

LINDA A. HARKLAU

Office: Department of Language and Literacy Education
University of Georgia
125 Aderhold Hall
Athens, GA 30605
(706) 542-5674 FAX (706) 542-4509
e-mail: lharklau@uga.edu

Home: 250 Hancock Lane
Athens, Georgia 30605
(706) 549-8956

Education

- 1992 Ph.D. University of California, Berkeley Graduate School of Education.
1990-91 Visiting scholar, Education Abroad Program, Chiang Mai University,
Chiang Mai, Thailand.
1985 M.A. University of Minnesota. English as a Second Language.
1980 B.A. University of Minnesota. History and French.

Professional Experience

- 2006- Professor, Department of Language and Literacy Education, University of Georgia
2000-2005 Associate Professor, Department of Language and Literacy Education, University of Georgia
1996-2000 Assistant Professor, Department of Language Education, University of Georgia
1996- Faculty, Interdisciplinary Program in Linguistics, University of Georgia
1992-1996 Assistant Professor, Warner Graduate School of Education and Human Development, University of Rochester
1987-92 Research assistant, Center for the Study of Writing, University of California, Berkeley
1990 Consultant, California Tomorrow Immigrant Students Project
1986-87 Research assistant, ESL textbook project for Harcourt, Brace, Jovanovich Publishers, Inc.
1986-88 Instructor, English Language Program, University of California.
1985-86 Composition tutor, University of California, Berkeley
1983-84 Instructor, Summer Intensive English Language and Orientation Program, University of Minnesota. (Assistant section leader, 1984)
1983-84 Instructor, English Language Institute, University of Minnesota

Awards and Honors

- 2002 Institute for Behavioral Research Mentoring Program, University of Georgia
- 1995 TESOL Heinle & Heinle Distinguished Research Award
- 1990-91 Pacific Region Scholarship, University of California.
- 1988-89 Gleason Graduate Fellowship, School of Education, University of California, Berkeley.
- 1985-86 Pardee Graduate Fellowship, University of California, Berkeley.

Grants Received

- 2002-03 Board of Regents of the University System of Georgia, Hispanic Task Force, ESOL endorsement program (\$64,000)
- 2000 University of Georgia, College of Education Summer Research Award: "Promoting Hispanic Student Enrollment in Higher Education" (\$5,000)
- 1995-96 Haggerty Research Scholarship, Strong Memorial Children's Research Center, Rochester, NY: "Latino Student School-based Stress and Coping" (\$7,500)

Publications

Books

- Harklau, L., Losey, K., & Siegal, M. (Eds.) (1999). *Generation 1.5 meets college composition: Issues in the teaching of writing to U.S.-educated learners of ESL*. Mahwah, NJ: Lawrence Erlbaum Associates.

Journal Articles

- Harklau, L. & Norwood, R. (2005) Negotiating researcher roles in ethnographic program evaluation: A postmodern lens. *Anthropology and Education Quarterly*, 36, 278-288.
- Harklau, L. & Zuengler, J. (2004). Introduction to special issue: Popular culture and classroom language learning. *Linguistics and Education* 14, 227-229.
- Matsuda, P. K., Canagarajah, A. S., Harklau, L., Hyland, K., & Warshauer, M. (2003). Changing currents in second language writing research: A colloquium. *Journal of Second Language Writing* 12(2), 151-179.
- Reprinted in: K. Kaur (Ed.) (2004). *Second language writing: Research and practice* (pp. 22-67). MELTA ELT Series. Petaling Jaya, Malaysia: Sasbadi.
- Harklau, L. (2002). The role of writing in classroom second language acquisition. *Journal of Second Language Writing*, 11, 329-350.

