

# LAURA E. HAMMAN

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## EDUCATION

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- Ph.D. Curriculum and Instruction, 2018  
University of Wisconsin-Madison  
Concentrations: Bilingual Education and English as a Second Language  
Minors: Educational Policy Studies; Qualitative Research Methods  
  
Dissertation: "Reframing the Language Separation Debate: Language, Identity, and Ideology in Two-Way Immersion"  
Dissertation Advisor: Professor Maggie Hawkins
- M.Ed. Elementary Education, 2009  
University of Notre Dame
- B.A. English Language & Literature; Spanish Language & Literature, 2007  
University of Notre Dame

## PROFESSIONAL APPOINTMENTS

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- 2018-present Post-Doctoral Research Associate, University of Colorado-Boulder
- 2015-present Faculty, English as a New Language (ENL) Program, Alliance for Catholic Education (ACE), University of Notre Dame

## PUBLICATIONS

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### Articles in Refereed Journals

- Hamman, L. (2018). Translanguaging and positioning in dual language immersion: A case for criticality. *Language and Education*. 32(1), 21-42.  
<http://dx.doi.org/10.1080/09500782.2017.1384006>
- Compton-Lilly, C., Papoi, K., Venegas, P., Hamman, L., & Schwabenbauer, B. (2017). Intersectional identity negotiation: The case of young immigrant children. *Journal of Literacy Research*. 49(1), 115-140. <https://doi.org/10.1177/1086296X16683421>

## Chapters in Edited Collections

Bernstein, K. & Hamman, L. (in progress) Bilingualism and multilingualism. *The Routledge Handbook of Translation and Education*.

Hagerman, D., Hamman, L., & Shedrow, S. (in progress) Immigrant children conceptualizing reading: The cases of Carlos, Felipe, and Elina. In C. Compton-Lilly (Ed.), *The elementary years: A longitudinal look at literacy and language practices of immigrant children* (working title). New York, NY: Routledge.

Hamman, L. (2018). Bilingualism for all?: Interrogating language and equity in dual language education in Wisconsin. In J. A. Crandall & K. M. Bailey (Eds.), *Global perspectives on educational language policies* (pp. 141-152). New York, NY: Routledge.

## Encyclopedia Entries

Compton-Lilly, C., Papoi, K., Shedrow, S., & Hamman, L. (2017). Longitudinal case study research: Understanding literacy and identity practices of children in immigrant families in the American Mid-west. *SAGE Research Methods Cases*.

## Articles in Practitioner-Oriented Journals and Magazines

Hamman, L., Beck, E., and Donaldson, A. (accepted) Theory into practice: A pedagogy of translanguageing in bilingual classrooms. *Language Magazine*.

## AWARDS AND HONORS

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2015                      TEACH Academy Future Faculty Partner, University of Wisconsin-Madison

## GRANTS AND FELLOWSHIPS

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### Dissertation Grants and Fellowships

2017                      Phi Kappa Phi Dissertation Fellowship, Dissertation Writing Award (\$10,000)  
 2017                      *Language Learning* Dissertation Grant, Dissertation Research Award (\$2,000)  
 2016                      National Federation of Modern Language Teachers' Association / *Modern Language Journal*, Dissertation Award (\$2500)  
 2016                      The International Research Foundation (TIRF) for English Language Education  
                               Doctoral Dissertation Grant, Dissertation Research Award (\$1500)

### International Research and Study Awards

2016                      Tinker Nave Fellowship, LACIS Program, Research in Mexico (\$2500)  
 2016                      Phi Kappa Phi Zillman Summer Research Award, Research in Mexico (\$800)  
 2014                      Foreign Language & Area Studies (FLAS), Portuguese Study in Brazil (\$5000)

