

# Stanford

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## Guadalupe Valdes

Bonnie Katz Tenenbaum Professor in Education  
Graduate School of Education

### CONTACT INFORMATION

- **Admin. Support**

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### Bio

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#### BIO

Dr. Valdes' research explores many of the issues of bilingualism relevant to teachers in training, including methods of instruction, typologies, measurement of progress, and the role of education in national policies on immigration. Specifically, she studies the sociolinguistic processes of linguistic acquisition by learners in different circumstances--those who set out to learn a second language in a formal school setting (elective bilingualism) and those who must learn two languages in order to adapt to immediate family-based or work-based communicative needs within an immigrant community (circumstantial bilingualism). Her research in these areas has made her one of the most eminent experts on Spanish-English bilingualism in the United States.

She is a founding partner of Understanding Language, an initiative that focuses attention on the role of language in subject-area learning, with a special focus on helping English Language Learners meet the new Common Core State Standards and Next Generation Science Standards (<http://ell.stanford.edu>).

#### ACADEMIC APPOINTMENTS

- Professor, Graduate School of Education

#### ADMINISTRATIVE APPOINTMENTS

- Professor, Stanford Graduate School of Education, (1992- present)

#### BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- AERA Fellow, . (2018 - present)
- Member, National Academy of Education (2018 - present)
- Member, Board of Trustees, Educational Testing Service (2018 - present)
- Member, Editorial Board, Journal of Language, Identity and Education (2018 - present)
- Member, Editorial Board, Written Communication (2018 - present)
- Member, Editorial Board, Modern Language Journal (2018 - present)
- Member, Editorial Board, Language Policy (2018 - present)
- Member, Editorial Board, Research on the Teaching of English (2018 - present)
- Professor, Division of Language and Literacy, School of Education, University of California, Berkeley (1986 - 1992)

- Assistant Professor, Department of Foreign Languages, New Mexico State University (1973 - 1976)
- Assistant Professor, Department of Language and Literature, Western New Mexico University (1972 - 1973)

## PROFESSIONAL EDUCATION

- PhD (Spanish), Florida State University (1972)
- MA (Spanish), Florida State University (1970)
- BA (Spanish), University of West Florida (1968)

## Research & Scholarship

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### RESEARCH INTERESTS

- Diversity and Identity
- Literacy and Language
- Poverty and Inequality
- Standards
- Teachers and Teaching

### CURRENT RESEARCH AND SCHOLARLY INTERESTS

Teaching/learning of additional languages

Immigrant families in Latino communities

The challenge of "curricularizing" language

Heritage language teaching and learning

## Teaching

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### COURSES

#### 2019-20

- English Language Learner Tutoring and Curriculum Development: CHILATST 1SI (Aut)
- Inglés Personal: Coaching Everyday Community English: CHILATST 148, CSRE 148D, EDUC 148 (Aut, Win, Spr)
- Theory and Issues in the Study of Bilingualism: EDUC 149, EDUC 249 (Spr)

#### 2018-19

- English Language Learner Tutoring and Curriculum Development: CHILATST 1SI (Aut)
- Growing Up Bilingual: CHILATST 14N, CSRE 14N, EDUC 114N (Win)
- Inglés Personal: Coaching Everyday Community English: EDUC 148 (Spr)
- Theory and Issues in the Study of Bilingualism: EDUC 149, EDUC 249 (Aut)

#### 2017-18

- Critical Perspectives on Teaching and Tutoring English Language Learners: EDUC 148 (Aut, Win)
- English Language Learner Tutoring and Curriculum Development: CHILATST 1SI (Aut)
- Growing Up Bilingual: CHILATST 14N, CSRE 14N, EDUC 114N (Win)

- Second Language Acquisition Theories: Implications for Policy, Instruction and Teacher Preparation: EDUC 438 (Spr)
- Theory and Issues in the Study of Bilingualism: EDUC 149, EDUC 249 (Aut)

#### 2016-17

- Theory and Issues in the Study of Bilingualism: EDUC 149, EDUC 249 (Aut)

