

**Kim Potowski**

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**Academic appointments**

**All at the University of Illinois at Chicago, Department of Hispanic & Italian Studies**

2016-present: Full Professor of Spanish  
2008– 2016: Associate Professor of Spanish  
2002- 2008: Assistant Professor of Spanish

**Affiliations**

2016- present: Courtesy (0%) appointment, Latin American and Latino Studies  
2014-present: Courtesy (0%) appointment, Department of Curriculum and Instruction  
2012-present: Faculty Affiliate, Social Justice Initiative  
2009-2016: Faculty Affiliate, Latin American and Latino Studies  
2002- 2006: 25% appointment, College of Education, Department of Curriculum and Instruction

**Education**

May 2002: Ph.D. in Spanish linguistics, the University of Illinois at Urbana-Champaign. Certificate in Second Language Acquisition and Teacher Education. Dissertation: *Language use in a Spanish-English dual immersion classroom: A sociolinguistic perspective*. Director: Anna María Escobar.

May 1994: M.A. in Spanish linguistics, the University of Illinois at Urbana-Champaign.

May 1991: B.A. in Spanish, Washington University in St. Louis. Sophomore year in Salamanca, Spain.

**Publications**

**Books**

*In progress*

Potowski, K. & Torres, L. (Expected 2020). *Spanish in Chicago*. Oxford University Press.

Potowski, K. “Do you bleed salsa or sofrito?": *MexiRicans in Chicago*. Expected 2022.

Potowski, K. *La enseñanza del español a los hablantes de herencia dentro y fuera de los Estados Unidos*.

*Published*

Potowski, K. (2016). *Inter-Latino language and identity: MexiRicans*. Amsterdam: John Benjamins.

Escobar, A.M. & Potowski, K. (2015). *El español de los Estados Unidos*. Cambridge University Press.

Beaudrie, S., Ducar, C. & Potowski, K. (2014). *Heritage language teaching: Research and practice*. McGraw-Hill.

Potowski, K. (2007). *Language and identity in a dual immersion school*. Clevedon, UK: Multilingual Matters.

Potowski, K. (2005). *Fundamentos de la enseñanza del español a los hablantes nativos en los Estados Unidos (Foundations in teaching Spanish to native speakers in the United States)*. Madrid, Spain: Arco/Libros.

### **Edited volumes**

Potowski, K. (2018). *Handbook of Spanish as a heritage language*. Routledge.

Potowski, K. & Bugel, T. (Eds.). (2015). *Sociolinguistic change across the Spanish-speaking world: Case studies in honor of Anna María Escobar*. Peter Lang.

Potowski, K. & Rothman, J. (Eds.) (2011). *Bilingual youth: Spanish in English-speaking societies*. Amsterdam: John Benjamins.

Potowski, K. (Ed.). (2010). *Language diversity in the United States*. Cambridge University Press.

Potowski, K. & Cameron, R. (Eds.) (2007). *Spanish in Contact: Educational, Linguistic, and Social Inquiries*. Selected proceedings from the 20th Conference on Spanish in the United States and the 5<sup>th</sup> Conference on Spanish in Contact with Other Languages. New York: John Benjamins.

### **Articles in refereed journals**

#### *In preparation*

Potowski, K. & Marshall, M. (In preparation). Dual immersion vs. English program outcomes: Spanish performance across four grade levels in one school.

Villegas, B., Luque, A., Potowski, K. and Torres, L. (In preparation). Mexican and Puerto Rican Spanish subjunctive use across three generations in Chicago: Obligatory and optional contexts.

Potowski, K. & Domínguez-Fret, N. (In preparation). Spanish as a heritage language in Illinois high schools: Availability, teacher preparation, and why it matters for the rest of the U.S.

Potowski, K. (In preparation). Heritage speakers studying abroad: A case study in Oaxaca, Mexico.

Potowski, K. (In preparation). “*Los retornados*”: Experiences of U.S.-raised Mexican youth in Mexican schools.

Tomsicek, A. & Potowski, K. (In preparation). The DELE as a proficiency measure: A comparison of heritage speakers and L2 learners.

#### *Published*

O’Rourke, E. & Potowski, K. (2016). Phonetic accommodation in a situation of Spanish dialect contact: /s/ and /r/ in Chicago. *Journal of Hispanic and Lusophone Linguistics*, 2 (9) 1-44.

Potowski, K. (2016). Bilingual youth: Spanish-speakers at the beginning of the 21st century. *Language and Linguistics Compass*, 10 (6), 272-283.

