

Sarah Surrain

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Current Position

2021–present Postdoctoral Research Fellow, Children’s Learning Institute, University of Texas Health Science Center at Houston, funded by the Institute of Education Sciences
Supervisors: Susan Landry and Tricia Zucker

Education

Ph.D. Harvard University, Graduate School of Education
Human Development, Learning and Teaching, May 2021
Specialization: *Bilingual language development in early childhood*
Dissertation title: *Dual Language Learners in Transition from Home to School: The Role of Parental Attitudes and Home Language Practices in Bilingual Development*
Committee: Meredith Rowe & Gigi Luk (advisors), Catherine Snow, Stephanie Curenton

Ed.M. Harvard Graduate School of Education
Language and Literacy, May 2014

B.A. Kalamazoo College, Universidad San Francisco de Quito
Theatre Arts, June 2001, Magna Cum Laude, Departmental Honors

Honors and Awards

2020 National Academy of Education/Spencer Dissertation Fellowship
2020 Graduate Student Council Summer Research Grant
2019 Cervantes Institute Research Grant
2019 Harvard Graduate School of Education Travel Grant
2019 Harvard Graduate School of Arts and Sciences Merit Fellowship
2019 George W. Goethals Teaching Award (Psychology Dept. at Harvard University)
2016 & 2017 Jeanne Chall Reading Lab Doctoral Research Travel Grant
2016 Harvard Summer School Tuition Fellowship
2014 Education Pioneers Summer Fellowship
2013-2014 Urban Scholars Full Tuition Scholarship

Publications

Surrain, S. (2021). ‘Spanish at home, English at school’: How perceptions of bilingualism shape family language policies among Spanish-speaking parents of preschoolers. *International Journal of Bilingual Education and Bilingualism*, 24(8), 1163-1177.
<https://doi.org/10.1080/13670050.2018.1546666>

Smith, S. A., Leon Guerrero, S., **Surrain, S.** & Luk, G. (2021). Phonemic discrimination, phonological awareness, and pre-literacy skills in Spanish-English dual language preschoolers. *Journal of Child Language*, 1-34. <https://doi.org/10.1017/S0305000920000768>

Hanno, E. & **Surrain, S.** (2019). The direct and indirect relations between self-regulation and language development among monolinguals and dual language learners. *Clinical Child and Family Psychology Review*, 22(1), 75–89. <https://doi.org/10.1007/s10567-019-00283-3>

Surrain, S. & Luk, G. (2017). Describing bilinguals: A systematic review of labels and descriptions used in the literature between 2005–2015. *Bilingualism: Language and Cognition*, 22(2), 401–415. <https://doi.org/10.1017/S1366728917000682>

Surrain, S., Duhaylongsod, L., Selman, R. L., & Snow, C. E. (2019). Using narrative thinking in argumentative writing. In E. Veneziano & A. Nicolopoulou (Eds.), *Narrative, literacy and other skills: Studies in intervention* (pp. 151–170). John Benjamins, Philadelphia, PA.

Papers in preparation

Jarquín Tapia, C., **Surrain, S.**, & Curenton, S. M. (Under Review). The Importance of Dyadic Classroom Conversations for Dual Language Learners.

Surrain, S. Curenton, S. M., & Jarquín Tapia, C. (Under Review). Fostering dual language learners' participation in classroom conversations through code-switching in whole group and small group settings.

Surrain, S. & Luk, G. (In Preparation). The Role of Language Experience and Local Language Diversity in Parents' Perceptions of the Value of Bilingualism.

Surrain, S. & Luk, G. (Preprint). The Perceptions of Bilingualism scales: Development and validation using Item Response Theory. *PsyArXiv*. <https://doi.org/10.31234/osf.io/s32zb>

Conference presentations

Surrain, S. & Luk, G. (2021, July). *Child-initiated codeswitches in parent-child interactions before and after the transition to preschool*. Paper presented at the International Symposium on Bilingualism in Warsaw, Poland.

Surrain, S., Rowe, M. & Luk, G. (2021, July). *Dual language learners in transition from home to school: Understanding apparent "delays" in the context of parent input and child usage*. Paper presented at the International Association for the Study of Child Language (Online).

Surrain, S. *The Role of Parent-Child Interactions in Dual Language Learners' Home Language Development*. Poster presented at the annual meeting of the American Educational Research Association (Online).

