

Sunny Man Chu LAU, PhD

Canada Research Chair (Tier 2) in Integrated Plurilingual Teaching and Learning
Full Professor, School of Education, Bishop's University, Sherbrooke, Quebec, Canada
Adjunct Professor, Simon Fraser University, Faculty of Education (2021-2026), Burnaby, British
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ACADEMIC QUALIFICATIONS

- 2004- 2010 Ontario Institute for Studies in Education/ University of Toronto (OISE/UT)
PhD Second Language Education
Thesis: *Practising Critical Literacy with English Language Learners: An Integrative Approach*
- 2001-2003 Faculty of Education, Chinese University of Hong Kong
Master of Education in Sociology (Dean's List)
- 1999- 2001 Faculty of Education, Chinese University of Hong Kong
Postgraduate Diploma in Education (Distinction in Course Work & Teaching Practice)
- 1992-1994 Department of Comparative Literature, University of Hong Kong
Master of Arts in Literary Studies (Distinction)
- 1986-1989 Faculty of Arts, University of Hong Kong
Bachelor of Arts in Linguistics and Literature

TEACHER EDUCATION & TEACHING EXPERIENCE

- 2022 July - **Full Professor**, School of Education, Bishop's University
2021 July - **Canada Research Chair (Tier 2) in Integrated Plurilingual Teaching and Learning**, Bishop's University, Quebec, Canada
- 2015- 2022 **Associate Professor**, School of Education, Bishop's University
2021 -2026 **Adjunct Professor**, Faculty of Education, Simon Fraser University, British Columbia, Canada
- 2010- 2015 **Assistant Professor (Sessional 2010-2011)**, School of Education, Bishop's University

2009-2010	Instructor , Concurrent Teacher Education Program– Inclusive Education Instructor , BEd Consecutive Teacher Education Program-- English Across the Curriculum , Ontario Institute for Studies in Education/University of Toronto (OISE/UT)
2007- 2010	Co-coordinator , Academic and Cultural Support Centre (ACSC), OISE/UT
2006- 2010	Coordinator , Pre-field Experience Program, ACSC, Student Services, OISE/UT
2004- 2010	Member , English Infusion Team, OISE/UT
2005- 2007	Advisor , ACSC, Student Services, OISE/UT
2004- 2006	Teacher Education Programme Assistant , OISE/UT
2006- 2010	TESL Instructor (part-time), York Catholic District School Board, Toronto, Ontario
2003- 2010	Teacher Trainer , Speech Festival, Sha Tin Methodist College, Hong Kong
2007 - 2008	TESL instructor (part-time), Bennis Educational Services, Toronto, Ontario
2007-2010	Teacher Education Profile Reader , OISE/UT
2007 summer	Instructor , English Language & Writing Support Centre, Graduate School/UT
2001- 2004	Teaching Advisor , Chinese University of Hong Kong
1997-2004	English and English Literature Teacher , St. Stephen's Girls' College, Hong Kong
1996- 1997	Lecturer (part-time), Chinese University of Hong Kong
1996- 1997	Instructor (part-time), School of Continuing Education, Hong Kong Baptist University
1996 summer	Language Instructor , City University of Hong Kong
1995-1996	Lecturer (part-time), Division of Language Studies, City University of Hong Kong
1994-1995	Visiting Lecturer , Hong Kong Polytechnic
1989-1994	English Teacher , Grades 7-13, Sha Tin Methodist College

LANGUAGE

English, Chinese (Cantonese & Mandarin), and French

RESEARCH INTERESTS

Critical literacies, bi/plurilingualism, multiliteracies, translanguaging and trans-semiotizing, ESL teaching and learning, language and literacy across the curriculum, immersion/intensive language teaching and learning, TESL teacher preparation, learners with immigrant/refugee backgrounds, literature and second/foreign language teaching, internationally educated teacher preparation and integration, teacher research and participatory action research, critical praxis, classroom ethnography

CANADA RESEARCH CHAIR
Centre for Integrated Plurilingual Teaching and Learning

Year	Projects
2021-2026	<p><i>Canada Research Chair (Tier 2) Integrate Plurilingual Teaching and Learning (CAD 120,000 x 5 years)</i></p> <p>This CRC research program aims to promote three intersecting objectives:</p> <ol style="list-style-type: none"> 1. Develop contextualized and actionable plurilingual pedagogies for critical education; 2. Promote plurilingual approaches to assessment for ecological validity and equity using process- and learning-oriented assessment frameworks; and 3. Support critical teacher education for plurilingual pedagogies and glocal perspectives through engaging teachers in <i>recherche-action-formation</i> to promote research as praxis as training (recherche-action-formation).
2021-	<p><i>Centre for Integrated Plurilingual Teaching and Learning (CIPTL)</i></p> <ul style="list-style-type: none"> - Funded by the <i>Canada Fondation for Innovation -CFI and Ministère de l'Économie, de l'Innovation et de l'Énergie – MEIE (CAD 165,983)</i> - CIPTL aims to advance integrated plurilingual teaching and learning for critical education through engaging teachers in cross-curricular and cross-language collaborations. - It serves as a research hub/lab to bring community stakeholders and local, national, and international researchers together, in both physical and virtual environment, to engage in a range of related research and knowledge mobilization activities.

RESEARCH PROJECTS AND GRANTS

Year	Project
2025 Jan- Dec	<p><i>Co-chercheure - Pédagogies plurilingues : Co-développer la capacité des enseignants à soutenir les étudiants en français et en anglais langue seconde dans les programmes du Cégep (297, 580\$)</i></p> <ul style="list-style-type: none"> • Funded by Entente Canada-Québec, the project, using collaborative action research methodology, engages CEGEP teachers in developing context-relevant teaching approaches that support linguistically diverse students' learning in/of a second language, be it French and English. • Team: Daniele Fernandes (PI), and Jordan Glass; Caroline Dault (research coordinator)
2024-2028	<p><i>Co-chercheure Équipe de recherche sur la continuité des apprentissages en lecture et en écriture (CLÉ) (459 536\$)</i></p> <ul style="list-style-type: none"> • Financé par FRQSC, Collectif Clé est un réseau multi-institutionnel de recherche pour le développement des compétences en lecture et en écriture dans une perspective de continuité des apprentissages.

- Équipe: Olivier Dezutter (UdeS, chercheur principal); et d'autres chercheurs.ses de 10 universités avec Cegep de Sherbrooke

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- 2024-2027** ***Co-chercheure* | Centre de recherche interuniversitaire en didactiques (CRIDid)**
regroupement en émergence (\$369,624)
Le Centre de recherches interuniversitaire en didactiques (CRIDid), regroupement en émergence, réunit 45 chercheur.ses de 9 universités représentant une quinzaine de disciplines, dont les différentes didactiques et d'autres disciplines contributrices en vue de mener des recherches autour d'une thématique scientifique intégrée : celles de l'apport des contenus des disciplines d'enseignement (les différentes formes de savoirs) à la formation des apprenants à travers les pratiques éducatives susceptibles de favoriser la réussite de toutes et tous.
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- 2023-2024** ***Co-applicant* | Language-friendly schools: Research-based linguistically and culturally inclusive and equitable education practices (\$24,933)**
- This SSHRC Connect Grant project (#611-2023-0220) aims to promote the use of inclusive and equitable language practices and disseminate research-validated pedagogy developed through the *Language Friendly School* initiative. With the grant, we are hosting a one-day practitioner and public conference to share examples of robust inclusive language practices at the macro (school community), meso (school), and micro (classroom) levels, based on the experiences and recommendations of educators from Canada's five Language Friendly schools.
 - Research Team: Emmanuelle Le Pichon (Principal Investigator- UT), Alexandre Cavalcante (UT); Rahat Zaidi (University Calgary)
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- 2023-2027** ***Principal Investigator* | Cross-language and Cross-curricular Teacher Collaborations: Plurilingual Instruction and Assessment for Critical Engagements (\$255,070)**
- Funded by the *Social Sciences and Humanities Research Council* (SSHRC) Insight Grant (#435-2023-0335) to investigate how cross-language and cross-curricular collaborations between Grade 6 English and French teachers in intensive or immersion language classrooms in Quebec (QC) and British Columbia (BC) foster cognitively challenging and meaningful learning, particularly among students of immigrant backgrounds.
 - Research team: Danièle Moore & Magally Constant (SFU), Geneviève Brisson, Olivier Dezutter, & Philippa Parks (UdeS), & Lisa Vachon (RREALS)
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- 2022-2023** ***Co-applicant* | pē-kiyokētan: Centering Indigenous Languages in Rethinking Multilingualism in Education (\$53,370)**
- This SSHRC Connect Grant (#611-2022-0435) brings together for the first time Indigenous and non-Indigenous language professionals from across Canada with the collective goal to create greater awareness about, revitalize and strengthen, and ethically and respectfully incorporate Indigenous languages within the larger context of multilingual education.