- Harklau, L. (2001). From high school to college: Student perspectives on literacy practices. *Journal of Literacy Research*, 33, 33-70.
- Harklau, L. (2000). From the “good kids” to the “worst:” Representations of English language learners across educational settings. *TESOL Quarterly*, 34, 35-67.
Reprinted in: Sharkey, J. & Johnson, K. E. (Eds.)(2003), *The TESOL Quarterly Dialogues: Rethinking issues of language, culture, and power*. Alexandria, VA: Teachers of English to Speakers of Other Languages.
- Harklau, L. (1999). Representations of immigrant language minorities in U.S. higher education. *Race, Ethnicity, and Education*, 2(2), 257-279.
- Harklau, L. (1998). Newcomers in U.S. higher education: Issues of access and equity. *Educational Policy*, 12, 634-658.
- Harklau, L. & Schecter, S. (1996) Sociocultural dimensions of voice in non-native language writing. *Pragmatics and Language Learning*, 7, 141-152.
- Harklau, L.A. (1994a). ESL and mainstream classes: Contrasting second language learning contexts. *TESOL Quarterly*, 28(2), 241-272.
Reprinted in: Zamel, V. & Spack, R. (Eds.) *Enriching ESOL pedagogy*. Mahwah, NJ: Erlbaum.
- Harklau, L.A. (1994b). Tracking and linguistic minority students: Consequences of ability grouping for second language learners. *Linguistics and Education*, 6, 221-248.
- Harklau, L.A. (1994c). Jumping tracks: How language-minority students negotiate evaluations of ability. *Anthropology and Education Quarterly*, 25(3), 347-363.
- Schecter, S.R. & Harklau, L.A. (1991). Annotated bibliography of research in writing in a nonnative language. *CATESOL Journal*, 4(1), 109-122.

Book Chapters

- Harklau, L. (in press) Through and beyond high school: Academic challenges and opportunities for college-bound immigrant youth. In L. Verplaetse and N. Migliacci (Eds.), *Inclusive Pedagogy: Research Informed Practices for English Language Learners*. Mahwah, NJ: Lawrence Erlbaum Associates, Annenberg Institute for School Reform, and the Brown University Education Alliance.
- Harklau, L. (in press). The adolescent English language learner: Identities lost and found. In Cummins, J. & Davison, C. (Eds.) *International handbook of English language education*. Norwell, MA: Springer.
- Harklau, L. (2005). Ethnography and ethnographic research on second language teaching and learning. In E. Hinkel (Ed.), *Handbook of research in second language learning and teaching* (p. 179-194). Mahwah, NJ: Lawrence Erlbaum.
- Reeves, J. & Harklau, L. (2003). Dialogues around “From the ‘good kids’ to the ‘worst’: Representations of English language learners across educational settings” by Linda Harklau (2000). In Sharkey, J. & Johnson, K. E. (Eds.), *The TESOL Quarterly Dialogues: Rethinking issues of language, culture, and power*. Alexandria, VA: Teachers of English to Speakers of Other Languages.

- Harklau, L. (2003). Representational practices and multi-modal communication in U.S. high schools: Implications for adolescent immigrants. In Bayley, R. & Schecter, S. R. (Eds.) *Language socialization in bilingual and multilingual societies* (pp. 83-97). New York: Multilingual Matters.
- Harklau, L., Siegal, M., and Losey, K. (1999). Linguistically diverse students and college writing: What is equitable and appropriate? In Harklau, L., Losey, K., & Siegal, M. (Eds.) *Generation 1.5 meets college composition: Issues in the teaching of writing to U.S.-educated learners of ESL* (pp 1-14). Mahwah, NJ: Lawrence Erlbaum Associates.
- Harklau, L. (1999). Representing culture in the ESL writing classroom. In E. Hinkel (Ed.), *Culture in second language teaching and learning* (pp. 109-130). New York: Cambridge University Press.
- Harklau, L. (1999). The ESL learning environment in high school. In Christian Faltis and Paula Wolfe (Eds.), *So much to say: Teenagers, bilingualism, and ESL in the secondary school* (pp. 42-60). New York: Teachers College Press.