- Potowski, K. & Lynch, A. (2014). La enseñanza del español a los hablantes de herencia: Teoría y praxis. *Journal of Spanish Language Teaching*, 1 (2), 154-170.
- Lynch, A. & Potowski, K. (2014). La valoración del habla bilingüe en Estados Unidos: Fundamentos sociolingüísticos y pedagógicos en *Hablando bien se entiende la gente. Hispania*, 97 (1), 32-46.
- Potowski, K. (2013). The linguistic dimension of immigration in the United States. Invited article in special issue of *Lengua y migración/Language and migration*, 5 (2), 29-50.
- Potowski, K., Parada, M., & Morgan-Short, K. (2012). Developing an online placement exam for Spanish heritage speakers and L2 students. *Heritage Language Journal*, 9 (1), 51-76.
- Carreira, M. & Potowski, K. (2011). Commentary: Pedagogical implications of experimental SNS research. Invited article, special issue on Spanish linguistics. *Heritage Language Journal*, 8 (1), 134-151.
- Potowski, K. (2011). "Spanglish" greeting cards as linguistic and cultural performance. *International Journal of Multilingualism*, 8 (4), 1-21.
- Potowski, K., Jegerski, J. & Morgan-Short, K. (2009). The effects of instruction on subjunctive development among Spanish heritage language speakers. *Language Learning* 59 (3): 537-579.
- Torres, L. & Potowski, K. (2008). A comparative study of bilingual discourse markers in Chicago Mexican, Puerto Rican, and MexiRican Spanish. *International Journal of Bilingualism*, 12 (4), 263-279.
- Potowski, K., Berne, J., Clark, A. and Hammerand, A. (2008). Spanish for K-8 Heritage Speakers: A Standards-Based Curriculum Project. *Hispania*, 91 (1), 25-41.
- Potowski, K. and Matts, J. (2008). Interethnic language and identity: MexiRicans in Chicago. *Journal of Language, Identity and Education*, 7 (2): 137-160.
- Montrul, S. & Potowski, K. (2007). Command of gender agreement in school-age Spanish-English Bilingual Children. *International Journal of Bilingualism*, 11 (3), 301-328.
- Potowski, K. (2007). Characteristics of the Spanish proficiency of dual immersion graduates. *Spanish in Context*, 4 (2), 187-216.
- Potowski, K. & Carreira, M. (2004). Towards teacher development and national standards for Spanish as a heritage language. *Foreign Language Annals* 37 (3), 421-431.
- Potowski, K. (2004). Spanish language shift in Chicago. *Southwest Journal of Linguistics*, 23 (1), 87-116.
- Potowski, K. (2004). Student Spanish use and investment in a dual immersion classroom: Implications for second language acquisition and heritage language maintenance. *Modern Language Journal*, 88 (1), 751-81.
- Potowski, K. (2003). Chicago's *Heritage Language Teacher Corps*: A model for improving Spanish teacher development. *Hispania*, 86 (2), 302-311.
- Potowski, K. (2002). Experiences of Spanish heritage speakers in university foreign language courses and implications for teacher training. *ADFL Bulletin*, 33 (3), 35-42.

## Chapters in books

- Potowski, K. (Forthcoming, 2019). No child left monolingual: How and why to promote multilingualism in U.S. schools. In D. Cohn and H. Kahn (Eds.), *International Education at the Crossroads*. Indiana University Press.
- Potowski, K. (Forthcoming, 2019). Spanish in the Midwest: *Hablando* in the heartland. In E. Lamboy & F. Salgado-Robles (Eds.), *New domains of Spanish use in the United States*.
- Potowski, K. (2016). Current issues in Spanish heritage language education. In Pascual y Cabo, D. (Ed.), *Advances in Spanish as a Heritage Language* (127-141). Amsterdam: John Benjamins.
- Torres, L. & Potowski, K. (2016). *Hablamos los dos* in the Windy City: Codeswitching among Puerto Ricans, Mexicans, and MexiRicans in Chicago. In R. Guzzardo Tamargo, C. Mazak and M.C. Parafita Couto (Eds.), *Spanish-English Codeswitching in the Caribbean and the U.S.* (84-105). Amsterdam: John Benjamins.
- Potowski, K. (2015). *Ethnolinguistic identities and ideologies among Mexicans, Puerto Ricans, and "MexiRicans" in Chicago*. In R. Márquez-Reiter and L.M. Rojo (Eds.), *A sociolinguistics of diaspora: Latino practices, identities and ideologies* (13-30). Routledge.
- Potowski, K. (2013). El contacto de dialectos del español en Estados Unidos. In Domnita Dumitrescu (Ed.), *El español en Estados Unidos: E pluribus unum?* (149-166). Academia Norteamericana de la Lengua Española y Ediciones ANLE.
- Potowski, K. (2012). Identity and heritage learners: Moving beyond essentializations. In S. Beaudrie & M. Fairclough (Eds.), *Spanish as a Heritage Language in the US: State of the Science* (283-304). Georgetown University Press.
- Potowski, K. and Gorman, L. (2011). *Quinceañeras*: Hybridized tradition, language use, and identity in the U.S. In Potowski, K. & Rothman, J. (Eds.), *Bilingual youth: Spanish in English-speaking societies* (57-87). Amsterdam: John Benjamins.
- Potowski, K. (2010). Language diversity in the USA: Dispelling common myths and appreciating advantages. In K. Potowski (Ed.), *Language diversity in the United States* (1-24). Cambridge University.
- Potowski, K. & Carreira, M. (2010). Spanish in the USA. In K. Potowski (Ed.), *Language diversity in the United States* (66-80). Cambridge University Press.
- Potowski, K. (2009). Forms and functions of code-switching by dual immersion students: A comparison of heritage speaker and L2 children. In M. Turnbull & Miles & J. Dailey-O'Cain (Eds.), *First Language Use in Second and Foreign Language Learning* (87-114). Bristol, UK: Multilingual Matters.
- Potowski, K. (2008) ¿Por qué ofrecen una clase para hispanohablantes? In Jennifer Ewald & Anne Edstrom (Eds.), *El español a través de la lingüística: Preguntas y respuestas*. Somerville, MA: Cascadilla (228-241).
- Potowsk, K. (2008). "I was raised talking like my mom": The influence of mothers in the development of MexiRicans' phonological and lexical features. In J. Rothman & M. Niño-Murcia (Eds.), *Linguistic Identity and Bilingualism in Different Hispanic Contexts* (201-220). New York: John Benjamins.
- Potowski, K. (2005). Latino children's classroom language use: The role of identity investments. In Marcia Farr (Ed.), *Ethnolinguistic Chicago, Volume II: Latino Language and Literacy* (157-185). Mahwah, NJ: Lawrence Erlbaum.