- Research Team: Belinda Daniels (UVic) (Principal investigator); Meike Wernike & Kathryn Accurso (UBC); Andrea Sterzuk (URegina); Jeff Bale (UofToronto), Gail Prasad (York)	
2022-2024	<i>Co-chercheuse</i> Évaluation des retombées du nouveau programme enrichi d'anglais, langue seconde, au troisième cycle du primaire et le cadre d'évaluation des apprentissages afférent. Direction de la formation générale des jeunes (DFGJ), du Ministère de l'Éducation. 45 000\$.(Contrat). - Équipe: Geneviève Brisson (Chercheuse principale); Philippa Parks et Olivier Dezutter (Co-chercheur.ses)
2021-2023	<i>Co-chercheuse</i> Stratégies plurilingues d'enseignement et création des ponts conceptuels et linguistiques dans une école primaire offrant un programme d'anglais enrichi. Subvention de démarrage – Université de Sherbrooke, 15000\$ (2021). - Équipe: Geneviève Brisson (Chercheuse principale)
2021-2024	<i>Co-Investigator</i> Integrating critical/media literacies in plurilingual and pluricultural teacher education (CAD 200,000) - Funded by the <i>Social Sciences and Humanities Research Council (SSHRC)</i> Partnership Development Grant (#890-2020-0078) to create partnership between plurilingual/pluricultural teacher educators and critical media/communications and STEM literacies experts to co-develop teacher-validated, teacher-actionable models of intervention to engage educators and in turn students to enhance their critical/media literacies. - Research team: Angel Lin (principal investigator), and other researchers from Simon Fraser University, York University, & The University of Waikato
2020-2023	<i>Principal Investigator</i> Supporting Chinese transnational students' French additional language learning through the use of plurilingual pedagogies (CAD 24,000) - Funded by the Bishop's University Interdisciplinary Team Grant, the goal of this collaborative action research is to assist transnational Chinese students in their learning of French by drawing on students' plurilingual and pluricultural resources. - Co-researchers: Sarah Théberge & Caroline Dault
2020-2022	<i>Co-chercheuse</i> / Renforcer les compétences en lecture et en écriture des adultes en francisation dans le but de favoriser l'engagement et la réussite dans les formations postsecondaires qualifiantes (CAD 50,000) - Funded by the <i>Pôle régional en enseignement supérieur de l'Estrie (PRESE) - the Higher Education Hub – Estrie</i> , the project aims to support allophone students in their transition from the francization program to post-secondary education by creating a complementary training program. - Équipe: Olivier Dezutter and Paule Dion (Chercheurs principaux), Sarah Théberge, et Marie-Maude Cayouette.

- 2020** ***Co-researcher / Multilingual Approaches to Assessment and Education Symposium (CAD 13,455)***
- Funded by SSHRC - Connection Grant (#611-2019-0619), this project brought together internationally renowned researchers, local policymakers and education system leaders to share and discuss critical issues concerning multilingual approaches to assessment policy and practice.
 - Research team: Saskia Van Viegen (principal investigator) & Angel Lin.
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- 2020-2024** ***Co-researcher & Local Project Lead / English language and literature: In-depth learning (CAD 245,629)***
- Funded by the Norwegian Partnership Program for International Teacher Education aimed to explore the ways to promote the use of literature for creative and critical language learning with global perspectives. Our research project involves faculty and student exchanges for knowledge building and mobilization.
 - Research team: Janice Bland (principal investigator), Nayr Ibrahim, Charlotta Langejan, David Valente & Wendy King
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- 2019-2022** ***Co-chercheuse / Les effets de la participation à un programme d'anglais intensif sur les compétences en littératie : la situation des élèves en difficultés d'apprentissage et des élèves allophones à la transition du primaire au secondaire (2020-0LITR-279103) (CAD 190,370)***
- Funded by the *Fonds de recherche du Québec – Société et culture, Québec, Canada (FRQSC) -Actions concertées programme de recherche en littératie*
 - A longitudinal mixed method study to explore the teaching and learning strategies and environment that promote reciprocal development in reading and writing skills in French and English for allophone students and students with special needs in Intensive English program in Quebec.
 - Research team: Veronique Parent (principal investigator), Olivier Dezutter, Corinne Haigh, & Lynn Thomas
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- 2019-2021** ***Principal Investigator / Plurilingual integrated learning: Building cross-language and cross-curricular connections to support allophone and underachieved Cégep students' language and content learning (CAD 50,000)***
- Funded by *PRESE*, I continued and extended the previous FRQSC-funded collaborative action research project with Cégep professors to set up a learning community to explore effective plurilingual teaching strategies and create relevant resources to raise metalinguistic awareness, build language connections, and mobilize students' plurilingual repertoires for effective learning in both language and content areas.
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- 2019** ***Co-chercheuse / Création d'une banque de ressources didactiques pour la formation universitaire des enseignants de langues secondes (CAD 232,000)***
- Funded by *Entente Canada- Québec – created an online portal Radar L2 for French and English L2 teaching and learning resources*
 - Research team: Olivier Dezutter (principal investigator), Lynn Thomas, & Corinne Haigh

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- 2017-2020** ***Co-chercheuse / Les pratiques d’enseignement soutenant le développement des compétences en lecture et en écriture des élèves allophones intégrés dans les classes régulières à la transition du primaire et du secondaire (CAD 175,000)***
- Funded by *FRQSC Actions concertées lecture-écriture* to work alongside French teachers to support allophone students’ integration and transition into mainstream classrooms in elementary and secondary schools.
 - Research team: Olivier Dezutter (principal investigator), Christiane Blaser, Godelieve Debeurme, Corinne Haigh, Véronique Parent, Lynn Thomas, Isabelle Dufour (CSRS) & Viviane Guimond (CSRS)
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- 2017-2018** ***Principal Investigator / Bridging the gap: Decolonizing global relations through a joint critical inquiry in ESL education (CAD 9,000)***
- Funded by Bishop’s Senate Research Committee (*Research and Creative Activity Grants*). As the top ranked researcher in SSHRC disciplines in Winter 2017 competition, \$5834 came from the SSHRC Institutional Grant awarded to Bishop’s in 2017-18; \$3166 came from Bishop’s Foundation in 2016-17
 - The project aims to investigate how a joint inquiry by both Malawian teachers and Bishop’s education students into the sociopolitical issues of ESL and critical pedagogy might help decolonize the enduring unequal relationship in international education development
 - Co-researcher: Melanie Bennett-Stonebanks
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- 2016-2019** ***Principal Investigator / French and ESL professors’ cross-curricular collaborations: Enhancing Cégep allophone students’ academic and social integration through plurilingual and multiliteracies pedagogies (CAD 38,656)***
(Collaborations interdisciplinaires entre les professeurs de français et d’anglais : favoriser l’intégration scolaire et sociale des cégépiens allophones grâce à une approche plurilingue et aux littératies multiples)
- Funded by the *FRQSC, Établissement de nouveaux professeurs-chercheurs*, this research study aims to explore the educational potential of strategic curricular collaboration between French and English Cégep instructors in promoting academic biliteracy learning of their diverse underachieved students through the use of plurilingual multiliteracies approaches that value students’ entire communicative repertoires for meaningful learning.
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- 2014-2016** ***Principal Investigator / Language Connections: French and English teachers’ collaboration for critical bi-literacy learning (CAD 68,559)***
- This SSHRC-funded (*Insight Development Grant*) research project is built on the pilot study I did with two elementary school teachers to investigate the impact of interdisciplinary collaborations on students’ cross- language and curricular connections, complex bi-literacy and critical literacy learning and their identities of competence as (developing) bilinguals through inquiry in social issues related to social justice.