Other publications:

- Harklau, L. (2004). [Review of the book *Ethical issues for ESL faculty: Social justice in practice*]. *English for Specific Purposes*, 23(4), 471-472.
- Harklau, L. (2003). [Review of the book *The politics of TESOL education: Writing, knowledge, critical pedagogy*]. *Teachers College Record*, 105, 1203-1205.
- Harklau, L. (2002). [Review of the book *In our own words: Students' perspectives on school*]. *Anthropology and Education Quarterly* 33 (3), [on-line] Available: www.aaanet.org/cae/aeq/br/index.htm
- Harklau, L. (1999). [Review of the book *Struggling to be heard: The unmet needs of Asian Pacific American children*]. *Anthropology and Education Quarterly* 30 (4), [on-line] Available: www.aaanet.org/cae/aeq/br/index.htm
- Schecter, S.R. & Harklau, L.A. (1992). Writing in a non-native language: What we know, what we need to know. (ERIC document reproduction service no. ED 353 825).
- Schecter, S.R. & Harklau, L.A. (1991). Annotated bibliography of research on writing in a non-native language. Technical Report No. 51. Berkeley, CA: University of California, Center for the Study of Writing.

Manuscripts in preparation and under review:

- Roberge, M., Siegal, M., & Harklau, L. (Eds.) (under review). *Generation 1.5 in College Composition: Teaching Academic Writing to U.S.-Educated Learners of ESL*.
- Harklau, L. (under contract) Developing qualitative longitudinal case studies of advanced language learners. In Ortega, L. & Byrnes, H. (eds.), *The Longitudinal Study of Advanced Language Capacities*. Mahwah, NJ: Erlbaum.

- Harklau, L. and Williams, G. (under review) Practicing theory in qualitative research on L2 writing. In Silva, T. and Matsuda, P. T. (Eds.), *Theory into practice in second language writing research*.
- Harklau, L. and Pinnow, R. (under contract) Second language writing. In Christenbury, L., Bomer, R., and Smagorinsky, P. (Eds.), *Handbook of Adolescent Literacy Research*. Guilford Press.
- Harklau, L. and Pinnow, R. (in preparation) The writing on the wall: The semiotics of school visual media culture.
- Harklau, L. and Peng, X. (in preparation) Being at risk and becoming college-bound: Teacher discourse in a program for at-risk youth.
- Harklau, L. (in preparation) A thousand small blows: How high schools fail Latino immigrant students

Presentations

International

- Harklau, L. and Peng, X. (2005, July). Teacher talk in youth intervention programs: Thematic and linguistic characteristics. Paper presented at the 14th World Congress of Applied Linguistics, Madison, Wisconsin.
- Pinnow, R. & Harklau, L. (2005, April). The writing on the wall: How school-based multimodal discourse positions student identities. Paper presented at the annual meeting of the International Society for Language Studies, Montreal.
- Harklau, L. (2003, March). Response to Reeves. In Sharkey, J. (chair), *Teacher researcher dialogues on identity/representation politics*. Colloquium presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Baltimore.
- Harklau, L. (2002, April). Representational practices and multi-modal communication in U.S. high schools: Implications for adolescent immigrants. In Schechter, S. R. and Bayley, R. (chairs), *Language socialization in bi-/multilingual school settings*. Colloquium presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Salt Lake City, Utah.
- Harklau, L. (2001, February). (Chair). *College composition for Generation 1.5: Case studies*. Colloquium presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), St. Louis, Missouri.
- Harklau, L. (1999, March). 'The U.S. and your country': Representing immigrant social identity in ESOL college writing classrooms. In C. Polio (Chair), *Quantitative and qualitative research on ESL writers*. Academic Session presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), New York.
- Harklau, L. (1998, March). (Chair). *Educating LEP and bilingual students: Agendas for the future*. Academic session presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Seattle, Washington.

- Harklau, L. (1996, March). *Immigrants and ESL: A question of fit*. Applied Linguistics Interest Section Discussion Group presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL), Chicago.
- Harklau, L. & Schecter, S. (1995, March). *The spaces in between: Voice in non-native language writing*. Paper presented at the annual International Conference on Pragmatics and Language Learning, University of Illinois, Urbana.
- Schecter, S. & Harklau, L. (1992, November). *The research on writing in a non-native language*. Paper presented at the annual meeting of the Japanese Association of Language Teachers (JALT), Tokyo, Japan, November, 1992.
- Schecter, S. & Harklau, L. (1992, March). *Writing in a non-native language: What we know and what we need to know*. Paper presented at the annual conference of the Teachers of English to Speakers of Other Languages (TESOL), Vancouver.