2013 Mellon Recruitment Award, Research and Study in Uganda (\$5000)

### **Conference Travel Grants**

2018 Conference Travel Grant, C&I Program Committee, UW-Madison (\$269)  
 2018 SRGC Conference Presentation Funds, Graduate School, UW-Madison (\$1200)  
 2018 AERA Bilingual Education Research SIG Graduate Student Travel Award (\$500)  
 2017 Professional Development Travel Grant, TESOL (\$200)  
 2016 SRGC Conference Presentation Funds, Graduate School, UW-Madison (\$600)  
 2016 Conference Travel Grant, C&I Program Committee, UW-Madison (\$230)  
 2016 ESL/EFL Professional Travel Grant, TESOL Awards Committee (\$1500)  
 2015 SRGC Conference Presentation Funds, Graduate School, UW-Madison (\$600)  
 2015 Conference Travel Grant, C&I Program Committee, UW-Madison (\$250)  
 2015 Tourism Toronto Student Travel Grant, TESOL Awards Committee (\$500)

### **PROFESSIONAL DEVELOPMENT WORKSHOPS**

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2018 “Prepare the way: Celebrating and supporting English learners” University of Notre Dame, English as a New Language Program (ENL), professional development workshop for the Archdiocese of Denver, CO. August 22.

2018 “ENL Strategies in the Classroom.” University of Notre Dame, English as a New Language Program (ENL), professional development workshop for the Diocese of Knoxville, TN. March 7.

2017 “Celebrating and supporting emergent bilinguals in Catholic schools.” University of Notre Dame, English as a New Language Program (ENL), professional development workshop for the Diocese of Memphis, TN. June 1-3.

2017 “Teaching high school ELLs.” University of Notre Dame, English as a New Language Program (ENL), professional development workshop for the Diocese of Seattle, WA. March 10.

2017 “From science to social studies: How to teach ELLs across content areas.” University of Notre Dame, English as a New Language Program (ENL), professional development workshop for the Diocese of Seattle, WA. March 10.

2016 “Writing scaffolds for English learners” University of Notre Dame, English as a New Language Program (ENL), professional development workshop for the Diocese of Joliet, IL. March 4.

## INVITED TALKS

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- 2018 Hamman, L. "Bilingualism for all?: Interrogating language and equity in dual language education in Wisconsin." Invited paper, The International Research Foundation (TIRF) for English Language Education. Teaching English to Speakers of Other Languages (TESOL). Chicago, IL. March 27-30.
- 2018 Hamman, L. "Graduate student advocacy in AAAL: Supporting, sustaining, and transforming." Colorado State University, Invited speaker for the TEFL/TESL Student Association (TTSA) Advocacy Week, Feb 26.
- 2016 Hamman, L. "Total participation teaching." University of Wisconsin-Madison, Future Faculty Partner Brown Bag Series. November 1.

## CONFERENCE ACTIVITY

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### Panels Organized

- 2018 Hamman, L. (chair/organizer), Baquedano-López, P., Bernstein, K., Kanno, Y., Kibler, A. (discussant), & Kleyn, T. "Negotiating Bi/Multilingual Identities in and across Diverse Sociolinguistic Spaces." American Educational Research Association (AERA). New York, NY. April 13-17.
- 2018 Hamman, L. (chair/organizer), Chaparro, S., Dorner, L., García-Mateus, S., Moon, J.-M., & Potowski, K. (discussant). "Bilingualism for All?: Challenges and Opportunities in Two-Way Immersion." American Association of Applied Linguistics (AAAL). Chicago, IL. March 24-27.
- 2016 Hamman, L. (chair/organizer), Hawkins, M. (presenter/discussant), Manley, R., & Rui, L. "Technology, Globalization, and ELLs: Fostering Students' Critical Cosmopolitanism." Teaching English to Speakers of Other Languages (TESOL). Chicago, IL. April 5-8.

### Papers Presented

- 2018 Hamman, L. "Becoming bilingual in two-way immersion: Identities of promise and ideologies of difference." American Educational Research Association (AERA). New York, NY. April 13-17.
- 2018 Hamman, L. "Bilingualism for all?: Interrogating language and equity in dual language education in Wisconsin." Paper presented as part of symposium. Teaching English to Speakers of Other Languages (TESOL). Chicago, IL. April 5-8.