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- 2014-2017** ***Co-chercheuse / Le développement de la compétence à écrire en langue première et en langue seconde à la fin du primaire dans des contextes d'intensification de l'enseignement de la langue seconde (CAD 251,230)***
- This SSHRC-funded (*Subventions Savoir*) research project is led by Dr. Olivier Dezutter from *Université de Sherbrooke* and other researchers from University of Simon Fraser and Bishop's University to investigate students' writing development in their first and second languages at the end of primary education in intensive and/or immersion contexts.
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- 2012-2014** ***Principal Investigator / Linking languages: Enhancing students' bi-literacy skills through a collaborative critical literacy project (CAD 7,000)***
- Awarded by Bishop's University's *Senate Research Committee Grant*, this participatory action research project looks into the collaboration of an English Language Arts teacher and a French Second Language teacher in engaging their students in critical exploration of issues related to social justice in both English and French, and how such effort affects students' biliteracy and critical literacy development.
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- 2012-2014** ***Co-chercheuse / Collectif de Recherche sur la continuité des apprentissages en lecture et en écriture (CAD 67,076)***
- A member of a multi-institutional team funded by a *FRQSC - équipe en émergence grant* to develop collaborative research programs on sustained literacy engagement among students at different grade and proficiency levels.
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- 2010-2014** ***Co-researcher / Chantier 7- Associate Teachers' Professional Development Project***
- Worked with 4 other professors at the School of Education on a Ministry of Education-funded project regarding the professional development of Associate Teachers
 - Research Team: Dr. Avril Aitken (Principal Investigator), Dr. Catherine Beauchamp, Dr. E. Bures, Betty Kreuger.
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- 2010-2014** ***Co-researcher / International Research Network--Diverse Teachers for Diverse Learners***
- The network was first set up in 2009 with the Canadian *SSHRC Partnerships Development Grant* and then maintained by research grants from partner countries which include Scotland, Iceland, Finland and Norway.
 - Presented with research partners at the 14th International Metropolis Conference: Migration and Mobility (2009), the 2012 Nordic Educational Research Congress in Copenhagen, Denmark., and Fourth Diverse Teachers for Diverse Learners Conference, University of Strathclyde, Glasgow, Scotland (2014).
 - Took part in the working committee meetings in November 2009 and March 2012 in Copenhagen, Denmark to discuss research collaborations.
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- 2012-2013** ***Principal Investigator / Language Portrait: Preparing Diverse Teachers for Diverse Learners, Bishop's University***
- This project was developed out of the international research network *Diverse Teachers for Diverse Learners* to focus on the use of life history to prepare teachers of diverse students.

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- 2011-2012** *Principal Investigator / Teaching English as a second language: A Critical Approach, Mae Sot Education Project, Bishop's University (CAD 2000)*
- Funded by the *Pathy's Family Foundation* to carry out a critical action research on the training program offered for volunteers to teach ESL from a critical pedagogy perspective
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- 2009-2010** *Research Assistant / Engaging Literacies: Identity Texts as Catalyst and Medium for Academic Performance, OISE/University of Toronto*
Supervisor: Dr. J. Cummins (Canada Research Chair Tier 1 – Language and Literacy Education)
- The project was funded by the Canadian Research Center
 - Worked with an ESL teacher & students in writing identity texts using Desktop Author
 - Collected, transcribed, coded and analyzed data; presented research findings in conferences
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- 2008-2009** *Principal Investigator / Practising Critical Literacy with English Language Learners: An Integrative Approach, OISE/University of Toronto*
Thesis Supervisor: Dr. J. Cummins
- Doctoral research on critical literacy education with beginning immigrant English language learners using a participatory action research method.
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TEACHING AWARDS & OTHER

Teaching Awards

- 2023-24 Bishop's **William and Nancy Turner Teaching Award** (awarded)
 2020-21 Bishop's **William and Nancy Turner Teaching Award** (nominated)
 2017-18 Bishop's **Education Division Teaching Award** (awarded)

Other Awards

- 2019 **Bishop's Publication Grant**, \$1,000 for the edited book volume:
 Lau, S. M. C. & Van Viegen, S. (Eds.). (2020). *Plurilingual pedagogies: Critical and creative endeavors for equitable language (in) education*. Springer.
- 2012 **Founders' Emergent Scholars Award**, International Society for Language Studies and Language Studies Foundation
- 2008-10 **Thesis Completion Grant**, OISE/ University of Toronto, \$ 3424 & \$ 3179
 2004-08 **Funding Grant**, OISE/ University of Toronto, \$ 48,000 (in total for 4 years)
 2004 **Chief Executive Award for Teaching Excellence** (Hong Kong Institute of Education)
 2002 **Au Yeung Kit Fong Education Award** (Chinese University of Hong Kong)

Bishop's Conference Travel Grant:

- 2019 International Society for Language Studies Conference, Hong Kong, \$ 1,000
 2017 The 8th World Congress of Applied Linguistics: Innovation and Epistemological Challenges, Barra Tijuca, Rio de Janeiro, Brazil, \$ 1,000
 2013 International Society for Language Studies Biennial Conference, \$ 1,000
 2012 TESOL International Convention & English Language Expo, \$ 700

2011 The Fourth International Symposium on Bilingualism and Bilingual Education in Latin America (“BILINGLATAM IV”), \$ 494

PUBLICATIONS

[Names underlined refer to undergraduate/graduate students I (co-)supervise(d)]

Journal Articles (refereed)

- Van Viegen, S. & **Lau, S. M. C.** (submitted). Multilingual assessment for social justice in diverse communities. *International Journal of Bilingual Education and Bilingualism*. [30 pages]
- Lau, S. M. C.** (forthcoming). Critical framing of transversal competences: Promoting intercultural responsibility through cross-language and cross-curricular teacher collaborations. *OLBI Journal*.
- Lau, S. M. C.**, Théberge, S., & Dault, C. (2024). University researcher-instructor partnership: Co-learning of trans/plurilingual pedagogies for critical language awareness in French L2/Lx classrooms. *Educational Linguistics*, 3(1), 50-72. <https://doi.org/doi:10.1515/eduling-2023-0018>.
- Liaw, M. J.-J., Botelho, M. J. & **Lau, S. M. C.** (2023). Multilingual learning inside/outside the classroom: Insights from the intra-active events. *Reading Teacher*. <https://doi.org/10.1002/trtr.2237>
- Tian, Z., & **Lau, S. M. C.** (2023). Translanguaging pedagogies in a Mandarin-English dual language bilingual education classroom: contextualised learning from teacher-researcher collaboration. *International Journal of Bilingual Education and Bilingualism*, 26(8), 960-974. <https://doi.org/10.1080/13670050.2022.2161815>
- Lau, S. M. C.**, Dault, C., & Théberge, S. (2023). Plurilingual Chinese learners of French Lx: agentic assembling of semiotic resources for learning. *Educational Linguistics*, 2(1), 100-121. <https://doi.org/doi:10.1515/eduling-2022-0015>
- Van Viegen, S., **Lau, S. M. C.**, & Gu, M. M. (2023). 20 years of critical inquiry in language studies. *Critical Inquiry in Language Studies*, 20(1), 1-3. <https://doi.org/10.1080/15427587.2023.2188808>
- Tian, Z., & **Lau, S. M. C.** (2022). Translanguaging flows in Chinese word instruction: Potential critical sociolinguistic engagement with children’s artistic representations of Chinese characters. *Pedagogies: An International Journal*, 17(4), 282-302. <https://doi.org/10.1080/1554480X.2022.2139261>
- Lau, S. M. C.**, Brosseau, M.-C., Maegerlein, E., LeRisbé, M., & Blandford, M. (2022). Soutenir les apprentissages des étudiants immigrants par des approches plurilingues : collaboration d'enseignants de français et d'anglais langue seconde pour favoriser l'utilisation de stratégies transférables de lecture et d'écriture. *Le langage et l'homme : Revue de didactique du français*, no. 561, 109-124.