## Encyclopedia and handbook entries

Potowski, K. & Shin, Sarah. (2019). Heritage language instruction. In John W. Schwieter & Alessandro Benati (Eds.), *The Cambridge Handbook of Language Learning*.

Potowski, K. (2017). Spanish language and education in the Midwest. In S. Valerio-Jiménez, O. VaqueraVásquez, and C. Fox (Eds.), *The Latino Midwest Reader* (123-139). University of Illinois Press.

Cameron, R. & Potowski, K. (2015). La diversidad sociolingüística. In Gutiérrez-Rexach, J. (Ed.), *Enciclopedia de lingüística hispánica* (423-431). Routledge.

Potowski, K. (2014). Spanish. In T. Wiley (Ed.), *Handbook of heritage and community languages in the United States: Research, educational practice, and policy* (90-100). Routledge.

Potowski, K. (2013). Heritage learners of Spanish. In K. Geeslin (Ed.), *Handbook of second language Spanish* (404-422). Hoboken, NJ: Wiley Blackwell.

Potowski, K. (2013). Language Maintenance and Shift. In R. Bayley, R. Cameron & C. Lucas (Eds.), *The Oxford Handbook of Sociolinguistics* (321-339). Oxford University Press.

Potowski, K. (2011). Intrafamilial dialect contact. In Díaz-Campos, M. (Ed.), *Handbook of Hispanic Sociolinguistics* (579-597). Hoboken: Wiley-Blackwell.

Potowski, K. (2009). Los latinos de etnicidad mixta (*Mixed ethnicity Latinos*). In the *Enciclopedia del español en los Estados Unidos* (pp. 410-413). Madrid: Instituto Cervantes/Santillana.

Silva-Corvalán, C. & Potowski, K. (2009). La alternancia de códigos (Codeswitching). In the *Enciclopedia del español en los Estados Unidos*. Madrid: Instituto Cervantes/Santillana.

## Articles in conference proceedings

Potowski, K., Sanfelici, L., Oliviero, C. (2013). La enseñanza del español como ‘lengua de herencia’ en Génova, Italia. In Carpani & Crovetto (Eds.), *Migrazioni, lingue, identità, Atti del convegno Flussi migratori, politiche linguistiche e integrazione: Europa e America a confronto* (67-98). Genoa, Italy: ECIG.

Potowski, K., Dillon, K., Kagan, O., McGinnis, S. and Peyton, J. (2013). Teachers of heritage language speakers: Perturbing assumptions and possible solutions. *Conference proceedings, Language Teacher Education 2009 and 2011* (19-45). National Capital Language Resource Center.

Potowski, K. & Bolyanatz, M. (2012). Reactions to (in)felicitous codeswitching: Heritage speakers vs. L2 learners. In K. Geeslin and M. Díaz-Campos (Eds.), *Selected proceedings of the 14th Hispanic Linguistics Symposium* (116-129). Somerville, MA: Cascadilla Proceedings Project.

Potowski, K. (2005). Spanish language maintenance education in Chicago, IL, U.S.A. In Witte, E., Van Mensel, L., Pierrard, M., Mettwie, L., Housen, A. & De Groof, R. (Eds.), *Language, Attitudes & Education in Multilingual Cities*, Wetteren: Universa Press.

Potowski, K. (2005). Tense and aspect in the oral and written narratives of dual immersion students. In D. Eddington (Ed.), *Refereed proceedings of the Seventh Hispanic Linguistics Symposium* (123-136). Somerville, MA: Cascadilla.

## **Journal editing**

*Spanish in Context* (John Benjamins). Executive Editor, April 2009-present. Co-Editor, January-April 2009.

*Heritage Language Journal*. Co-Editor, April 2010-August 2013.

## **Fellowships**

City University of New York Advanced Research Collaborative Fellowship. “Maximizing Latino Spanish proficiency through dual language education.” January-June, 2016.

University of Illinois at Chicago. Institute for the Humanities Fellowship. “Inter-Latino language and identity among MexiRicans”. 2013-2014.

Fulbright Lecturing/Research award. The Universidad Autónoma de Benito Juárez, Oaxaca City, Mexico. *Transnational youth: Educational and linguistic challenges*. 2011-2012.

University of Illinois at Chicago, Great Cities Institute research fellowship. *Arresting attrition: Spanish language maintenance in Chicago’s elementary schools*. 2006-2007.

## **Grants and awards: Academic**

University of Illinois Presidential Initiative. “The Bilingual Advantage Starts at Home: Raising Awareness of the Benefits of Home Language Maintenance Among Illinois Teachers and Families.” With Melissa Bowles. \$140,000. 2019-2021.

University of Illinois at Chicago. Liberal Arts and Sciences Dean's Award for Faculty Research in the Humanities. “Maximizing Latino Spanish Proficiency Through Dual Language Education. \$700. Fall 2015.

Humanities Without Walls grant. Via Ohio State University. “Midwest Heritage Language Initiative.” \$9,000. Spring 2015.