- Surrain, S.,** Curenton, S. & Jarquín Tapia, C. (2021, April). *Fostering dual language learners' classroom conversations: Home language use and codeswitching across instructional contexts*. Paper presented at the Society for Research in Child Development Virtual Biennial Meeting.
- Surrain, S.** (2021, April). *Caregiver-child interactions in language-minority families: What can we learn from studies across three continents?* Conversation Roundtable Panelist at the Society for Research in Child Development Virtual Biennial Meeting.
- Surrain, S.,** Curenton, S. & Jarquín Tapia, C. (2020, December). *Describing bilingual preschool teachers' language practices with their dual language learner students: Micro-level analysis of code-switching between Spanish and English across small group and whole group settings*. Poster presented at the National Research Conference on Early Childhood hosted by the Administration for Children and Families in Washington, DC (Online).
- Surrain, S.,** McAfee, A., Rowe, M. & Luk, G. (2020, October). *Parental responses to child code-switching in 3 and 4-year-old Spanish-speaking dual language learners*. Poster presented at the Many Paths to Language Workshop hosted by the Max Planck Institute in Nijmegen, the Netherlands (Online).
- Surrain, S.,** Rowe, M., & Luk, G. (2020, September). *Features of parental input that predict home language skills in 3- and 4-year-old Spanish-speaking dual language learners*. Paper presented at the Bilingualism Matters Research Symposium hosted by the University of Edinburgh, Scotland (Online).
- Surrain, S. &** Luk, G. (2019, June). *Introducing a novel tool capturing parents' perceived social value of bilingualism*. Paper presented at the International Symposium on Bilingualism, Edmonton, Canada.
- Surrain, S.,** Esposito, A. & Luk, G. (2019, March). *Who chooses dual-language education? The role of perceptions of bilingualism and caregiver background in a rural school district*. Paper presented at the Society for Research in Child Development, Baltimore, MD.
- Surrain, S. &** Luk, G. (2018, April). *Parents' perceptions of bilingualism: The role of language experience and local language diversity*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Aguilar, G. & **Surrain, S.** (2017, July). *The effects of native language instruction on the language and literacy achievement of PreK-6th grade language minority students*. Poster presented at the Society for the Scientific Study of Reading, Halifax, Nova Scotia, Canada.
- Surrain, S.,** Aguilar, G., Chen, A., Maghooli, D., Shin, S., Luk, G. (2017, June). *Language diversity in the United States and its relationship with perceived value of bilingualism*. Paper presented at the International Symposium on Bilingualism, Limerick, Ireland.

Surrain, S., Aguilar, G., Chen, A., Maghooli, D., Shin, S., Luk, G. (2017, April). *How do parents of toddlers exposed to Spanish and English perceive the value of bilingualism?* Poster presented at the Society for Research in Child Development, Austin, TX.

Surrain, S., Aguilar, G., Chen, A., Maghooli, D., Shin, S. & Luk, G. (2016, July). *Social perceptions of bilingualism and their impact on early language development.* Poster presented at the Society for the Scientific Study of Reading, Porto, Portugal.

Surrain, S., Leon Guerrero, S., Smith, S. A., & Luk, G. (2015, April). *Mixed dominance bilinguals on the Spanish-English continuum in Head Start classrooms.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Invited presentations

- University of California, Irvine, Department of Language Science, *Dual language learners in transition from home to school: The role of parental attitudes and home language practices in bilingual development*, lab presentation, March 2021
- University of Florida, Department of Linguistics, *Conducting research on child language development in-person and online*, guest lecture, October 2020
- University of California, Irvine, Department of Language Science, *Remotely collecting data from bilingual adults and families during the outbreak*, lab presentation, May 2020
- Harvard Graduate School of Education, *The transition to preschool for Spanish-speaking dual language learners: Exploring contextual factors that promote bilingual development*, doctoral colloquium, November 2019
- Parent Child Plus of Massachusetts, *Supporting bilingual development in young children*, workshop for home visitors, October 2019
- Somerville Public Schools, *Languages for literacy*, parent workshop, December 2018
- Tufts University, *Community forum on childhood trauma: Helping children who have been separated from their families at the border*, invited panelist, July 2018
- The Center on the Developing Child at Harvard University, *Parents' perceptions of bilingualism: The role of language experience and local language diversity*, invited speaker, April 2018
- Communities United (Non-profit Head Start Grantee), *Educators, families and researchers: Forging partnerships for enhanced early childhood education*, invited keynote speaker, April 2016
- Randolph Public Schools, *Celebrating many cultures through many languages*, invited speaker, April 2016

Research experience

2020 - 2021 **Research Consultant**, Center on the Ecology of Early Development, Boston University, to Stephanie Curenton, Ph.D.

2017 - 2021 **Research Assistant**, Language and Music Project, Harvard University, to Meredith Rowe, Ed.D.

- 2016 – 2018 **Research Assistant**, The Learning for All Project, to Sarah Dryden-Peterson, Ed.D. and Paola Uccelli, Ed.D.
- 2013 - 2016 **Research Assistant**, The Timing and Context of Linguistic Sensitivity in Young Children Project, Harvard University, to Gigi Luk, Ph.D.
- 2014 - 2015 **Assistant Data Analyst**, Catalyzing Comprehension through Discussion and Debate, to Catherine Snow, Ph.D.
- 2014 **Education Pioneers Summer Fellow**, Dual Language Learners in Early Childhood Classrooms: Current Practices in DCPS and Recommendations for Improvement, to Lori Chabay, Ph.D.

