

Mark C. Lewis
Curriculum vitae

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EDUCATION

Ph.D. University of Pennsylvania, Graduate School of Education, 2019.
Educational Linguistics.

Dissertation title: Making sense of language: How representations of language and bilingualism inform teachers' work

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

PUBLICATIONS

In Refereed Journals

- 2018a **Lewis, M.** A critique of the principle of error correction as a theory of social change. *Language in Society*, 47(3), 325–346. With invited commentaries by W. Labov, M. Bucholtz, M. DeGraff, C. Mallinson & A. Charity Hudley, J. Rickford, J. Snell, W. Wolfram, and V. Zavala.
- 2018b **Lewis, M.** Critical and collaborative reflexivity. *Language in Society*, 47(3), 381–384. [Response to commentaries on main article.]
- 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.
- 2011 Renninger, K. A., Cai, M., **Lewis, M.**, et al. Motivation and learning in an online, unmoderated mathematics workshop for teachers. *Educational Research Technology and Development* 59, 229–247.

In 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.** Planning math language in the United States, 1650 to 1945. *Working Papers in Educational Linguistics*, 32(1), 24–36.
- 2014 **Lewis, M.** “Follow the procedure”: Online metapragmatic commentary on the five paragraph essay. *Working Papers in Educational Linguistics*, 29(2), 45–63.

Web-based Publications

- 2018 **Lewis, M.** Educational anthropology as a resource for teacher educators. *Anthropology News* website, September 21.

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

- 2020 (accepted) A bilingual classroom teacher's encounters with curricularization across subject areas. American Educational Research Association Annual Meeting, San Francisco, CA. Contained in the symposium, *Turning languages into curriculum: Studies of curricularization across contexts*. Mark Lewis and Miranda Weinberg, chairs. Guadalupe Valdés, discussant.
- 2018 How does some language become academic? Presented at the Annual Meeting of the American Anthropological Association, San Jose, CA.
- 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.

TEACHING IN HIGHER EDUCATION

Pedagogy and Power: Introduction to Education (Spring 2020, Swarthmore College)

This course explores major questions in educational policy, theory, and practice by examining the institution of schooling from pedagogical, political, and sociocultural perspectives. Students read original source materials from multiple disciplines, write, discuss, and complete fieldwork in area schools as an introduction to the interdisciplinary and expansive field of educational studies.

Educating Emergent Bilinguals (Fall 2018, Swarthmore College)

Examines the experiences of emergent bilingual youth through multiple lenses, including the impact of immigration policy on schools, linguistic discrimination and English-only ideologies, theories of bilingualism and language development, policies and practices for teaching multilingual students, and asset-based approaches to curriculum, instruction, and parent engagement. All students complete fieldwork in area classrooms serving emergent bilinguals. This course satisfies requirements for teacher certification in Pennsylvania.

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

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 learn the basic principles of second language acquisition and are introduced to an array of contemporary, research-based instructional approaches, including content-based instruction and task-based language teaching. Students practice adapting standards-based lessons for emergent bilinguals. This course satisfies requirements for teacher certification in Pennsylvania.

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

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 mediating face-to-face interaction in real time. This course satisfies program requirements for students seeking a TESOL degree.

OTHER WORK EXPERIENCE (RESEARCH)

Research Fellow. School District of Philadelphia, Office of Research and Evaluation. 2019–Present.

Researcher. The Center on Standards, Alignment, Instruction, and Learning. 2019–Present.

OTHER WORK EXPERIENCE (TEACHING)

Instructor. TESOL Workshop, University of Pennsylvania. 2018 – 2019.

Delivered an intensive three-day, fifteen-hour introduction to Teaching English to Speakers of Other Languages, offered four times in the academic year. Program is directed at novices and those interested in pursuing TESOL careers to learn essential skills for teaching English in US and international contexts.

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.

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.