University of Illinois at Chicago. 2012. “Transnational youth.” Faculty Scholarship Support Program (\$1,000). Liberal Arts and Sciences Dean's Award for Faculty Research in the Humanities (\$4,000).

American Council of Learned Societies. Heritage speakers of East European languages in Chicago. 2009-2010. \$11,000.

American Association of University Women postdoctoral grant. *Mexican and Puerto Rican Spanish in Chicago*. \$32,000. 2006-2007.

University of Illinois at Chicago, Office of Social Science Research. *MexiRican Spanish and identity constructions*. \$9,000. 2006.

## **Grants and awards: Teaching and curricular**

University of Illinois at Chicago. Campus-wide Award for Excellence in Teaching. \$5,000 raise. 2017.

University of Illinois at Chicago. Center for the Advancement of Teaching and Learning Communities. Fellowship appointment as “Master Teaching Scholar”, August 2016-May 2017. One course release.

University of Illinois at Chicago. Council for Excellence in Teaching and Learning's Teaching Recognition Program award. \$1,500 raise each. 2012 and 2004.

University of Illinois at Chicago, *Teachers Infusing Technology in Urban Schools* (TITUS). Development of a Spanish technology module. \$2,000. 2004.

University of Illinois at Chicago, College of Education. Four mini-grants, *Teaching for All Teachers*, for the development of pedagogical units \$9,398.89. 2003.

### **Plenary and keynote presentations**

ALFALito. "The effects of dual language education on children's Spanish in the U.S." Queens College, NY. September 2019.

III Congreso de Español como Lengua Extranjera. "Las escuelas de inmersión dual: Los modelos estadounidenses y posibles aplicaciones en Latinoamérica." Puntarenas, Costa Rica, August 2019.

South East Coastal Conference on Languages & Literatures. "No Child Left Monolingual: Why and How to Become a More Linguistically Inclusive Nation." April 2019.

CROS International Congress, Crossing borders between Spanish and English. "Mi español tiene hambre": La pérdida de una lengua familiar." Ghent, Belgium. February 2019.

II Congreso Internacional sobre Lengua e Inmigración. "El español de Chicago: Contacto dialectal extra e intrafamiliar." Universidad de Alcalá, Spain. November 2018.

III International and IX National Foreign Languages Research Congress. "La enseñanza del español a los hablantes de herencia." Montería, Colombia. November 2018.

XXIX International ASELE Conference (Spanish Association of Teaching Spanish as a Second Language). "Los hablantes de herencia dentro y fuera de los Estados Unidos". Santiago de Compostela, Spain, September 2018.

X Simposio Internacional: La enseñanza del arte, el español, la historia y la literatura a extrajneros: Diversidad cultural y variedades lingüísticas. "Los hablantes de herencia dentro y fuera de los Estados Unidos." Mexico City, Mexico, October 2018.

American Association of Applied Linguistics. "The role of dual language education in promoting heritage language development." Chicago, IL, March 2018.

Hispanistentag (Congreso de la Asociación Alemana de Hispanistas). "El contacto entre dialectos del español en Estados Unidos." Munich, Germany, April 2017.

Oregon Association for Multilingual and Multicultural Education. "Spanish in the USA". Portland, OR, January 2016.

*La Cosecha* Dual Language Conference. "Heritage speakers without the heritage: The Spanish of non-Latino children in dual immersion." Albuquerque, New Mexico, November 2015.

25<sup>th</sup> conference on Spanish in the U.S. and In Contact with Other Languages. "Sounding MexiRican: Phonological hybridity as a result of bidialectal acquisition." City College of New York. March 2015.

Linguistic Association of the Southwest (LASSO). “MexiRican language and identity.” San Diego, CA. October 2014.

IV Coloquio Cambio y Variación Lingüística. “La fonología de los MexiRicans en Chicago.” UNAM, Mexico City, October 2014.

Arizona State University, 3rd annual Spanish linguistics graduate student symposium. “Teaching Spanish to heritage speakers.” March 2014.

Michigan Association of Bilingual Educators. “No child left monolingual.” May 2014.

Texas Tech University, 1st annual conference on teaching Spanish to heritage speakers. “U.S. Spanish: Myths and facts”. February 2014.

University of Illinois TEDx. “No child left monolingual”. April 2013. <http://potowski.org/content/video/tedx>

California Two-Way Immersion Language Teaching Conference. “Spanish in the U.S.: Myths and realities.” July 2014 and “Mitigating diglossia in dual language classrooms,” July 2010.

Illinois Conference For Teachers Serving Linguistically & Culturally Diverse Students. “Spanish in the U.S.: Myths and realities.” May 2012.

Washington State Association for Language Teaching. “Teaching heritage speakers.” October 2011.

New Mexico State University, conference on teaching Spanish to Native Speakers. “Teacher development and national standards in Spanish as a heritage language instruction.” July 2004.

#### **Conference presentations (peer refereed; selected list)**

“Heritage speakers studying abroad.” Conference of International Educational Exchange, Barcelona, Spain. November 2018.

“Grammar in variation.” 9<sup>th</sup> Workshop on Spanish Sociolinguistics, Queens College, New York, March 2018 With Naomi Shin.

“Vocalically filled pauses: Two dialects and generations of Chicago Spanish.” Sociolinguistics Symposium, Murcia, Spain. June 2016. With Eleder Santamaría.

“Requests and refusals among bilingual Mexican-Americans.” 8<sup>th</sup> Workshop on Spanish Sociolinguistics, San Juan, Puerto Rico. April 2016. With Irene Finestradt Martínez.

