 346-348.
- Gabbiani, B., & García, O. (1989). Report. Seminario Internacional de Alfabetização. *International Journal of the Sociology of Language*, 77, 123-124.
- García, O. (1989). [Review of the book *Maintenance of Panjabi language in Delhi: A sociolinguistic study* by R. Singh Rangila]. *International Journal of the Sociology of Language*, 75, 109-111.
- García, O. (1989). [Review of the book *Far away and nearby* by K. Zondag]. *International Journal of the Sociology of Language*, 80, 136-137.
- García, O. (1989). [Review of the book *Raising children bilingually: The pre-school years* by L. Arnberg and the book *The bilingual family: A handbook for parents* by E. Harding & P. Riley]. *Modern Language Journal*, 73, 209-210.
- García, O. (1988). [Review of the book *The education of linguistic and cultural minorities in the OECD countries* by S. Churchill]. *Language in Society*, 17, 597-599.

#### **Academic Consultant**

- García, O. 1993 and 1996. Academic Consultant for C. Baker's *Foundations of Bilingual Education and Bilingualism*, 1st and 2nd edition. Clevedon, UK: Multilingual Matters.

## **BOOKS UNDER CONTRACT**

*Bilingual Education in the 21<sup>st</sup> Century* (2<sup>nd</sup> ed.). Wiley/Blackwell.

## **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)  
Institute for Language Education Policy  
National Association of Bilingual Education  
National Academy of Education  
TESOL