- 2018 Hamman, L., Hawkins, M., Hayden, C., & Woolworth, R. "Shifts in practice: Supporting English learners in mainstream classrooms." Symposium. Teaching English to Speakers of Other Languages (TESOL). Chicago, IL. March 27-30.
- 2018 Hamman, L. "Translanguaging in Two-Way Immersion: Considering the Impact of Flexible Language Practices in a Language Separationist Space" Paper presented as part of colloquium. American Association of Applied Linguistics (AAAL). Chicago, IL. March 24-27.
- 2017 Hagerman, D., Hamman, L., & Shedrow, S., "How immigrant children conceptualize reading." Paper presented as part of symposium: "Understanding complexity in longitudinal data: Alternative lenses for theorizing the experiences of children in immigrant families." Literacy Research Association (LRA). Tampa, FL. November 29-December 2.
- 2017 Hamman, L. "Becoming bilingual in two-way immersion: Arts-based strategies for accessing students' perspectives." La Cosecha. Albuquerque, NM. November 1-4.
- 2017 Hamman, L. & Hagerman, D. "Timescales and time warps: Three cases of children in immigrant families." American Educational Research Association (AERA). San Antonio, TX. April 27-May 1.
- 2017 Hamman, L. & Martinez-Negrete, G. "Translanguaging and TESOL: Terms, issues, and future directions." Teachers of English as a Second Language (TESOL) in Seattle, WA. March 21-24.
- 2017 Hamman, L., Hellenbrand, A., & Beck, E. "Theory into practice: A pedagogy of translanguaging in bilingual classrooms." Teachers of English as a Second Language (TESOL). Seattle, WA. March 21-24.
- 2017 Hamman, L. "'*Pero ellos me entienden*': A critical lens on language brokering in dual language classrooms." American Association of Applied Linguistics (AAAL). Portland, OR. March 18-21.
- 2017 Hamman, L. "Becoming bilingual in two-way immersion: Arts-based tools for tapping into students' perspectives" National Association for Bilingual Education (NABE). Dallas, TX. February 23-25.
- 2016 Hamman, L. "'*Uno, dos, tres, cambiamos al inglés*': Translanguaging and positioning in a bilingual classroom." American Association of Applied Linguistics (AAAL). Orlando, FL. April 9-12.
- 2016 Hamman, L. & Hagerman, D. "Leveling texts or leveling students: A longitudinal look at literate identities." American Educational Research Association (AERA). Washington, D.C. April 8-12.

- 2016 Hamman, L. "Digital media and critical reflection: Understanding pre-service teachers' experiences abroad." Teachers of English as a Second Language (TESOL). Baltimore, MD. April 5-8.
- 2016 Hamman, L. & Martinez-Negrete, G. "Making the familiar strange: Considering rich points and 'Big C' conversations in a collaborative qualitative research course." Comparative and International Education Society (CIES), Vancouver, CND. March 6-10.
- 2015 Hamman, L. & Shedrow, S. "Identities in the 'warp zone': ELLs' conceptions of literacy. Literacy Research Association (LRA). Carlsbad, CA. December 2-5.
- 2015 Papoi, K., Quast, E., Hamman, L., Shedrow, S., Ward, B., Compton-Lilly, C. "The longitudinal experience: A hands-on look at a ten-year qualitative study of immigrant children's literacy and identity practices." Literacy Research Association (LRA). Carlsbad, CA. December 2-5.
- 2015 Hamman, L. "Move beyond paper-based assessments: Using digital narratives to measure student learning." Teachers of English as a Second Language (TESOL). Toronto, CND. March 25-28.
- 2015 Hamman, L. & Li, R. "Storytelling in the 21st century: Creating digital stories with iMovie." Teachers of English as a Second Language (TESOL). Toronto, CND. March 25-28.
- 2014 Compton-Lilly, C., Papoi, K., Venegas, P., Hamman, L., Schwebenbaur, B. "Identity construction for young immigrant children: Considering gender, language practices, and multimodalities." National Council of Teachers of English (NCTE). Washington, D.C. November 20-25.
- 2014 Aguinaga, A., Gonzalez Ben, A., Hamman, L. Lindemann, A., & Wong, L. "Crossroads of pink cobblestone around the ivory tower: Female students reflect on their career journey." International Congress of Qualitative Inquiry (ICQI). Champaign-Urbana, IL. May 21-24.

