

Mark C. Lewis
Curriculum vitae

Education

PhD (Anticipated Spring 2019), University of Pennsylvania, Graduate School of Education.

Educational Linguistics.

Dissertation title: Teachers making sense of language: How understandings of language and bilingualism inform instructional planning

B.A., Swarthmore College, 2010, with High Honors
Special Major in Educational Studies and Linguistics.

Publications

Refereed Journal Articles

- 2018 **Lewis, M.** A critique of the principle of error correction as a theory of social change. *Language in Society*, 47(3), 325-346.
- 2018 Flores, N., **Lewis, M.**, & Phuong, J. & Raciolinguistic chronotopes and the education of Latinx students: Resistance and anxiety in a bilingual school. *Language and Communication* 62, 15-25
- 2016 Flores, N., & **Lewis, M.** From truncated to sociopolitical emergence: A critique of super-diversity in sociolinguistics. *International Journal of the Sociology of Language*, 241, 97–124.

Edited Volumes

- accepted Flores, N. & **Lewis, M.** Language and power. In *The international encyclopedia of linguistic anthropology*. Wiley.
- 2017 Rymes, B., Aneja, G., Leone-Pizzighella, A., **Lewis, M.**, & Moore, R. (2017). Citizen sociolinguistics: A new media methodology for understanding language and social life. In A. De Fina, D. Ikizoglu, & J. Wegner (Eds.), *Diversity and super-diversity: Sociocultural linguistic perspectives* (pp. 151–170). Washington, DC: Georgetown University Press.

Working Papers

- 2017 **Lewis, M.** (2017). Planning math language in the United States, 1650 to 1945. *Working Papers in Educational Linguistics*, 32(1).
- 2014 **Lewis, M.** (2014). “Follow the procedure”: Online metapragmatic commentary on the five paragraph essay. *Working Papers in Educational Linguistics*, 29(2), 45-63.

Book Reviews

- 2014 Framing Languages and Literacies: Socially Situated Views and Perspectives, M.R. Hawkins (Ed.) (2013). *Linguistics and Education*, 28, 121-122.

Conference Presentations

- 2018 Teachers making sense of language: From professional development to Pinterest. Presented at the Annual Meeting of the American Association for Applied Linguistics, Chicago, IL.
- 2018 Teachers making sense of language: Media in teacher prep. Presented at the Annual Meeting of the Society for Linguistic Anthropology, Philadelphia, PA.
- 2017 (with Leone-Pizzighella, A.) Buffalaxing, songifying, and parodic subtitling: Applying goffman to digitally remixed speech events. Presented at the Annual Meeting of the American Anthropological Association, Washington, DC.

- 2017 Teachers making sense of language: From professional development to Pinterest. Presented at the Ethnography in Education Research Forum, Philadelphia, PA.
- 2016 “You mean greater than”: Metalinguistic labor in math education discourse. Presented at the Annual Meeting of the American Anthropological Association, Minneapolis, MN.
- 2016 “You mean greater than”: Metalinguistic labor in US math education, ca. 1750 – 1945. Presented at the Conference on Semiotic Anthropology, Philadelphia, PA.
- 2016 How do students manage the complexity of translation? Presented at the Ethnography in Education Research Forum, Philadelphia, PA.
- 2015 Metadiscursive talk and language ideologies in dual language classrooms. Presented at the Conference on Semiotic Anthropology, Philadelphia, PA.
- 2015 What counts as linguistic diversity?: Research on language for educators as metadiscursive regime. Presented at the Annual Conference of the International Linguistic Association, New York, NY.
- 2015 Follow the Procedure”: Citizen sociolinguistics of the five paragraph essay. Presented at the Georgetown University Roundtable on Languages and Linguistics, Washington, D.C.
- 2015 “I have a Spanish friend”: Metacommentary, language ideologies, and dual language classrooms. Presented at the Annual Meeting of the American Association for Applied Linguistics, Toronto, ON.
- 2015 “I have a Spanish friend”: Metacommentary, language ideologies, and dual language classrooms. Presented at the Ethnography in Education Research Forum, Philadelphia, PA.
- 2014 Interdiscursivity in interview data: Elementary teachers constructing ideologies of writing. Presented at the Ethnography in Education Research Forum, Philadelphia, PA.

Post-secondary teaching experience

Teaching English Language Learners in the Early Grades (Fall 2017 / Spring 2018, Temple University)

This course offers pre-service teachers seeking certification an introduction to theory, research, and practice in teaching emergent bilinguals/multilinguals in the early years. The course reviews the sociocultural characteristics of emergent bilinguals, legal responsibilities, and educational and language policies in the United States. Students will also learn the basic theories and principles associated with second language acquisition. Students are introduced to an array of contemporary, research-based instructional approaches, including content-based instruction, task-based language teaching, and sheltered English instruction. As a result, students gain an understanding of how to adapt standards-based lessons for emergent bilinguals.

Sociolinguistics in education (Fall 2017, University of Pennsylvania, Graduate School of Education)

This course explores educational issues using sociolinguistic scholarship examining the relationships between language and society both at the macro-level of institutions, communities, and societies and at the micro-level of language as it is used to mediate face-to-face interaction in real time.

Regimes of Language (Spring 2016, University of Pennsylvania, Graduate School of Education)*

This course explores critical perspectives within applied and educational linguistics in order to develop a foundation for investigating the historical construction of speakership, language communities, and languages themselves. These perspectives were applied to contemporary educational issues.

Literacy Research Honors Seminar (Fall 2014, Swarthmore College)**

This upper-level seminar focuses on sociocultural theories of language and literacy to support undergraduates pursue independent research projects.

*Teaching assistant

**Substituted for professor on medical leave for part of semester

Other work experience

Fellow. Center for Teaching and Learning, University of Pennsylvania. August 2017 – May 2018.

Support graduate students in instructor roles across the university by observing teaching and facilitating and planning workshops on pedagogical issues in higher education.

Research Assistant. University of Pennsylvania, Graduate School of Education. September 2013 – June 2017.

Conduct ethnographic, historical, and documentary research for the Philadelphia Bilingual Education Project, including weekly classroom observations in a bilingual elementary school. Supervise master's degree level research assistants on PBEP.

Teacher. C2 Education. August 2012 – May 2013.

Instructed small groups of K-12 students at an after school tutoring site. Provided academic support for middle and high school students in English, history, math, SAT preparation, and essay writing. Provided academic extension and support for elementary students in all subjects and grades.

Teacher, Grade 2. Fairfax County Public Schools. August 2010 – June 2012.

Instructed students from a linguistically and culturally diverse community. Collaborated with co-teachers, team members, administrators, and support staff.