



Guadalupe Valdés

Bonnie Katz Tenenbaum Professor of Education, Emerita
Graduate School of Education

CONTACT INFORMATION

- **Admin. Support**

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Bio

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.

ACADEMIC APPOINTMENTS

- Emeritus Faculty, Acad Council, Graduate School of Education

ADMINISTRATIVE APPOINTMENTS

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

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Elected Member, American Academy of Arts and Sciences (2020 - present)
- Elected Member, National Academy of Education (2018 - present)
- Fellow, American Educational Research Association. (2018 - present)
- Member, Editorial Board, Modern Language Journal (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)

LINKS

- Non Profit Organization: <https://englishtogether.org>
- Stanford Science and Language Website: <https://sisleducation.stanford.edu>
- Google Scholar Citations: https://scholar.google.com/citations?hl=en&user=sxaXivAAAAAJ&view_op=list_works&gmla=ABEO0YoPbCesJJS0pvdmlKwBF055maTPJcAtY--9xaRGPwzmvtDjswYNtSUMnbUYNxRjevvyvPPC2eehkf5puH

Research & Scholarship

RESEARCH INTERESTS

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

CURRENT RESEARCH AND SCHOLARLY INTERESTS

Valdés is the Founder and Executive Director of "English Together" a 501(c)(3) organization. The organization creates rich connections between ordinary speakers of English and low-wage, immigrant workers by preparing volunteers to provide one-on-one "coaching" in workplace English. The work currently carried out by englishtogether.org builds directly on Valdes' extensive work on: (1) the teaching/learning of additional languages, (2) the study of immigrant families in Latino communities, and (3) the challenge of "curricularizing" language.

Teaching

COURSES

2020-21

- 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)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)

Hannah Kober, Victoria Melgarejo Vieyra

Doctoral (Program)

Chance Carpenter

Publications

PUBLICATIONS

- **Language & Social Justice in the United States: An Introduction** *DAEDALUS*
Wolfram, W., Hudley, A., Valdes, G.
2023; 152 (3): 5-17
- **Social Justice Challenges of "Teaching" Languages** *DAEDALUS*
Valdes, G.
2023; 152 (3): 52-68
- **Beyond sentence frames: Scaffolding emergent multilingual students' participation in science discourse** *TESOL JOURNAL*
Alvarez, L., Capitelli, S., Valdes, G.

2023

- **Supporting Emergent Bilinguals' Reading in the Context Areas** *READING TEACHER*

Capitelli, S., Alvarez, L., Valdes, G.

2022

- **Towards Educational Dignity: Translanguaging y la Preparacion de Maestros** *COMMENT JOURNAL OF LANGUAGE IDENTITY AND EDUCATION*

Valdes, G.

2022; 21 (3): 212-216

- **Expanding participation: supporting newcomer students' language development through disciplinary practices** *LANGUAGE AND EDUCATION*

Alvarez, L., De Loney, M., Capitelli, S., Valdes, G., Biernacki, P.

2022

- **Afterword - No Quiero Que Me Le Vayan A Hacer Burla: Issues to Ponder and Consider in the Context of Translanguaging** *TRANSFORMATIVE TRANSLANGUAGING ESPACIOS*

Valdes, G., Sanchez, M. T., Garcia, O.

2022; 133: 292-301

- **Threading systemic change for language equity in schools** *LANGUAGE AND EDUCATION*

Jensen, B., Valdes, G.

2021

- **"Verde is Not the Word for Green in Spanish": The Problematic Arrogance of Monolingual, Powerful Parents** *LANGUAGE POLICY*

Valdes, G.

2021

- **Teachers Learning to Implement Equitable Classroom Talk** *EDUCATIONAL RESEARCHER*

Jensen, B., Valdes, G., Gallimore, R.

2021

- **Reconceptualizing the Role of Critical Dialogue in American Classrooms Promoting Equity through Dialogic Education**

Foreword *RECONCEPTUALIZING THE ROLE OF CRITICAL DIALOGUE IN AMERICAN CLASSROOMS*

Kibler, A., Valdes, G., Walqui, A., Kibler, A., Valdes, G., Walqui, A.