“Probing the DELE as measure of Spanish proficiency.” 25<sup>th</sup> conference on Spanish in the U.S. and In Contact with Other Languages. City College of New York. March 2015.

“Tense, mood, and aspect in Chicago Spanish.” Linguistic Association of the Southwest (LASSO), New Brunswick, New Jersey. September 2013.

“Phonetic outcomes of dialect contact: Accommodation among Mexicans, Puerto Ricans, and ‘MexiRicans’.” 24<sup>th</sup> conference on Spanish in the U.S. and in Contact, McAllen, Texas. March 2013.



“Phonetic outcomes of dialect contact: Variation among Mexicans, Puerto Ricans, and ‘MexiRicans’.”  
Poster presentation, NWAV 41, Bloomington, IN. October 2012.

“Heritage speakers in “gringo spaces”: Theory and implications for post-secondary L2 Spanish instructors.”  
With Adam Schwartz. Linguistic Association of the Southwest (LASSO), Fort Wayne, IN. October 2012.

“Phonetic outcomes of dialect contact: Variation among Mexicans, Puerto Ricans, and ‘MexiRicans’.”  
Linguistic Association of the Southwest (LASSO), Fort Wayne, IN. October 2012.

“Transnational youth in Oaxaca: Linguistic and educational challenges.” Fourth International Qualitative  
Research Conference, Guanajuato, Mexico. June 2012.

“Lexical familiarity among Mexicans and Puerto Ricans in Chicago.” Spanish in the U.S., University of  
California-Davis. March 2011.

“The WIDA Spanish language arts standards.” California Two-Way Immersion Conference, Sacramento, CA.  
July 2011.

“Reactions to (in)felicitous codeswitching: Heritage speakers vs. L2 learners.” Hispanic Linguistics  
Symposium, Bloomington, IN. October 2010.

“A universal Spanish placement exam: Content and administration issues.” First international conference on  
heritage/community languages. University of California-Los Angeles and the National Heritage Language  
Resource Center. With MaryAnn Parada. February 2010.

“Connections between Latino studies and linguistics.” Siglo XXI: The current state of Latino studies. Third  
IUPLR Biennial Conference: *SIGLO XXI: The State of Latino Studies* hosted by the University of Illinois at  
Chicago. September 2009.

“Teacher development related to heritage speaker students: Perturbing assumptions and possible  
solutions.” 6th International Conference of Language Teacher Educators. Washington, D.C. May  
2009.

“Is there Spanish “recontact” between U.S. born and recent arrival Latinos in Chicago?” 22nd conference  
on Spanish in the U.S., Coral Gables, FL. With Lillian Gorman. March 2009.

“Critical heritage languages: Spanish, Chinese and Arabic.” Organizer of symposium, American Council of  
Teachers of Foreign Languages. Orlando, FL. November 2008.

“Codeswitching among Mexicans and Puerto Ricans in Chicago.” (with Lourdes Torres). Nuestra América in  
the U.S.: Latino/a Studies conference. Lawrence, KS. February 2008.

“Processing instruction with Spanish heritage speakers: A follow-up study.” (with Jill Jegerski & Kara  
Morgan-Short). Second Language Research Forum, Urbana, IL. October 2007.

“Discourse markers in U.S. Spanish.” (with Lourdes Torres). Latin American Studies Association. Montreal,  
Canada. September 2007.

“Effects of processing instruction on Spanish heritage language development.” Hispanic Linguistics  
Symposium. London, Ontario, Canada. October 2006.

“Heritage Speaker FLES: Spanish for Native Speakers in the K-8 Classroom.” American Association of  
Teachers of Spanish and Portuguese. Salamanca, Spain. July 2006.

“Inter-ethnic language and identity: MexiRicans in Chicago.” New Ways of Analyzing Variation. New York, NY. October 2005.

“Aspects of fifth grade dual immersion language use.” World Congress of Applied Linguistics (AILA). Madison, WI. July 2005.

“Characteristics of the Spanish grammar of dual immersion graduates.” American Association of Applied Linguistics, Portland, OR. May 2004.

“Tense and aspect in the oral and written narratives of dual immersion students.” Acquisition of Spanish and Portuguese as First and Second Languages, Albuquerque, NM. October 2003.

“Spanish language shift in Chicago.” 7th Hispanic Linguistics Symposium, Albuquerque, NM. October 2003.

“Language use by high school & college Latinos in Chicago.” 4th International Symposium on Bilingualism, Phoenix, AZ. April 2003.

“Language use in a dual immersion classroom.” 6th Hispanic Linguistics Symposium, Urbana, IL. October 2002.

#### **Invited research presentations (selected list)**

“*Soy los dos*: Spanish and identity among MexiRicans.”

State University of New York at Stony Brook, April 2016 (video at <http://potowski.org>)

City University of New York, Queens College, March 2016

University of New Mexico, November 2015

“Language and social justice in Italy: The education of Hispanic language minority immigrants.” California State University, Long Beach. December 2013.

“ ‘Transnational’ youth: (Re)integration into Mexican schools.” :

Louisiana State University Department of Foreign Languages and Literatures. October 2013.

University of Minnesota Department of Spanish. September 2012.

“The role of mothers in heritage language maintenance.” Fifth summer heritage language research institute. University of California at Los Angeles and the National Heritage Language Resource Center. July 2011.