- Van Viegen, S., & **Lau, S. M. C.** (2022). Becoming critical sociolinguists in TESOL through translanguaging and embodied practice. *TESL Canada*, 38(2), 199–213. <https://doi.org/10.18806/tesl.v38i2.1361>
- Lau, S. M. C.**, Brosseau, M.-C., Maegerlein, E., LeRisbé, M., & Blandford, M. (2020). Supporting immigrant students' academic and social integration: ESL and French college teachers' collaboration in promoting cross-linguistic teaching of language and strategies. *Canadian Modern Language Review*, 76(4), 293–312. doi:10.3138/cmlr-2020-0001
- Ballinger, S., **Lau, S. M. C.**, & Quevillon Lacasse, C. (2020). Pédagogie interlinguistique : exploiter les transferts en classe. *The Canadian Modern Language Review*, 76(4), 278-292. doi:10.3138/cmlr-76.4.001-fr
- Lau, S. M. C.** (2020). Translanguaging as transmediation: Embodied critical literacy engagements in a French-English bilingual classroom. *Australian Journal of Applied Linguistics*, 3(1), 42-59. doi.org/10.29140/ajal.v3n1.299
- Lau, S. M. C.** (2019). Convergences and alignments between translanguaging and critical literacies work in bilingual classrooms. In Z. Tian and H. Link, Positive synergies: translanguaging and critical theories in education. *Journal of Translation and Translanguaging in Multilingual Contexts*. 5(1). [Special issue], 67-85. doi:10.1075/ttmc.00025.lau
- Dezutter, O., Lamoureux, K., Thomas, L., **Lau, S. M. C.**, & Sabatier, C. (2018). Le rapport à l'écriture d'élèves de sixième année du primaire suivant un apprentissage intensif d'une langue seconde, *Nouveaux cahiers de la recherche en éducation*, 20(2), 4-23. doi : <https://doi.org/10.7202/1053586ar>
- Thomas, L. & **Lau, S. M. C.** (2017). Les pratiques d'écriture en français et en anglais langue second d'élèves de sixième primaire participant à un programme d'anglais intensif. *Vivre le primaire*, 30(4), 60-62.
- Lau, S. M. C.**, Juby-Smith, B., & Desbiens, I. (2017). Translanguaging for transgressive praxis: Promoting critical literacy in a multi-age bilingual classroom. *Critical Inquiry for Language Studies*, 14(1), 99-127. doi: 10.1080/15427587.2016.1242371.
- Lau, S. M. C.** (2016). Language, identity, and emotionality: Exploring the potential of language portraits in preparing teachers for diverse learners. *The New Educator*, 12(2), 147-170. doi: 10.1080/1547688X.2015.1062583
- Lau, S. M. C.** (2015). Intercultural education through a bilingual children's rights project: reflections on its possibilities and challenges with young learners. *Intercultural Education*, 26(6), 469-482. doi:10.1080/14675986.2015.1109774
- Lau, S. M. C.** (2015). Relationality and emotionality: Toward a reflexive ethic in critical teaching. *Journal of Critical Literacy: Theories and Practices* 9(2), 85-102.

- Lau, S. M. C.**, & Saskia, S. (2014). Participatory research with teachers: Toward a pragmatic and dynamic view of equity and parity in research relationships. *European Journal of Teacher Education*. 37(2), 156-170. doi:10.1080/02619768.2014.882313
- Lau, S. M. C.** (2013). A study of critical literacy work with beginning English language learners: An integrated approach. *Critical Inquiry in Language Studies*. 19(1), 1-30.
- Lau, S. M. C.** (2012). Reconceptualizing critical literacy teaching in ESL classrooms. *The Reading Teacher*, 65(5), 321-326.
- Lau, M. C.** (2010). Practising critical literacy with English language learners: An integrative approach. (Doctoral dissertation, Ontario Institute for Studies in Education, University of Toronto, 2010). *Dissertation Abstracts International*, DAI-A 72(7), 348.

Journal Issues

- Dezutter, O., **Lau, S. M. C.**, Turnbull, M. (dir.) (2022). Les approches plurilingues en contextes scolaires, *Le langage et l'homme : Revue de didactique du français*, no. 561.
- Ballinger, S., **Lau, S. M. C.** & Quevillon Lacasse, C. (Guest Editors) (2020). Special issue on cross-linguistic pedagogy, *The Canadian Modern Language Review*, 76(4), pp. 265-414.

Journal Articles (non-refereed)

- Blandford, M., Brosseau, M. C.; **Lau, S. M. C.**, LeRisbé, M; Maegerlein, E. (2019). Une approche plurilingue pour favoriser l'apprentissage du vocabulaire chez les cégepiens allophones. *Correspondance : La revue web sur la valorisation du français en milieu collégial* 25(2).
- Lau, M. C.** (2006). Can questions be the answer?: Promoting ESL students' academic and critical literacy through collaborative student inquiry in literature-based discussion. *Contact*, 33(3), 43-52.
- Lau, M. C.** (2003). Youths in postmodern Hong Kong: A study of Bauman's postmodern life strategies and their exemplifications in <Yes! Magazine> and among its readers. Unpublished master's thesis, Chinese University of Hong Kong, Hong Kong.
- Lau, M. C.** (2003). Cultivating critical thinking skills through reading with young ESL learners. *Journal of Basic Education*, 12(2), 191-210.

Books and Book Chapters (refereed)

- Lau, S. M. C.**, Oliveira, P., & Van Viegen, S. (forthcoming). Decolonising Applied Linguistics. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (2nd. ed.). Wiley.
- Tian, Z., & **Lau, S. M. C.** (forthcoming). Bilingual Education and Translanguaging. In Li Wei, O. García, J. W. Lee, & P. Phyak (Eds.), *Handbook of Translanguaging*. Wiley.
- Tian, Z., & **Lau, S. M. C.** (Eds.). (in progress). *Translanguaging in Action in English-Medium Classrooms: A Resource Book for Teachers*. Bloomsbury.

- Oliveira, P., & Lau, S. M. C. (accepted). Translanguaging as a decolonial option: Exploring curricular cracks for critical literacy in EFL classrooms. In Z. Tian & S. M. C. Lau (Eds.), *Translanguaging in Action in English-Medium Classrooms: A Resource Book for Teachers*. Bloomsbury.
- Rowe, J., & Lau, S. M. C. (accepted). Aware-Explore-Apply strengths model: Translanguaging and transknowledging for critical embodied engagement. In Z. Tian & S. M. C. Lau (Eds.), *Translanguaging in Action in English-Medium Classrooms: A Resource Book for Teachers*. Bloomsbury.
- Tian, Z., & Lau, S. M. C. (2024). Translanguaging flows in Chinese word instruction: Potential critical sociolinguistic engagement with children's artistic representations of Chinese characters. In R. A. Mora, Z. Tian, & R. Harman (Eds.), *Translanguaging and Multimodality as Flow, Agency, and a New Sense of Advocacy in and from the Global South*. Routledge.
- Lau, S. M. C., & Lin, A. M. Y. (2024). Reimagining Critical Language Teacher Education through Translanguaging and Transknowledging. In A. Fuad Selvi & C. Kocaman (Eds.), *International Perspectives on Critical English Language Teacher Education: Theory and Practice*. Bloomsbury Publishing.
- Lau, S. M. C., Liaw, J. J. M., & Botelho, M. J. (2023). "Did you get what you want?": Negotiating critical translanguaging teaching and research in dual language classrooms In L. Shepard-Carey & Z. Tian (Eds.), *(Re)imagining the future of translanguaging pedagogies in classrooms through researcher-practitioner collaboration* (pp. 70-89). Multilingual Matters.
- Lau, S. M. C. (2022). Critical ESL education in Canada. In *Oxford Research Encyclopedia of Education*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.1763>
- Lau, S. M. C., Tian, Z., & Lin, A. M. Y. (2022). Critical literacy and additional language learning: An expansive view of translanguaging for change-enhancing possibilities. In J. Z. Pandya, Mora, R. A., Alford, J., Golden, N. A. & de Roock, R. S. (Ed.), *The handbook of critical literacies* (pp. 381-390). Routledge. <https://doi.org/10.4324/9781003023425>
- Lau, S. M. C., & Van Viegen, S. (Eds.). (2020). *Plurilingual pedagogies: Critical and creative endeavors for equitable language (in) education*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-36983-5>
- Lau, S. M. C., & Van Viegen, S. (2020). *Plurilingual pedagogies: An Introduction*. In S. M. C. Lau & S. Van Viegen (Eds.), *Plurilingual pedagogies: Critical and creative endeavors for equitable language in education* (pp. 3-22). Cham: Springer International Publishing.
- Moore, D., Lau, S. M. C., & Van Viegen, S. (2020). Mise en écho des perspectives on plurilingual competence and pluralistic pedagogies: A conversation with Danièle Moore. In S. M. C. Lau & S. Van Viegen (Eds.), *Plurilingual pedagogies: Critical and creative endeavors for equitable language in education* (pp. 23-45). Cham: Springer International Publishing.
- Lau, S. M. C. (2020). Translanguaging for critical bi-literacy: English and French teachers' collaboration in transgressive pedagogy. In S. M. C. Lau & S. Van Viegen (Eds.), *Plurilingual*