National

- Harklau, L. and Williams, G. (2006, June). Theories of inquiry in qualitative research on L2 writing. Invited paper presented at the Second Language Writing Symposium, Purdue University, Indiana.
- Harklau, L. & Pinnow, R. (2005, December). Youth literacies and school-based visual media culture. In Vasudevan, L. (Chair), *New methodologies and modes of representation in literacy research with youth*. Colloquium presented at the annual conference of the American Anthropological Association (AAA), Washington, DC.
- Harklau, L. & Peng, X. (2005, April). Teacher expectancies and classroom discourse in an academic enrichment program. Paper presented at the annual conference of the American Educational Research Association (AERA), Montreal.
- Harklau, L. (2005, April). Response to Meltzer and Hamann. Discussant at invitational conference co-sponsored by the University of California Linguistic Minority Research Institute, UC Davis School of Education, and the Hewlett Foundation on the academic literacy needs of secondary English learners, Stanford, CA.
- Harklau, L. (2005, March). Developing longitudinal case studies of advanced language learners. In Ortega, L. (chair), *The longitudinal study of advanced foreign language capacities: Theoretical and methodological issues*. Invited colloquium presented at the annual Georgetown University Roundtable on Linguistics, Washington, DC.
- Harklau, L. & Pinnow, R. (2005, January). The writing on the wall: Researching school-based visual media culture. Paper presented at the annual Qualitative Inquiry in Education (QUIG) Conference, Athens, Georgia.
- Harklau, L. (2004, October). From high school to college: English language learners and shifting literacy demands. Keynote presented at the 10th Biannual Composition Studies Conference, Durham, New Hampshire.
- Pinnow, R. & Harklau, L. (2004, May). "Before getting suspended, think twice": Social semiotics of school-based visual culture. Paper presented at the Critical Discourse Analysis conference, Bloomington, Indiana.

- Harklau, L. with Pinnow, R. (2004, May). "Before getting suspended, think twice": Social semiotics of school-based visual culture. Paper presented at the annual meeting of the American Association for Applied Linguistics, Portland, Oregon.
- Harklau, L. & Norwood, R. (2003, November). The fishermen and the game warden: Negotiating identities as ethnographic program evaluators. In L. Rosen & B. Rymes (chairs), *Changing institutional and individual identities: Learning in university, community, and K-12 school partnerships*. Session presented at the annual meeting of the American Anthropological Association, Chicago, IL.
- Harklau, L. & Norwood, R. (2003, February). The fishermen and the game warden: Postmodern challenges to ethnographic program evaluators. Paper presented at the annual Ethnography in Education Research Forum, Philadelphia, PA.
- Harklau, L. (2002, November). Discussant. In Willett, J. (chair), *Doing critical literacy in hard times*. Classroom demonstration presented at the annual meeting of the National Council of Teachers of English, Atlanta, GA.
- Harklau, L. (2002, April). L2 writing by 'Generation 1.5' students: Recent research and pedagogical trends. In Matsuda, P. K. (chair), *Changing currents in second language writing research*. Invited colloquium presented at the annual meeting of the American Association for Applied Linguistics, Salt Lake City, Utah.
- Harklau, L. (2002, April). (Chair). *Popular culture and classroom L1 and L2 learning*. Colloquium presented at the annual meeting of the American Association for Applied Linguistics, Salt Lake City, Utah.
- Harklau, L. & Norwood, R. (2002, January). The fishermen and the dynamite: Negotiating subject positions in qualitative program evaluation. Paper presented at the annual conference on Interdisciplinary Qualitative Studies (QUIG), Athens, Georgia.
- Zuengler, J. & Harklau, L. (2001, February). (Co-chairs). *L2 learners in transition: Sociocultural perspectives*. Colloquium presented at the annual meeting of the American Association for Applied Linguistics, St. Louis, Missouri.
- Harklau, L. (2001, February). Being at-risk, becoming college-bound: Institutional transitions and student academic identities. In J. Zuengler and L. Harklau (Co-chairs), *L2 learners in transition: Sociocultural perspectives*. Colloquium presented at the annual meeting of the American Association for Applied Linguistics, St. Louis, Missouri.
- Harklau, L. (2000, September). *Writing literacy into second language acquisition theory: Lessons from U.S. high school classrooms*. Keynote presented at the second Symposium on Second Language Writing, Purdue University.
- Harklau, L. (2000, March). Self-presentation and representation in L2 ethnography. In Dwight Atkinson (Chair), *Interrogating ethnographies: New and recent ethnographic approaches in second language education research*. Colloquium presented at the annual meeting of the American Association for Applied Linguistics, Vancouver, BC, Canada.
- Harklau, L. & Hsiao, C.-h. (1999, September). *Faculty and peer roles in international student investment in SLA*. Paper presented at the Second Language Research Forum, Minneapolis, MN.