“El mantenimiento del español de los Estados Unidos: ¿Está el vaso medio lleno o medio vacío?” (“Spanish maintenance in the USA: Is the glass half full or half empty?”). Cervantes Institute of Chicago, colloquium *Pensar en español* (Thinking in Spanish). May 2010.

“ ‘I was raised talking like my mom’: The influence of mothers on the Spanish of MexiRicans.” University of Nebraska at Omaha. November 2009.

“The sociolinguistics of MexiRican Spanish in Chicago.” Symposium on Hispanic Sociolinguistics in Transatlantic Perspective, University of Wisconsin at Milwaukee. April 2009.

“Language use in a fifth grade dual immersion classroom.” Symposium on Immersion student language use across program contexts. Canadian Association of Applied Linguistics. Ottawa, Canada. May 2009.

“Spanish language use among Latin@ youth in a dual immersion classroom.” Dual language researcher convocation. Santa Fe, New Mexico. November 2008.

### Book reviews (invited)

*Journal of Sociolinguistics*, 17 (2), 238-241. 2012. *Spanish in New York: Language Contact, Dialectal Leveling, and Structural Continuity* by Ricardo Otheguy and Ana Celia Zentella (2011).

*International Journal of the Sociology of Language*, 203, 115-123. 2010. *Homegirls: Language and cultural practice among Latina youth gangs* by Norma Mendoza-Denton (2008).

*Sociolinguistic Studies*, 3 (3), 487-495. 2010. *Español en Estados Unidos y otros contextos* ed. by Manel Lacorte & Jennifer Leeman (2009).

*Studies in Second Language Acquisition*, 32 (1), 151-153. 2010. *Second language identities* by David Block (2007).

*Studies in Hispanic and Lusophone Linguistics*, 2 (2), 2009. *Varieties of Spanish in the United States* by John Lipski (2008).

*International Multilingual Research Journal*, 2 (1), 2008. *Globalization and language in the Spanish-speaking world*, ed. by Mar-Molinero, C. & Stewart, M. (2006).

*Latino Studies*, 6 (3), 366-369, 2008. *Latino Crossings: Mexicans, Puerto Ricans, and the Politics of Race and Citizenship* by De Genova Ramos-Zayas (2003).

*International Journal of Bilingual Education and Bilingualism*, 9 (2), 2006. *Situational Context of Education: A Window Into the World of Bilingual Learners* by Brisk, Burgos & Hamerla (2003).

### Journal editorial boards

*Journal of Spanish as a Heritage Language*. July 2019-present.

*Journal of Multilingual and Multicultural Development*. April 2018-present.

*Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics*. June 2013-present.

*Journal of Language, Identity & Education*. April 2012-September 2016.

*Review of Research in Education* (RRE), Volume 38: Language Diversity and Language Policy and Politics in Education.

*Diálogo*. Publication of the Center for Latino Research, De Paul University, Chicago. 2010-present.

### Spanish textbooks

Potowski, K. & Shin, N. (2018). *Gramática española: Variación social*. Routledge.

Potowski, K. (2017; 2011). *Conversaciones escritas: Lectura y redacción en contexto*. 2<sup>nd</sup> and 1<sup>st</sup> editions. John Wiley & Sons.

Potowski, K., Sobral, S. & Dawson, L. (2015). *Dicho y hecho*, Introductory Spanish. 10<sup>th</sup>, 9<sup>th</sup>, and 8<sup>th</sup> editions. John Wiley & Sons.

<b>Curricula, exams, and certifications</b>
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Steering Committee, Chicago Public Schools. Implementing the Illinois *Seal for Biliteracy*. December 2013-May 2014.

K-8 Spanish curriculum for heritage speakers. With Chicago Public Schools (see Potowski et al 2008). Available at <http://potowski.org/k-8-sns-curriculum>

WIDA Consortium. *Spanish Language Arts Standards*. (2005). <http://www.wida.us/standards/sla.aspx>  
*La enseñanza para la paz: Unidades didácticas*. (2008). Pp. 62-91. Ministerio de Educación de España y New York University’s King Juan Carlos I of Spain Center.

Lead writer, Foreign Language Assistance Program (FLAP) grant, Chicago Public Schools: K-8 Spanish for Native Speakers Curriculum. Project term 2005-2008.

Collaborating writer, K-8 Spanish language arts standards. World-Class Instructional Design and Assessment. (WIDA), 2001-2003. <http://www.wida.us/standards/sla.aspx>

Member, advisory board to the Illinois State Board of Education for the development of teacher certification tests: Spanish content exam. Spring 2003.

<b>Invited general audience presentations, most recent</b>
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Please see <http://potowski.org/presentations> for a complete list

<b>Topic</b>	<b>College/University</b>	<b>K-12 school/Other</b>
Teaching Spanish to heritage speakers	NYU in Madrid, 11/18. Marquette University, 9/18 Universidad de Salamanca, 6/18 Florida International University, 11/17 University of Nevada-Reno, 2/17	American Association of Teachers of Spanish and Portuguese: Chicago, IL: 2/18 Indianapolis, IN: 4/18
Spanish in the U.S.: Myths and Realities	College of DuPage, 9/18 Princeton University, 5/18 Brandeis University, 2/18 Western Oregon University, 2/17	Cervantes Institute Madrid, July 2019 Frank Porter Graham School, NC, 2/16 Woodstock, IL, 11/16 IL Bilingual Parent Summit, 5/16
“No child left monolingual”	Baylor University, 10/18 SUNY Albany, 9/18 Connecticut College, 2/18 SUNY Binghamton, 9/17 Coastal Carolina University, 10/15	Wauconda IL, 9/17 Elgin IL, 9/17 Cervantes Institute Chicago 2/18
The benefits of dual language education	University of IL Urbana-Champaign, 4/18 University of Tennessee, 4/18 University of Minnesota, 4/17 University of Texas-Austin, 4/17	Gurnee IL, 2/19;10/18 Palatine IL, 9/18 Harvard IL, 4/18 Illinois Association of Illinois Association of Latino Administrators and Superintendents, 5/17
Teaching heritage languages	University of Calgary, 1/18 Monterey Language Institute, 9/15 LaGuardia Community College, 10/14	Archdiocese of Miami Schools, 8/16