pedagogies: Critical and creative endeavors for equitable language in education (pp. 115-135). Cham: Springer International Publishing.

Van Viegen, S., & Lau, S. M. C. (2020). Philosophy, principle and practice - '3Ps' to implement plurilingual pedagogies. In S. M. C. Lau & S. Van Viegen (Eds.), *Plurilingual pedagogies: Critical and creative endeavors for equitable language in education* (pp. 323-339). Cham: Springer International Publishing.

Lau, S. M. C. (2020). Emotional labour in critical language teaching and research: The power of feeling in collaborative action research. In K. W. Clausen and G. Black (Eds.), *The future of action research in education: A Canadian perspective* (pp. 158-170). McGill-Queen's University Press.

Lau, S. M. C. (2020). Translanguaging as a decolonization project?: Malawian teachers' complex and competing desires for local languages and global English. In Z. Tian, L. Aghai, P. Sayer, & J. L. Schissel (Eds.), *Envisioning TESOL through a translanguaging lens global perspectives* (pp. 203-228). Springer.

Books and Book Chapters (non-refereed)

Chan, R. E., Cheung, B., Donlon, T., Lau, M. C. & Mak-Au, A. (2001). Poetry for language teaching and learning. In A. Mok (Ed.), *Task-based learning, language arts and the media: A resource book for secondary English teachers*. INSTEP, Faculty of Education, University of Hong Kong.

Lau, M. C. (1997). Poems for language activities. A. Mok (Ed.) English language enrichment programme: A resource book. INSTEP, Faculty of Education, University of Hong Kong.

Lau, M. C., & Chan, W. K. (1996). Postmodern youth. In T. L. Yiu (Ed.), *[Entering a new era: The challenges, transformation and development of children and youth services]* (pp. 15-24). Hong Kong: Specialized Committee on Children and Youth Services, The Hong Kong Council of Social Services.

Book reviews (non-refereed)

Lau, S. M. C., & Tian, Z. (2020). Book review - Mandarin Chinese Dual Language Immersion Programs, by Ko-Yin Sung & Hsiao-Mei Tsai (2019). *Journal of Immersion and Content-based Language Learning*, 8(1), 137-140. doi: <https://doi.org/10.1075/jicb.19025.man>

Conference Papers (published)

Clausen, K., Lau, S. M. C. & Gardner, M. (Ed.). (2018). *The Canadian Association of Action Research in Education 5th Annual Conference Proceedings*, Ottawa, ON: The Canadian Association of Action Research in Education.

Lau, S. M. C. (2008). "Their beautiful long legs are our selling point!": The "synopticon" of the star-making promotion campaign of English private tuition schools in Hong Kong. In G. Tchibozo (Ed.), *Proceedings of the Paris International Conference on Education, Economy and Society* (Vol. 2, pp. 349-359). Strasbourg, France: Analytrics.

Lau, S. M. C. (2007). Critical literacy: Toward a poststructural integrative approach. In M. Federman (Ed.), *Proceedings of the 7th Annual Dean's Graduate Student Research Conference: Diverse Perspectives in Education* (pp. 93-108). Toronto, Canada: Ontario Institute for Studies in Education/ University of Toronto.

Report

Direction de la formation générale des jeunes (DFGJ), du Ministère de l'Éducation. (À venir). Programme enrichi d'anglais, langue seconde du troisième cycle du primaire : Bilan de la mise à l'essai 2022-2023.

Lau, S. M. C. (2012). *Mae Sot Educational Project evaluation report on teaching English-as-a-second-language training of student volunteers: A critical approach. Bishop's University-Champlain College (Lennoxville)*—a report submitted to the Pathy Family Foundation for the critical action research project I did on the Mae Sot Education Project in 2011.

Textbook

Mok, A. T., G., Chung, M. & **Lau, S.** (2007). Creative language learning series (S1, S2, S3). Hong Kong: Aristo Educational Press.

Resources

Centre for Integrated Plurilingual Teaching and Learning. (2022). [*Promoting learning in French and English through plurilingual pedagogies: Teaching resources.*](#)

Creative Works

The blog posts below were published by the *Belonging, Identity, Language, Diversity Research Group (BILD)* based at McGill University that invites contributions related to critical sociolinguistics:

- Lau, S. M. C.** (2022, December 19). My new journey of de-learning and re-learning in the Grand Nord. [Blog post] <https://bild-lida.ca/blog/uncategorized/my-new-journey-of-de-learning-and-re-learning-in-the-grand-nord-by-dr-sunny-lau/>
- Lau, S. M. C.** (2022, May 1). What I learned from Cesar Millan about posthuman perspectives in language education. [Blog post] <https://bild-lida.ca/blog/uncategorized/what-i-learned-from-cesar-millan-about-posthuman-perspectives-in-language-education-by-dr-sunny-man-chu-lau/>
- Lau, S. M. C.** (2021, December 20). The lure of white subjectivity. [Blog post] <http://bild-lida.ca/blog/uncategorized/the-lure-of-white-subjectivity-by-dr-sunny-lau/>
- Lau, S. M. C.** (2020, April 19). Language in the times of COVID-19: To unite or to divide. [Blog post] <http://bild-lida.ca/blog/uncategorized/language-in-the-times-of-covid-19-to-unite-or-to-divide-by-dr-sunny-man-chu-lau/>
- Lau, S. M. C.** (2019, December 16). “But what is your real name?”: Honoring transnational students’ complex agentive acts of identity negotiations in (re)naming practices. [Blog post]. <http://bild-lida.ca/blog/uncategorized/but-what-is-your-real-name-honoring-transnational-students-complex-agentive-acts-of-identity-negotiations-in-renaming-practices-by-dr-sunny-man-chu-lau/>
- Lau, S. M. C.** (2019, March 24). Translanguaging instinct [Blog post]. <http://bild-lida.ca/blog/uncategorized/translanguaging-instinct-what-does-doodling-have-to-do-with-language-learning-by-dr-sunny-man-chu-lau/>

Lau, S. M. C. (2018, Nov 15). Stickiness of language and culture: Identity in the making [Blog post]. <http://bild-lida.ca/blog/uncategorized/stickiness-of-language-and-culture-identity-in-the-making-by-sunny-man-chu-lau/>

Lau, S. M. C. (2016). *Foreword*. In L. McTeigue, B. Juby-Smith, & I. Desbiens, S. M. C. Lau (Eds.). *Home to home – An anthology of children’s writing* (p. 8). Quebec, Canada: Précigráfica.

McTeigue, L., Juby-Smith, B., Desbiens, I, & **Lau, S. M. C.** (Eds.) (2016). *Home to home*. Quebec, Canada: Précigráfica.

Lau, S. M. C. (2013). *Foreword*. In M. Irving, B. Juby-Smith, & I. Desbiens (Eds.), *Do it right: The ABC’s of children’s rights - An anthology of children’s writing* (p. ii). Canada: Lulu Press Inc.