## RESEARCH EXPERIENCE

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- 2018-present "A Systemic Functional Linguistics Approach to Bilingual Writing Pedagogy"  
Principal Investigator: Dr. Millie Gort, University of Colorado-Boulder
- 2017-2018 "Teachers' Conceptions of Language Proficiency in the Writing of Emergent Bilinguals"  
Principal Investigator: Dr. Mariana Castro, WIDA Consortium

Served as lead researcher in exploratory study that sought to understand how teachers conceptualize the bilingual writing proficiency and development of emergent bilinguals in dual language classrooms in U.S. elementary schools. As part of this project, I collected writing samples from emergent bilingual students in 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grades in Colorado and Wisconsin and analyzed samples using a systemic functional linguistics approach in order to identify evidence of cross-linguistic transfer.

2014-2017      “Immigrant Families’ Literacy & Identity Development Over Time & Space”  
Principal Investigator: Professor Cathy Compton-Lilly, University of Wisconsin-Madison

Served as lead researcher on longitudinal qualitative research study seeking to understand the literacy development and identity enactments of immigrant children. In this role, I collected and analyzed data, including: in-depth, semi-structured interviews with the focal child, family members, and teachers; classroom, home, and community observations; field notes and reflective memos; child-created drawings, maps, and photographs, and literacy assessments. Findings have been presented at LRA and AERA and have been published in the *Journal for Literacy Research* and *SAGE Research Methods Cases*.

2016-2017      “Bilingualism for all?: Interrogating language and equity in two-way immersion.”  
Principal Investigators: Laura Hamman, University of Wisconsin-Madison;  
Professor Margaret Hawkins, University of Wisconsin-Madison

Designed and conducted year-long ethnographic study of language and literacy practices in a dual language classroom in Wisconsin. Study sought to increase understanding of the ideologies, practices, and policies that shape learning experiences for young emergent bilinguals in two-way spaces. Data collection included weekly video-recorded observations; interviews with students, the classroom teacher, and policymakers; and a collaborative bilingual book project. Findings presented at AAAL, TESOL, and AERA.

2016              “Language and Literacy Practices in Mexican Bilingual Classrooms”  
Principal Investigators: Laura Hamman, University of Wisconsin-Madison;  
Professor Margaret Hawkins, University of Wisconsin-Madison

Designed and conducted study of the language and literacy practices within two-way classrooms at a Mexican elementary school. The study was conducted over one month and included daily video and audio-recorded classroom observations, interviews with classroom teachers, and student-generated artifacts such as language portraits and collages. Findings from study have been presented at NABE and AAAL with a manuscript in progress on the role of language brokering within these classroom contexts.

- 2015 “Languaging & Positioning within Dual Language Immersion”  
Principal Investigators: Laura Hamman, University of Wisconsin-Madison;  
Professor Margaret Hawkins, University of Wisconsin-Madison
- Designed and conducted study in a dual language classroom in Wisconsin to explore the role of translanguaging practices in a two-way immersion learning context. Data collection included weekly video-recorded observations over the course of four months and bi-monthly video-elicited interviews with the classroom teacher. Findings have been published in *Language and Education*.