\* = Video available at <http://potowski.org>

<b>Short Courses and Full-day Workshops</b>		
<i>“Teaching Spanish to heritage speakers” unless otherwise indicated</i>		
	<b>College/University</b>	<b>K-12 school/Other</b>
<b>Short Course</b>	U.S. Embassy in Mexico. Anáhuac University, Puebla campus and Oaxaca campus. 5/16. Brigham Young University. 10/25- 10/29/09 and 11/12-11/15/17 “Spanish in the U.S.” University of Salamanca, Spain. 3/26-3/30/07	Chicago Public Schools, “Preparing heritage speakers for the Advanced Placement Spanish language exam.” 16 hours, Fall 2010  ASPIRA High School, Chicago, IL. “Best practices in communicative language teaching.” 20 hours. February-March 2004
<b>Full-day Workshop</b>	University of Colorado Denver, May 2015 Western Michigan University, April 2013 San Diego State University, October 2009 University of San Diego, April 2009 University of Oregon, September 2009 Illinois State University, February 2006 DePaul University, February 2006 U of I at Urbana-Champaign, August 1999	Cervantes Institute: New York, March 2014; Calgary, October 2009; Seattle, October 2009 Evanston/Skokie School District, IL. April 2013 Valley View Schools, Joliet, IL. March 2013 Spanish Resource Center, Indiana University-Purdue University Indianapolis. April 2011 Illinois Resource Center. January 2010 & 2011 York High School, Elmhurst, IL. January 2007 Whitney Young High School, Chicago, IL. Oct 2006

<b>Dissertation committees (all at the University of Illinois at Chicago except where noted)</b>
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- Lidia Aguilera. Expected 2022. Heritage language writing development. Chair.
- Angela Betancourt. Expected 2021. Cuban Spanish in Chicago. Chair.
- Megan Marshall. Expected 2021. Children’s biliteracy development in a dual language classroom. Chair.
- JingJing Ji. Expected 2021. A Chinese heritage language curriculum. Co-chair with James Gavelek.
- Maryann Parada. 2016. Lexical availability in diaspora Spanish: A cross-generational analysis of Chilean Swedes. Chair.
- Lillian Gorman. 2014. Ethnolinguistic contact zones: Identity and language use within mixed Mexican-Nuevomexicano families in Northern New Mexico. Co-chair with Frances Aparicio.
- Kristina Förster. 2013. Multilingualism in literature: Five German-language authors. Department of German. Chair: Elizabeth Loentz.
- Brad Hoot. 2012. Presentational focus in heritage and monolingual Spanish. Department of Spanish. Chair: Luis López.
- Angela Pinilla-Herrera. 2012. Usos lingüísticos de estudiantes latinos de segunda generación en una escuela secundaria del medio oeste. University of Minnesota. Chair: Carol Klee.
- Aurleija Tamosiunaite. 2012. The Acceptance of standard Lithuanian in private correspondence. Department of Slavic Studies. Chair: Giedrius Subacius.
- Jill Jegerski. 2010. Near-native processing in Spanish. Department of Spanish. Chair: Bill VanPatten.
- Li Yei. 2009. Science curriculum for English Language Learners. Department of Curriculum and Instruction. Chair: Chris Pappas.
- Clara Burgo. 2008. The present perfect in Bilbao Spanish. Department of Spanish. Chair: Richard Cameron.
- Mariela Cordero. 2007. “Book club” in the heritage Spanish classroom. Department of Curriculum and Instruction. Chair: Taffy Rafael.
- Dinorah Scott. 2003. Mood variation in Spanish: A neo-Gricean pragmatic explanation. Department of Spanish. Chair: Graciela Reyes.

## Undergraduate mentoring, University of Illinois at Chicago

Summer Research Opportunities Program (SROP) for historically underrepresented groups: Faculty mentor, total of 18 students between 2004-2019.

Liberal Arts and Sciences Undergraduate Research Initiative (LASURI). One student each during 2010-2011 and 2013-2014.

## Reviews

### Journal manuscript reviews

*Bilingualism: Language and Cognition*  
*Canadian Association of Applied Linguistics*  
*Foreign Language Annals*  
*Heritage Language Journal*  
*Hispania*  
*International Journal of Bilingual Education and Bilingualism*  
*International Journal of Bilingualism*  
*International Journal of the Sociology of Language*  
*Journal of Immersion and Content-Based Language Education*  
*Journal of Language and Migration*

*Journal of Multilingual and Multicultural Development*  
*Journal of Language, Identity, and Education*  
*Journal of Pragmatics*  
*Language in Society*  
*Language Teaching Review*  
*Modern Language Journal*  
*Sociolinguistic Studies*  
*Southwest Journal of Linguistics*  
*Studies in Second Language Acquisition*

### Book manuscript reviews

Cambridge University Press  
Multilingual Matters

Routledge  
Yale University Press

Georgetown University Press  
University of Arizona Press

### Grant proposal reviews

National Science Foundation  
Spencer Foundation

Social Sciences and Humanities Research Council of Canada

## Other professional activities

Executive Committee, Chicago chapter of [Bilingualism Matters](#).