Lau, S. M. C. (Ed.) (2012). *From Burma to Mae Sot: Stories of myself*. Chiang Mai, Thailand: Wanida Press. [Edited Book—anthology of Burmese children’s bilingual stories and artwork with foreword written by J. Cummins, Canada Research Chair in Literacy Education]

ACADEMIC EVENTS

Visiting Researcher

Coimbra University and Aveiro University, Portugal – 2024 November – Hosted by the Anglo-American Studies Section (SEAA) of the Department of Languages, Literatures and Cultures, in the Faculty of Arts and Humanities of Coimbra University, I co-taught some MA TEFL classes with Dr. Mónica Lourenço. I gave the following talks respectively at Coimbra and Aveiro:

Lau, S. M. C. (2024 Nov 13). *Plurilingual Pedagogy for Critical Intercultural Learning* [Presentation]. In Mónica Lourenço & Ana R. Luís (Chairs), *Plurilingual and Intercultural Approaches in ELT. Formação acreditada pelo Centro de Formação do Sindicato dos Professores da Região Centro*. Coimbra, Portugal.

Lau, S. M. C. (2024 Nov 8). *Promote Intercultural Responsibility through Teaching and Learning Languages in Tandem* [Presentation]. LABELing Seminar, Aveiro University, Portugal

Simon Fraser University (SFU), 2017 (awarded with financial support of \$2750) -- I interacted with the professors and graduate students at the Centre of English Language Learning, Teaching and Research (CELLTR) and the Institute for Studies in Teacher Education (ISTE), delivering the following talks:

Lau, S. M. C. (2017, May). *Grounded critical literacies: Contextualizing critical approaches to additional language learning in two Canadian classrooms*. Talk delivered at the Institute for Studies in Teacher Education (ISTE) & CELLTR, Simon Fraser University, Burnaby, British Columbia.

Lau, S. M. C. (2017, May). *Language portraits: Critical affective engagements in TESOL preparation*. Talk delivered to graduate students in the course titled “Sociocultural Perspectives of Second Language Education” (Dr. Joel Hartse) in the *English as an Additional Language MA*

TESL/TEFL program, School of Education, Simon Fraser University, Burnaby, British Columbia.

Lau, S. M. C. (2017, April). *Critical literacies for second language learners*. Talk delivered at the graduate seminar in the Centre of English Language Learning, Teaching, and Research (CELLTR) Lab, Simon Fraser University, Burnaby, British Columbia

Conference Organization

Conference/Symposium Co-organizer

- **Diving deeper: Using stories to enrich language learning and critical literacies** (2024, Oct 21) – a conference organized for the ESL teachers in the Sherbrooke region, Quebec, Canada.
- **[For REEAL Webinar Series](#)** (2022-present): organized by Bishop’s Centre of Integrated Plurilingual Teaching and Learning, together with the *Collectif Clé*, Université de Sherbrooke, and the *Département de langues, linguistique et raduction*, Université Laval. The talk series aim to promote active engagement of researchers, educators, and in-service and pre-service teachers of English as an additional language (EAL) in critical inquiry into their own practice.
- **[Reading for In-depth English Learning \(RidEL\) Conference 2024](#)** (6-8 May): Co-organised with Nord University, Bodø, Norway with the conference theme about in-depth learning through deep reading of texts for the English-language primary and secondary classroom, as well as teacher education.
- **[2021 Multilingual Approaches to Assessment in Education Symposium](#)** (2021 May 27-28) - with Dr. Saskia Van Viegen (York University) & Dr. Angel Lin (Simon Fraser University)
- **CAARE-ACRAÉ Executive Committee Member - conference organization since 2016:**
 - o 2019 CAARE-ACRAÉ – co-organized with Clausen, K. the keynote - *Action Research and Indigenous Education: Going Beyond Eurocentric Scholarships* at the 2019 CSSE Annual Conference, University of British Columbia, Canada.
 - o 2019 CAARE-ACRAÉ co-organize with Kilgour, K - *Graduate Student Engagement with Action Research Roundtables* at the 2019 CSSE Annual Conference, University of British Columbia, Canada.
 - o 2017 CAARE-ACRAÉ – co-organized with Clausen, K. the keynote - *Ethics in Action Research: Process, Responsibilities, and Strategies*, at the 2017 CSSE Annual Conference, University of Regina, Saskatchewan, Canada. **Discussant:** Dr. C. Darius Stonebanks (Bishop’s University)

Scientific Committee Member

- The *Multidisciplinary Approaches in Language Planning and Policy* (LPP) (2020, August) - The dynamics of purification and hybridization in language education policy: Teaching for social justice in both polarities, McGill University, Montreal, Quebec, Canada [postponed to 2021 due to Covid-19]

- The 9th International Second Language Pedagogies Conference (Slpc9) (2020, May) - Second and foreign language teaching and learning: Continuities and specificities, Concordia University, Montreal, Quebec, Canada.
- Le 88e Congrès de l'Association Canadienne-Française pour l'Avancement des Sciences (ACFAS) (mai 2020 & 2021), Université de Sherbrooke & Bishop's University, Québec, Canada.
- The 8th International Second Language Pedagogies Conference (Slpc8) (2019, May) -- Second and Foreign Language Teaching and Learning: Continuities and Specificities, Université de Sherbrooke, Quebec, Canada.
- The 7th Canadian Learning Commons Conference Committee (2014, June 9-11), Bishop's University, Quebec, Canada.
- The 2014 Celebrating Linguistic Diversity Conference (Honoring the contributions of Jim Cummins) (2014, April), OISE/University of Toronto, Ontario, Canada.

KEYNOTE SPEECHES

Lau, S.M.C. (2025, July). *Dual Language Tandem Teaching : la collaboration interlinguistique des enseignants pour promouvoir la responsabilité interculturelle*. Le 11ème congrès international de l'association EDiLiC -- Les littératies plurilingues en éducation : approches plurielles dans ou au delà de la salle de classe. Universität Hamburg, Allemagne.

Lau, S.M.C. (2024, Nov 15-16). *Centering critical literacy in EFL: Promoting intercultural responsibility in an age of global interconnectedness education* [Plenary speech]. The 9th Teaching English as a Foreign Language Conference - Innovation in English language education: Adapting pedagogies to meet modern challenges. FCSH, Nova University Lisbon, Portugal.

Lau, S.M.C. (2024, March 22). *Research as praxis as accompaniment: Teachers' cross-language collaborations for critical intercultural education* [Plenary speech]. The EGSS 2024 Conference - Education for Peace and Social Justice: Theory, Research and Praxis. McGill University, Quebec, Canada.

Lau, S.M.C. (2024, Jan 17). *Trans/plural Approaches for Linguistic and Cognitive Bridges Across Language and Content Areas* [Plenary speech]. Champlain College Lennoxville - Pedagogical Development Day. Sherbrooke, Quebec, Canada.

Lau, S.M.C. (2023, May 6). *Transversal competence for ecologies of knowledge and intercultural translation* [Plenary speech]. The Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) 2023 Conference, University of Ottawa, Canada.