- Harklau, L. (1998, March). *'In the U.S. and your country:' Constructions of language minority identity in classrooms*. Paper presented at the annual meeting of the American Association for Applied Linguistics, Seattle, WA.
- Harklau, L. (1996, March). *From high school to college: ESL students transcending the boundary*. Paper presented at the annual meeting of the Conference on College Composition and Communication, Milwaukee, WI.
- Harklau, L. (1995, November). (Chair). *The co-construction of minority social identities through schooling*. Roundtable presented at the annual meeting of the American Anthropology Association, Washington DC.
- Harklau, L. (1995, March). Social support for language minority students' transition from high school to college. In T. Phillion (Chair), *It all depends on where you're at: Rethinking empowerment from the inside out*. Session presented at the annual meeting of the Conference on College Composition and Communication, Washington DC.
- Harklau, L. (1993, April). Tracking and second language: Newcomer student experiences in mainstream high school classrooms. In R. D. Milk (Chair), *Issues in primary and second language learning of Latino students*. Session presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Harklau, L. (1990, April). *Chinese newcomers: The transition to the mainstream*. Paper presented at the National Association for Asian and Pacific American Education (NAAPAE) conference, San Francisco, CA.
- Schechter, S. & Harklau, L. (1990, March). *Writing in a non-native language: State of the art*. Paper presented at the College Composition and Communication Conference (CCCC), Chicago, IL.

State and regional

- Harklau, L. (2006, May). Language minorities in higher education: What we (don't) know. Keynote presented at the annual meeting of the University of California Linguistic Minority Research Institute (LMRI), Irvine, CA.
- Harklau, L. (2002, November). *From high school to college: Generation 1.5 students in transition*. Plenary presented at Midwest TESOL, Minneapolis, MN.
- Harklau, L. (2001, March). *ESOL learners in U.S. high schools: Research findings and instructional implications*. Invited presentation at the annual meeting of Georgia TESOL, Atlanta, GA.
- Harklau, L. (2000, November). *Poetics and politics of ESOL student self-disclosure*. Invited presentation at Georgia State University, Department of Applied Linguistics, Atlanta, GA.
- Harklau, L. (2000, May). *The rest of the day: What ESL students do in mainstream classrooms*. Plenary presented at the annual meeting of the Sunshine State TESOL of Florida, Daytona Beach, FL.
- Harklau, L. (1993, November). *What ESOL teachers need to know about tracking*. Paper presented at the annual meeting of the New York State Teachers of English to Speakers of Other Languages (NYSTESOL), Syracuse, NY.

- Schecter, S. & Harklau, L. (1991, June). *Writing in a non-native language: Synthesizing the research*. Paper presented at the ARC Research Forum, San Francisco, CA.
- Harklau, L. (1990, April). *Second language development in mainstream classes: Opportunities for input and interaction*. Paper presented at the annual meeting of the Linguistic Minority Research Project, University of California, Santa Cruz, CA.
- Harklau, L. (1990, January). *Chinese Newcomer Students in Mainstream High School Classrooms*. Paper presented at the California Association for Bilingual Education (CABE) conference, San Francisco, CA.