Advisory Committee of the National Dual Language Forum, the Center for Applied Linguistics.  
<http://www.cal.org/ndlf/members/>

National Advisory Board, Center for Open Educational Resources and Language Learning (COERLL).  
University of Texas at Austin. <http://coerll.utexas.edu/coerll/staff>

Conference organization:

- New Ways in Analyzing Variation conference, October 2014. Chicago, IL.
- National Heritage Language Resource Center Summer Institute. Chicago, IL, June 2013.

- 20<sup>th</sup> Conference on Spanish in the United States and the 5<sup>th</sup> Conference on Spanish in Contact with Other Languages. Chicago, March 2005.

Study abroad program review: IES Barcelona, March 2015.

Author, *ContraTiempo* magazine, Chicago. Issue #108. October 2013. “Los *retornados*: Una exploración lingüística y educativa de la juventud transnacional” (“ ‘Returnees’: A linguistic and educational exploration of transnational youth”).

Collaborator, Bilingual Education & World Language (BEWL) Project. Chicago Public Schools. 2011.

Differentiated Instruction subgroup, Chicago Teacher Pipeline Project. 2010-2011.

Chair, American Council on the Teaching of Foreign Languages special interest group: Spanish for Native Speakers. 2006-2008. Vice Chair, 2004-2006. Secretary, 2002-2004.

<b>Media</b>
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See <http://potowski.org> for television, newspaper, and radio interviews and recordings of presentations.

<b>Administrative positions at the University of Illinois at Chicago</b>
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<b>Position</b>	<b>Scope</b>	<b>Years</b>
Founding Director, <i>Language in Context Research Group</i>	Founded organization for graduate and undergraduate students working on language in context. Coordinate talk series, website, workshops.	2013- present
Director, UIC Study Abroad for Heritage Speakers in Oaxaca, Mexico	Direct program; recruit students; lead on-site events	Summers 2013, 2014, 2017, 2018, 2019
Director, <i>Spanish for Bilingual Heritage Speakers</i> program	Two course levels, seven sections per semester. All aspects of program administration including placement procedures, curriculum development, instructor training, and outcome assessment.	2002- present
Director of Undergraduate Studies	Assess curriculum; organize informational events.	2008-2010
Director, <i>Spanish and French Teacher Education</i>	Create new methods courses and implement language proficiency measurement procedures to comply with IL state K12 certification; assess student progress; oversee student	2002-2005
Director, <i>Heritage Language Teacher Corps</i>	Design three-course curriculum for K-12 Spanish teachers of heritage learners; observe teachers; organize symposium.	2001-2002

<b>Courses taught</b>
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<b>Institution</b>	<b>Title (U = Undergraduate, G = Graduate)</b>	<b>Department(s)</b>	<b>Year(s)</b>
University of Illinois at Chicago	Introduction to Hispanic Linguistics (U) Spanish in the United States (U) Language Teaching Methods (U) The Acquisition of Spanish (U) Spanish in Society (U) Advanced Spanish Grammar (U) Advanced Spanish Composition (U) Spanish for Heritage Speakers (U) Teaching Spanish to Heritage Speakers (U/G) Introduction to Spanish Sociolinguistics (U/G) Second Language Acquisition and Bilingualism (G) Qualitative Sociolinguistic Research Methods (G) Dual Language Immersion Program Outcomes (G)	Spanish	2000-present
	Language Policy and Cultural Identity (U/G)	Cross listed: Spanish & Latin American/ Latino Studies	
	Spanish for Heritage Speakers (U) at UIC and during Study abroad, Oaxaca, Mexico	Spanish	
	Spanish in the United States (U) Advanced Spanish Composition (U)	Spanish school at Mills College, Oakland, California	1999-2000; Fall 2009. Summer 2016.
Middlebury College at Mills College, CA	Teaching Spanish as a Foreign Language (U) Qualitative Research Methods: Transnational youth (U)	Facultad de Idiomas	Summer 2012
Universidad Autónoma Benito Juárez de Oaxaca	Elementary foreign language teaching methods (U/G)	School of Education	2011-2012
De Paul University, Chicago	Beginning Spanish	Modern Languages	Spring 2011
	Bilingualism in the USA (G) Teaching Spanish to Heritage Speakers (G) Latin@ Identities (G) Linguistic Autobiography (G)	Summer Language Institute, Master of Arts for middle/high school Spanish teachers	Spring 2000
Southern Oregon University at Guanajuato, Mexico	Beginning and intermediate English (U)	Campus Estado de México, Escuela de Idiomas	Summers 2009 and 2010
Instituto Tecnológico y de Escuelas Superiores de Monterrey	Beginning Spanish (U) Intermediate Spanish (U)	Spanish	August 1995- May 1997
University of Illinois at Urbana-Champaign	English as a Second Language (U)	Division of English as an International Language	1992-1995 and 1998- 1999
	Beginning Spanish (U)	Spanish	1994-1995
Washington University in St. Louis	Beginning Spanish (U)	Romance Languages	1989-1992