Research Interests

- Language and literacy development in early childhood
- Relation between parent language practices and bilingual development
- Role of teacher and peer input in bilingual development
- Parent attitudes towards language development and bilingualism
- Role of code-switching in bilingual communication and development
- Research methods in child language and bilingualism research
- Instrument development using Item Response Theory

Teaching experience

Faculty Instructor, Harvard Graduate School of Education

Spring 2020 *Supporting Emergent Bilinguals in Early Childhood*

(new course co-designed and taught with Gladys Aguilar)

Enrollment = 14 graduate and undergraduate students, plus 5 active auditors. Lectures covered theories of early bilingual development, the role of the home environment, bilingualism and social-emotional development, the language environment of the classroom, and implications for educators and school systems. Assignments included weekly memos, a language history reflection, and a personalized final project. Teaching evaluations are available upon request.

Instructor, Harvard College

Spring 2019 *Contemporary Issues in Psychology: Intensive Cross-level Analyses*

Enrollment = 7 undergraduates. Lectures covered topics in social and developmental psychology integrated with strategies for reading and writing psychology research. Assignments prepared students for and culminated in a final original research proposal. Teaching evaluations are available upon request.

Spring 2018 Independent study advisor to Samantha Berman, undergraduate linguistics concentrator

Teaching Fellow, Harvard Graduate School of Education

Fall 2018 *From Language to Literacy*. Meredith Rowe

Spring 2018 *Applied Data Analysis*. Andrew Ho

Fall 2017 *Multimodal Learning Analytics*. Bertrand Schneider
 Spring 2016 *Bilingualism: Language and Cognition*. Gigi Luk
 Spring 2015 *Bilingualism: Language, Cognition, and the Brain*. Gigi Luk
 Fall 2014 *Empirical Methods: Introduction to Statistics for Research*. Terrence Tivnan.

Teaching Assistant, Massachusetts General Hospital Institute of Health Professions
 Spring, 2015 *Diagnostic Methods and Clinical Processes in Reading and Writing Disorders*.
 Joanna Christodoulou

Workshop Facilitator, Professional Education at the Harvard Graduate School of Education
 June, 2018 *The Science of Early Learning & Adversity* (June 2018)
 Dec, 2017 *Promoting Young Children's Language, Literacy and Social Emotional
 Competencies*

Curriculum Developer, Professional Education at the Harvard Graduate School of Education
 Spring 2017 *Learning through Discussion and Disagreement (Online Workshop)*

Spanish Program Co-author, Manager and Literacy Coach, Reading In Motion, Chicago, IL
 2006 – 2013 Co-authored Spanish literacy curriculum for K-1st grade bilingual classrooms; led
 3-day summer institutes and supported teachers throughout the school year to
 ensure rigorous implementation and strong student reading outcomes; grew the
 Spanish program from 7 classrooms in 3 schools in 2008 to 45 classrooms in 12
 schools in 2012, with results consistently above 80% at grade level in reading.

2006 – 2007 **Spanish Teacher**, grades PK-K, Frances Xavier Warde School, Chicago, IL

2002 - 2005 **Spanish Teacher**, grades 1-12, The Chicago Waldorf School, Chicago, IL

Teaching interests

- Language acquisition and development
- Bilingualism
- Early childhood education
- Bilingual education
- Parenting/Parent-Child Interactions
- Early Literacy
- Child development
- Research Methods
- Statistics

Professional affiliations

- Member, *American Educational Research Association (AERA)*, 2014-present
- Member, *Society for the Scientific Study of Reading (SSSR)*, 2014-present
- Member, *Society for Research in Child Development (SRCD)*, 2017-present
- Member, *International Association for the Study of Child Language (IASCL)*, 2019-present

- Member, *Day-long Audio Recordings of Children's Linguistic Environments (DARCLE)* 2016-present

Service and citizenship

- Member, *HGSE Language and Literacy Advisory Board*, 2013-2014
- Founder, *HGSE Education in a Globalizing World Student Group*, 2014
- Interdisciplinary Students Representative, *Harvard Graduate School Council*, 2015-2016
- Doctoral Student Facilitator, *Seminar Series at the Center on the Developing Child*, 2016-2019
- Co-Chair, *HGSE Research Doctoral Advisory Committee*, 2017-2018; member, 2016
- Chair of Proposals, *HGSE Student Research Conference*, 2018-2019; discussant, 2020

Languages

Spanish Oral, reading, and written native-level fluency
Mandarin Chinese Basic conversational fluency

Certifications and skills

Upper Elementary CLASS Observer
CITI Research with Human Subjects
Software: Stata, R, Qualtrics, NVivo, Atlas.ti, CLAN, Rapidminer

References available upon request