Professional Activities

Workshops and consultation:

- “Meeting the needs of ‘Generation 1.5’ students,” Presentation and workshop with Chery Benz, Project Exito, South Metropolitan Higher Education Consortium, Joliet, Illinois, September, 2005.
- “Reading and writing to learn in middle and high school,” Center for Latino Achievement and Success in Education (CLASE) Summer Institute Session, Amicalola Falls, Georgia, June, 2004.
- “Working with English language learners in secondary classrooms,” Title III Professional Development Seminar, Board of Cooperative Educational Services Bilingual Education Technical Assistance Center, Spencerport, NY, December, 2003.
- Interview featured in A. Teemant, S. Pinnegar, & R. Graham (eds.), *The second language literacy case: A video ethnography of teaching second language students content through literacy development: Parts I, II, III, IV*. [CD-ROM]. Provo, Utah: Brigham Young University, 2003.
- Interview featured in A. Teemant & S. Pinnegar (eds.), *Assessment for linguistically diverse students Video Segments*. [Videotaped Recording]. Provo, Utah: Brigham Young University, 2002.
- Interview featured in A. Teemant & S. Pinnegar (eds.), *The second language acquisition case: A video ethnography of second language learners: Part I, II, III*. [CD-ROM]. Provo, Utah: Harris Video Cases, 2002.
- “Qualitative research fair,” with Patricia Duff and Numa Markee, Research Interest Section Discussion Group at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), New York, March 1999.
- “Academic skills in college/university preparation,” with Jim Bame, Susan Carkin, Margot Haynes, and Eli Hinkel, Preconvention Institute at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Seattle, March 1998.
- “How writing comes to be: Research from the National Center for the Study of Writing and Literacy,” Board of Cooperative Educational Services, Batavia, New York, February 1993.

"Teaching immigrant students in mainstream classes," Sonoma State University, Rohnert Park, California, July 1989.

"Teaching linguistic minority students in mainstream English," Bay Area Writing Project credential program, University of California, Berkeley, CA, January, 1987.

Editorial Boards:

2002-2006 Editorial Board, Reading Research Quarterly
2000- Editorial Board, ESL & Applied Linguistics Professional Series, Lawrence Erlbaum Associates
2001-2003 Editor Search Committee, TESOL Quarterly
2000-2003 Editorial Advisory Board, TESOL Quarterly
1997-2000 Editorial Advisory Board, TESOL Journal
1995-1997 Board Member, Council on Anthropology and Education (Chair, Committee on Language, Literacy, & Cognition)

Reviewer:

2003, 2006 American Educational Research Journal
1996, 1998-1999, 2002 Applied Linguistics
2002 Canadian Modern Language Review
2003 ERIC Digest, Clearinghouse on Languages and Linguistics
2000 Journal of Literacy Research
2000, 2002, 2005 Journal of Second Language Writing
2003 Language Learning
2002 Language Learning and Technology
1997-2000, 2004 Lawrence Erlbaum Associates
2003, 2006 Modern Language Journal
1998, 2000-2001, 2003, 2005, 2006 Research in the Teaching of English
2004 Teachers College Record
1995, 1997-99, 2003-2006 TESOL Quarterly

Other selected national and international service:

- 2000, 2006 Program Committee, American Association for Applied Linguistics annual meeting
- 2004-2005 Program Committee, 14th World Congress of Applied Linguistics
- 2004-2007 Member at Large, Executive Committee, American Association for Applied Linguistics
- 2001-2004 Committee on Second Language Writing, Conference on College Composition and Communication
- 2001 Co-chair, National Reading Conference Area 11, Literacy and Language Diversity
- 1999-2000 Strand Coordinator, American Association for Applied Linguistics
- 1998 Chair, Applied Linguistics Interest Section, TESOL

Research Interests

Multiliteracies and adolescent identities

Second language acquisition in mainstream or content area classrooms

Second language writing instruction for adolescents and adults

Ability grouping and placement practices for language minority students

Qualitative research methods

References available upon request.

Webver 9/06