2021: XII-XIII

- **English Learners as Agents Collaborative Sense-making in an NGSS-aligned Science Classroom** *RECONCEPTUALIZING THE ROLE OF CRITICAL DIALOGUE IN AMERICAN CLASSROOMS*

Alvarez, L., Capitelli, S., De Loney, M. L., Valdes, G., Kibler, A., Valdes, G., Walqui, A.

2021: 78-104

- **Conclusion Next Steps for Critical Dialogic Education: Conceptualizing and Implementing a Student-centered Vision** *RECONCEPTUALIZING THE ROLE OF CRITICAL DIALOGUE IN AMERICAN CLASSROOMS*

Kibler, A., Valdes, G., Walqui, A., Kibler, A., Valdes, G., Walqui, A.

2021: 185-193

- **Introduction A Vision for Critical Dialogic Education** *RECONCEPTUALIZING THE ROLE OF CRITICAL DIALOGUE IN AMERICAN CLASSROOMS*

Kibler, A., Valdes, G., Walqui, A., Kibler, A., Valdes, G., Walqui, A.

2021: 1-22

- **(Mis)educating the children of Mexican-origin people in the United States: the challenge of internal language borders** *INTERCULTURAL EDUCATION*

Valdes, G.

2020

- **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

- **Sandwiching, polylinguaging, translinguaging, and code-switching: Challenging monolingual dogma in institutionalized language teaching** *Codeswitching in the Classroom*

Valdes, G.

edited by MacSwan, J., Faltis, C. J.
Routledge.2019: 114-147

- **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
- **Entry Visa Denied: The Construction of Ideological Language Borders in Educational Settings.** *The Oxford Handbook of Language and Society*
Valdes, G.
edited by Garcia, O., Flores, N., Spotti, M.
Oxford.2017: 321-348
- **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
- **Preparing teachers for advocacy and for teaching in linguistically diverse classrooms: A vademecum for teacher educators** *Handbook of Teaching*
Faltis, C. J., Valdes, G.
edited by Gitomer, D., Bell, C.
American Educational Research Association.2016; 5th: 449-492
- **Language and Immigrant Integration in an Age of Mass Migration: Shifts and Changes in Teaching and Learning Destination Languages** *Global Migration and Civic Education*
Valdes, G., Ben-Peretz, M.
edited by Banks, J. A., Suarez-Orozco, M.
Teachers College Press.2016: 77-104
- **Assessing English Language Proficiency in the United States.** *Language Testing and Assessment. Encyclopedia of Language and Education.*
Valdes, G., Poza, L.
edited by Shohamy, E., Stephen, M.
Springer.2016: 1-14
- **Afterword: Curricularizing language: Implications for heritage language instruction** *Innovative Approaches in Heritage Language Teaching: A Practical Guide for the Classroom*
Valdes, G.
edited by Fairclough, M., Beaudrie, S.
Georgetown University Press.2016: 255-269
- **Latin@s and the intergenerational continuity of Spanish: The challenges of curricularizing language** *International Multilingual Research Journal*
Valdés, G.
2015; 9 (4): 253-273
- **Language acquisition in bilingual education** *Handbook of Bilingual and Multilingual Education*
Valdes, G., Poza, L., Brooks, M., Garcia, O.
edited by Wright, W., Boun, S.

Oxford and Wiley-Blackwell.2015: 56-74

- **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.** New York, NY: Teachers College Press.
Valdes, G., Capitelli, S., Alvarez, L.
Teachers College Press.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
- **Developing Minority Language Resources: The Case of Spanish in California.**
Valdes, G., Fishman, J. A., Chavez, R., Perez, W.
Multilingual Matters.2006
- **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
- **Expanding Definition of Giftedness: The Case of Young Interpreters from Immigrant Communities**
Valdes, G.
Lawrence Earlbaum.2003
- **Learning and not learning English: Latino Students in American Schools**
Valdes, G.
Teachers College Press.2001
- **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
- **Con respeto**
Valdes, G.
Teachers College Press.1996
- **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
- **Teaching Spanish**
Valdes, G., Lozano, A. G., Garcia-Moya, R.
Teachers College.1981