INVITED TALKS

- Lau, S.M.C.** (2024, July 3). English and French teachers' cross-curricular collaborations: Supporting critical biliteracy learning. *Early Language Learning Association 1st Anniversary Web Festival*. <https://youtu.be/tvjmpSDTYRs>
- Lau, S.M.C.** (2024, June 10). Cross-curricular and cross-language teacher collaborations: Critical inquiries for metalinguistic awareness and intercultural responsibility. Two-day Conference supported by SSHRC Connection Grant titled: *Plurilingualism in Education: Cultivating Inclusion and Diversity to Teach and Learn in a Plural World*. Concordia University, Montreal, Quebec, Canada.
- Lau, S.M.C.** (2024, April 4). *Intercultural communication: Do's and don't's*. International Studies Annual Conference, Champlain College Lennoxville. Sherbrooke, Quebec, Canada.
- Lau, S.M.C.** (2024, Feb 27). *Participatory Action Research: Cross-language/departmental Collaborations for Social and Language Inclusion* [Invited talk]. Advanced Research Seminar: Focus on Methods, Faculty of Professional Studies, Acadia University, Nova Scotia, Canada.
- Lau, S.M.C.** (2023, Dec 20). *La recherche-action-formation: Rethinking research as praxis as accompaniment* [Invited talk]. Graduate School and Faculty of English Language Education, Hong Kong University of Education, Hong Kong.
- Lau, S.M.C.** (2023, March 6). *Integrated plurilingual teaching and learning for critical literacies and intercultural education* [Invite talk]. Research Colloquium in Language and Literacies Education, Ontario Institute for Studies in Education, University of Toronto, Canada.
- Lau, S.M.C.** (2023, Feb 23). *Translanguaging and Plurilingual Pedagogies as Transformative Practice*. [Invite talk]. EDSL 628: Plurilingualism and Translanguaging in Education and Research, Department of Integrated Studies in Education, McGill University, Quebec, Canada.
- Lau, S. M. C.** (2022, May 17). *Equity, Diversity, Inclusion and Decolonization in teacher education* [Invited panel presentation] with Battiste, M., Glanfield, F., & Douglas, P. In P. Parks & S. MacMath (Chairs), CATE Special Event, CSSE Annual Conference.
- Lau, S. M. C.** (2022, April 14). *Translanguaging as transmediation: Embodied critical literacy engagements in a French-English bilingual classroom*. [Invited talk]. Department of English, University of North Carolina Charlotte.
- Lau, S.M.C.** (2022, Feb 7-11). *Exploring Multilingualism in Canada: Past, Present and Future journeys* [Panel presentation]. *Multilingual SFU Week*, Simon Fraser University, British Columbia, Canada.
- Lau, S. M. C.** (2021, November). *Cross-curricular and cross-language teacher collaborations for critical literacy and intercultural education* [Invited talk]. Bristol Conversations in Education

Research Seminar Series. Language, Literacies and Education Network (LLEN), University of Bristol, England, UK.

Lau, S. M. C. (2021, November). *Writing for publication: Representing ethnographically* [Invited lecture]. Doctoral course, EDUC 691D in Language, Literacy, and Culture Concentration of the College of Education, University of Massachusetts Amherst.

Van Viegen, S. & **Lau, S. M. C.** (2021, October). *TESOL and language teaching and learning as critical sociolinguistic inquiry and embodied practice* [Invited webinar]. Translanguaging and Trans-Semiotising Research Group Seminar Series, Simon Fraser University, British Columbia.

Lau, S. M. C. (2021, June). *Translanguaging as transmediation: Embodied critical literacy engagements in a French-English bilingual classroom* [Invited talk]. LAL 6220 Advanced Topics in Applied Linguistics, Multilingualism, Plurilingualism and Translanguaging at the Department of Languages, Literatures and Linguistics, York University, Toronto, Canada.

Van Viegen, S., **Lau, S. M. C.**, Seltzer, K. & Tian, Z. (2021, April). *Plurilingual pedagogies: Critical and creative endeavors for equitable language (in) education* [Book launch]. Department of Languages, Literatures and Linguistics, York University, Toronto, Canada.

Lau, S. M. C. (2021 & 2022, February). *I'm from...* [Invited talk]. HUMA1745/ESL1450 Course Redevelopment Plan Webinar Series III at the Department of Languages, Literatures and Linguistics, York University, Toronto, Canada.

Lau, S. M. C., Van Viegen, S., Galante, A., Aitken, A. & Robinson, L. (2020, December). *Book launch - Plurilingual pedagogies: Critical and creative endeavors for equitable language (in) education* [Invited talk]. Plurilingual Lab, McGill University, Quebec, Canada.

Van Viegen, S. & **Lau, S. M. C.** (2020, November). *Plurilingual pedagogies: Critical and creative endeavors for equitable language (in) education* [Invited talk]. Department of Linguistics, Ghent University, Brussels, Belgium.

Van Viegen, S. & **Lau, S. M. C.** (2020, November). *Plurilingual pedagogies: Critical and creative endeavors for equitable language (in) education* [Invited talk]. Department of Linguistics, Ghent University, Brussels, Belgium.

Lau, S. M. C. & Liaw, M. (2020, October). *Academic publications: Processes and practices of revision and resubmission as refining the argument* [Invited talk]. Doctoral Seminar on Writing for Publication, College of Education, University of Massachusetts Amherst, MA, USA.

Lau, S. M. C. & Van Viegen, S. (with Lin, Angel) (2019 Sept) *Translanguaging pedagogy: Becoming critical linguistic ethnographers with our students* [Live streamed webinar], Translanguaging and Trans-Semiotising Research Group Seminar Series, Simon Fraser University, British Columbia, Canada. https://youtu.be/rkP3d-J_zd8.

Lau, S. M. C. (2019 January). *Participatory action research: Promotion of language teachers' self-efficacy and advocacy for socially just plurilingual pedagogy* [Invited talk]. Webinar Series of the

Action Research Community, European Centre for Modern Languages of the Council of Europe (ECML).

- Lau, S. M. C.** (2018, November). *Affordances of plurilingual pedagogy for critical literacy engagement in second language classrooms* [Invited talk]. Speaker Series, Department of Education at Concordia University and Plurilingual Lab, Montreal, Quebec, Canada.
- Lau, S. M. C.** (2018 October). *Critical literacies for K-12 English language learners: Challenging pedagogical boundaries* [Invited talk]. Lecture Series by the Five College Lecture Fund and the Language, Literacy, & Culture Concentration and Department of Teacher Education & Curriculum Studies of the College of Education at University of Massachusetts Amherst, University of Massachusetts Amherst, MA: United States.
- Lau, S. M. C. & Liaw, M.** (2018, October). *From conference presentation to manuscript: Responding to reviews along the way* [Invited talk]. Doctoral Seminar on Writing for Publication, College of Education, University of Massachusetts Amherst, MA: United States.
- Lau, S. M. C.** (2017, May). *A glocal orientation to teaching ELLs: Connecting (neo)colonialism and neoliberalism through intellectual and affective engagements* [Invited panel presentation]. Canadian Association of Teacher Education (CATE), 2017 Canadian Society for the Study of Education (CSSE) Annual Conference, Ryerson University, Toronto, Ontario, Canada.
- Lau, S. M. C.** (2017, March). *Transgressive translanguaging: Connecting English and French literature-based discussions for critical literacy learning* [Invited talk]. Comparative International and Development Education Centre (CIDEC) Seminar Series, Ontario Institute for the Studies in Education, University of Toronto, Ontario, Canada.
- Lau, S. M. C.** (2017, March). *Translanguage to transgress: Critical literacy work in a French-English bilingual classroom* [Invited talk]. Centre for Educational Research on Languages and Literacies Informal Seminars, Ontario Institute for the Studies in Education, University of Toronto, Ontario, Canada.
- Lau, S. M. C.** (2017, February). *Critical literacy for additional language teaching and learning*. [Invited talk]. Graduate seminar - *Critical Pedagogy, Language and Cultural Diversity*, Department of Curriculum, Teaching and Learning, Ontario Institute for the Studies in Education, University of Toronto, Ontario, Canada.
- Lau, S. M. C.** (2017, January). *Critical literacy for English language learners: A mission possible!* [Invited talk]. Research Seminar, Faculty of Education, University of Hong Kong, HKSAR.
- Lau, S. M. C.** (2014, April). *Hybrid literacy practices: Enhancing students' bi-literacy skills through a collaborative critical literacy project* [Invited talk]. Doctoral Seminar on Writing, College of Education, University of Massachusetts Amherst, MA, United States.
- Lau, S. M. C.** (2014, March). *Publication of ABC's Books* [Invited lecture]. Master of Education Course on Multicultural Children's Literature, College of Education, University of Massachusetts Amherst, Massachusetts, United States.

Lau, S. M. C. (2012, October). *Theories and practices of critical literacy work with English language learners* [Invited talk]. Doctoral Seminar on Critical Literacies, College of Education, University of Massachusetts Amherst, MA, United States.

Lau, S. M. C. (2011, November). *Re-conceptualizing critical literacy education: Its possibilities and challenges in ESL classrooms* [Invited talk]. The 2010-2011 Second Language Education Colloquium Series, OISE/University of Toronto, Ontario, Canada.