### STANFORD ADVISEES

#### Doctoral Dissertation Reader (AC)

Efrain Brito, David Song

#### Doctoral Dissertation Advisor (AC)

Karla Lomeli, Courtney Pena

#### Doctoral Dissertation Co-Advisor (AC)

Paulina Biernacki, Greses Perez

#### Doctoral (Program)

Chance Carpenter, Karla Lomeli, Courtney Pena, China Stepter, Juddson Taube

## Publications

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### PUBLICATIONS

- **Translanguaging and the Transdisciplinary Framework for Language Teaching and Learning in a Multilingual World** *MODERN LANGUAGE JOURNAL*  
Leung, C., Valdes, G.  
2019; 103 (2): 348–70
- **Analyzing the curricularization of language in two-way immersion education: Restating two cautionary notes** *Bilingual Research Journal*  
Valdes, G.  
2018
- **TOWARDS THE DEVELOPMENT OF AN ANALYTICAL FRAMEWORK FOR EXAMINING GOALS AND PEDAGOGICAL APPROACHES IN TEACHING LANGUAGE TO HERITAGE SPEAKERS** *ROUTLEDGE HANDBOOK OF SPANISH AS A HERITAGE LANGUAGE*  
Valdes, G., Parra, M., Potowski, K.  
2018: 301–30
- **NURTURING DISCURSIVE STRENGTHS Efforts to Improve the Teaching of Reading and Writing in a Latino Charter School** *ENGLISH LANGUAGE ARTS RESEARCH AND TEACHING: REVISITING AND EXTENDING ARTHUR APPLEBEE'S CONTRIBUTIONS*  
Valdes, G., Lomeli, K., Taube, J., Teachers Latino Coll Preparatory, Durst, R. K., Newell, G. E., Marshall, J. D.  
2017: 107–22
- **From language maintenance and intergenerational transmission to language survivance: will “heritage language” education help or hinder?** *International Journal of the Sociology of Language*  
Valdés, G.  
2017; 2017 (243): 67-95
- **Conceptualizing Language Learners: Socioinstitutional Mechanisms and their Consequences** *MODERN LANGUAGE JOURNAL*  
Kibler, A. K., Valdes, G.  
2016; 100: 96-116
- **Assessing English Language Proficiency in the United States** *Language Testing and Assessment*  
Poza, L. E., Valdés, G.  
2016: 1-14
- **Latin@s and the intergenerational continuity of Spanish: The challenges of curricularizing language** *International Multilingual Research Journal*  
Valdés, G.  
2015; 9 (4): 253-273

- **What Does Standards-based Educational Reform Mean for English Language Learner Populations in Primary and Secondary Schools?** *TESOL QUARTERLY*  
Kibler, A., Valdes, G., Walqui, A.  
2014; 48 (3): 433-453
- **Changes in the expertise of ESL professionals: Knowledge and action in an era of new standards** *Alexandria, VA: TESOL International Association*  
Valdés, G., Kibler, A., Walqui, A.  
2014
- **What does standards-based educational reform mean for English language learner populations in primary and secondary schools?** *TESOL Quarterly*  
Kibler, A., Valdés, G., Walqui, A.  
2014; 48 (3): 433-453
- **' Entre Familia ': Immigrant Parents' Strategies for Involvement in Children's Schooling.** *School Community Journal*  
Poza, L., Brooks, M. D., Valdés, G.  
2014; 24 (1): 119-148
- **Science and Language for English Language Learners in Relation to Next Generation Science Standards and with Implications for Common Core State Standards for English Language Arts and Mathematics** *EDUCATIONAL RESEARCHER*  
Lee, O., Quinn, H., Valdes, G.  
2013; 42 (4): 223-233
- **Latino Children Learning English: Steps in the Journey. Multicultural Education Series.**  
Valdés, G., Capitelli, S., Alvarez, L.  
ERIC.2010
- **Maintaining Spanish in the United States: Steps toward the effective practice of heritage language re-acquisition/development** *HISPANIA-A JOURNAL DEVOTED TO THE TEACHING OF SPANISH AND PORTUGUESE*  
Valdes, G., Fishman, J. A., Chavez, R., Perez, W.  
2008; 91 (1): 4-24
- **Bilingualism, heritage language learners, and SLA research: Opportunities lost or seized?** *MODERN LANGUAGE JOURNAL*  
Valdes, G.  
2005; 89 (3): 410-426
- **Keeping content at the heart of content-based instruction: Access and support for transitional English learners** *Content-based instruction in primary and secondary school settings*  
Bunch, G., Lotan, R., Valdés, G., Cohen, E.  
2005: 11-25
- **Language ideology: The case of Spanish in departments of foreign languages** *ANTHROPOLOGY & EDUCATION QUARTERLY*  
VALDES, G., Gonzalez, S. V., Garcia, D. L., Marquez, P.  
2003; 34 (1): 3-26
- **Leadership giftedness: Models revisited** *GIFTED CHILD QUARTERLY*  
Roach, A. A., Wyman, L. T., Brookes, H., Chavez, C., HEATH, S. B., VALDES, G.  
1999; 43 (1): 13-24
- **Chicano Spanish: The problem of the "underdeveloped" code in bilingual repertoires** *MODERN LANGUAGE JOURNAL*  
Valdes, G., Geoffrion-Vinci, M.  
1998; 82 (4): 473-501
- **Dual-language immersion programs: A cautionary note concerning the education of language-minority students** *HARVARD EDUCATIONAL REVIEW*  
VALDES, G.  
1997; 67 (3): 391-429
- **THE TEACHING OF MINORITY LANGUAGES AS ACADEMIC SUBJECTS - PEDAGOGICAL AND THEORETICAL CHALLENGES** *MODERN LANGUAGE JOURNAL*  
VALDES, G.  
1995; 79 (3): 299-328

- **THE DEVELOPMENT OF WRITING ABILITIES IN A FOREIGN-LANGUAGE - CONTRIBUTIONS TOWARD A GENERAL-THEORY OF L2 WRITING** *MODERN LANGUAGE JOURNAL*  
VALDES, G., HARO, P., ARRIARZA, M. P.  
1992; 76 (3): 333-352