## TEACHING EXPERIENCE

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### University of Wisconsin-Madison (Madison, WI)

#### Course Instructor (Undergraduate)

Language Use & Acquisition in Early Childhood (Spring 2017)  
Methods of Teaching Young ELs (Spring 2014, Fall 2015, Spring 2016, Fall 2016)  
ESL/Bilingual Methods (Spring 2015)  
The Language of Schooling (Fall 2014)

#### Teaching Assistant (Graduate)

Learning Second Languages (Fall 2013, Fall 2014, Fall 2015, Fall 2016)  
Literacies and Advanced Methods in Teaching ESL (Spring 2014, Spring 2015, Spring 2016, Spring 2017)

### University of Notre Dame (Notre Dame, IN)

#### Course Instructor (Graduate)

Language Immersion in a Foreign Country (Fall 2017)  
Foundations for Teaching Second Language Learners (Summer 2016, Summer 2017, Summer 2018)

#### Teaching Assistant (Graduate)

Linguistics and Language Acquisition (Summer 2015)

### La Universidad del Sagrado Corazón (San Juan, Puerto Rico)

#### Online Course Instructor (Graduate)

Contrastive Analysis of English and Spanish (Summer 2013)  
Cross-Cultural Approaches to Learning (Spring 2013)  
Teaching English as a Second Language (Fall 2012)



**K-12 TEACHING EXPERIENCE**

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2012-2013	High School English Teacher Muchin College Prep, Chicago, IL
2011-2012	High School English Teacher Villa Maria Academy, Santiago, Chile
2009-2010	Second Grade English Teacher Saint George College, Santiago, Chile
2007-2009	Second Grade Teacher St. John Berchmans, San Antonio, TX

**SERVICE TO PROFESSION**

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**Leadership**

2017-2018	Co-Chair, American Association for Applied Linguistics (AAAL) Graduate Student Council Steering Committee
2017-2018	Secretary/Historian, American Educational Research Association (AERA) Graduate Student Council
2016-2017	Secretary, American Association for Applied Linguistics (AAAL) Graduate Student Council Steering Committee
2016-2017	Newsletter Editor, American Association for Applied Linguistics (AAAL) Graduate Student Council

**Committees**

2018-2019	Mentoring Model Committee, American Association for Applied Linguistics (AAAL)
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**Reviewer**

2018	American Educational Research Association (AERA) Proposal Reviewer (Division G; Bilingual Education Research SIG)
2016	American Educational Research Association (AERA) Proposal Reviewer (Language and Social Processes SIG; Bilingual Education Research SIG)
2016	Teaching English to Speakers of Other Languages (TESOL) Proposal Reviewer (Bilingual Education Interest Section)
2016	Literacy Research Association (LRA) Proposal Reviewer (Areas 5, 7, & 8)
2015	American Educational Research Association (AERA) Proposal Reviewer (Language and Social Processes SIG)

**DEPARTMENTAL/UNIVERSITY SERVICE**

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**Departmental Service**

2016-2017	Graduate Student Representative, Graduate Programs Committee, Department of Curriculum & Instruction, University of Wisconsin-Madison
2015-2017	Graduate Student Mentor, Department of Curriculum & Instruction, University of Wisconsin-Madison
2015, 2016	Chair, Graduate Student Orientation Committee, Department of Curriculum & Instruction, University of Wisconsin-Madison
2014	Volunteer, Graduate Student Orientation Committee, Department of Curriculum & Instruction, University of Wisconsin-Madison

**University Service**

2016-2017	Organizer, TEACH Academy Future Faculty Partner Brownbag Sessions, University of Wisconsin-Madison
2016	SRGC-Research Travel Awards Reviewer, University of Wisconsin-Madison
2015-2016	Partner School Network/Wisconsin Center for Educational Research (WCER) Research & Evaluation Fellow, University of Wisconsin-Madison

**LANGUAGES**

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**English** (native), **Spanish** (fluent)

**PROFESSIONAL AFFILIATIONS**

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American Association of Applied Linguistics (AAAL)  
American Educational Research Association (AERA)  
Literacy Research Association (LRA)  
National Association for Bilingual Education (NABE)  
Teacher of English to Speakers of Other Languages (TESOL)

**REFERENCES**

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Maggie Hawkins, Professor  
Curriculum and Instruction  
University of Wisconsin-Madison  
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225 N. Mills St.  
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Educational Policy Studies  
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Catherine Compton-Lilly, Professor  
University of South Carolina  
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