Lau, S. M. C. (2011, March). *Practicing critical literacy work with beginning English language learners: A social justice issue* [Invited talk]. ESL and Mother Tongue Conference, The European Council of International Schools, Dusseldorf, Germany.

Lau, S. M. C. (2011, March). *Critical literacy: It doesn't have to be difficult* [Invited talk]. ESL and Mother Tongue Conference, The European Council of International Schools, Dusseldorf, Germany.

INVITED PROFESSIONAL WORKSHOPS

- Lau, S. M. C.** & Dezutter, O. (2022, Dec 13). Revisiting plurilingual teaching and learning. Workshop for pedagogical consultants in Centre de services scolaires de Kativik, Montreal, Quebec, Canada.
- Lau, S. M. C.**, (2022, Nov). *Plurilingual and pluricultural perspectives of language teaching and learning in English and French CEGEPs* [Invited talk]. English Studies in the 21st Century: Past, Present, Future, Symposium organized by the English Department, Vanier College, Montreal, Quebec, Canada.
- Lau, S. M. C.** & Dezutter, O. (2022, Oct 03-04) Teaching and learning in a plurilingual context. Workshop for pedagogical consultants in Centre de service scolaire de Kativik, Kuujuaq, Quebec, Canada.
- Lau, S. M. C.**, (2019, June). *Snuggle up with good stories: Mirrors, windows and doors for deep learning of the self and the world* [Invited workshop]. Parent-Teacher Association, St. Stephen's Girls' College, Hong Kong.
- Lau, S. M. C.**, (2019, May). *Plurilingual and pluricultural perspectives of language teaching and learning* [Invited talk]. Discourses on Diversity: Plurilingual Perspectives Mini-Conference organized by the East European and Slavic Studies, Vanier College, Montreal, Quebec, Canada.
- Lau, S. M. C.**, Brosseau, M., LeRisbé, M., Blandford, M., Maegerlein, E., & Lebeau, A. (2019, mai). *Collaborations interdisciplinaires entre les professeurs de français et d'anglais : favoriser l'intégration scolaire et sociale des cégépiens allophones grâce à une approche plurilingue et aux littératies multiples* [Communication invitée]. Le comité école et société, Cégep de Sherbrooke, Québec.
- Lau, S. M. C.**, Brosseau, M., LeRisbé, M., Blandford, M., Maegerlein, E., & Lebeau, A. (2019, mai). *Collaborations interdisciplinaires entre les professeurs de français et d'anglais : favoriser l'intégration scolaire et sociale des cégépiens allophones grâce à une approche plurilingue et aux littératies multiples* [Communication invitée]. Le comité de la formation générale, Cégep de Sherbrooke, Québec.
- Lau, S. M. C.**, Brosseau, M., LeRisbé, M., Blandford, M., Maegerlein, E., & Lebeau, A. (2018, May). *L'application de croisements de stratégies d'enseignement du français et de l'anglais langue seconde pour supporter les cégépiens allophones* [Atelier invité]. Département de littérature et de communication, et au Département des langues modernes, Cégep de Sherbrooke, Québec, Canada.
- Thomas, L. & **Lau, S. M. C.** (2018, avril). *Les perceptions des élèves participant à un programme d'anglais intensif quant à l'écriture et à leur image de scripteur* [Communication invitée]. Au O. Dezutter et L. Thomas (dir.), Lire et écrire dans plusieurs langues. *Journée de transfert de connaissances*. Université de Sherbrooke, Québec, Canada.
- Lau, S. M. C.** & Bennett-Stonebanks, M. (2017, June). *Critical pedagogical orientations to TESL* [Professional development course]. Chilangu school district, Malawi, Africa.

Lau, S. M. C. (2017, April). *Supporting English language learners* [Invited workshop]. Kell's Academy, Montreal, Quebec, Canada.

Lau, S. M. C. (2017, January). *Reading for deep understanding* [Invited workshop]. English Department of St. Stephen's Girls College, Hong Kong.

Stonebanks, C.; Stonebanks, M., & **Lau, S. M. C.** (2016 June). *Leadership and emancipatory curriculum (Level 1)* [Invited workshops]. Chilanga school district, Malawi, Africa.

Lau, S. M. C. (2014 May). *Literature for critical literacy: Moving beyond surface understanding* [Invited workshop]. Commission scolaire de la région de Sherbrooke, Québec, Canada.

Lau, S. M. C. (2014, janvier). *L'atelier sur l'intégration de la grammaire dans l'approche par compétences II* [Atelier invitée]. Département des Langues Modernes, Cégep de Sherbrooke, Québec, Canada.

Lau, S. M. C. (2013, novembre). *L'atelier sur l'intégration de la grammaire dans l'approche par compétences I*. Atelier pour des enseignant.e.s [Atelier invitée]. Département des Langues Modernes, Cégep de Sherbrooke, Québec, Canada.

SCHOLARLY PRESENTATIONS

Forte, M., Brisson, G., & **Lau, S. M. C.** (2025, Jan 9). *Against Methodology with Post-Qualitative Inquiry: A Feminist, Relational, and Materialist Approach* [Presentation]. In M. Forte & G. Brisson (Chairs), *On Relations and Relationality: Rethinking Methods and Methodologies in Education* [Panel]. The 2025 European Congress of Qualitative Inquiry. Edinburg, UK.

Lau, S. M. C. (2024, Aug 15). *Translingual Activism: Cross-language/curricular Collaborations With/Among College Teachers for Students' Critical Language and Cultural Awareness* [Panel Presentation]. In Rahat Zaidi & Pramod Sah (Chairs), *Empowering Disadvantaged Learners: Innovative Approaches to Research and Advocacy in Second Language Education* [Symposium]. The 2024 International Association for Applied Linguistics Conference. Kuala Lumpur, Malaysia.

Ibrahim, N. & **Lau, S.M.C.** (2024, Aug 14). *Interculturality, Criticality, Creativity and Knowledge-in-Action: Exploring the Reading for In-Depth Learning Framework for ELT*. [Panel Presentation]. In Nayr Ibrahim (Chair), *Reading for In-Depth Learning, ELLiL Project and RiDL Framework* [Symposium]. The 2024 International Association for Applied Linguistics Conference. Kuala Lumpur, Malaysia.

Lau, S. M. C. (2024, Aug 13). *Translanguaging to transknowledge: Collaborative action research on trans/plurilingual pedagogies for critical language awareness in French L2/Lx classrooms* [Panel Presentation]. In Tian, Z. & **Lau, S. M. C.** (Chairs), *Enacting Multilingual Education through Translanguaging and Transknowledging* [Symposium]. The 2024 International Association for Applied Linguistics Conference. Kuala Lumpur, Malaysia.

- Kakiyosēw Daniels, B., Accurso, K., Bale, J. **Lau, S.M.C.**, Prasad, G., Sterzuk, A. & Wernicke, M. (2024, June 13). *kakiyosēw pē-kiyokētan : Why relationship building is important for applied linguistics scholars* [Presentatin]. 2024 Canadian Association for Applied Linguistics (ACLA-CAAL) Conference. Concordia University, Quebec, Canada.
- Lau, S.M.C.** (2024, May 25). Cross-language/curricular teacher collaborations to support students' transfer of linguistic and cultural resources. International Language Friendly School Conference, Glendale Secondary School, Ontario, Canada. Funded by SSHRC Connection Grant titled *Language-friendly schools: Research-based linguistically and culturally inclusive and equitable education practices*.
- Bland, J., Habegger-Conti, J., Krashen, S., **Lau, S.M.C.**, & Serafini, F. (2024, May 8) **ROUNDTABLE – Literature and language teaching: In-depth English learning**
- Ibrahim, N., **Lau, S.M.C.**, & Tolton, L. (2024, May 6). *Teacher education in ELT through international placement: Reading for in-depth intercultural learning* [Presentation]. 2024 Reading for In-depth English Learning, Bodo, Norway.
- Tian, Z., & **Lau, S.M.C.** (2024, April 14). *Developing a translanguaging co-stance: Teacher-researcher collaborative inquiry in a mandarin-English dual language bilingual education classroom*. [Presentation]. In Beauchemin, F. & Rowe, L. (Chairs), Teachers' experiences with translanguaging theory and pedagogy across contexts [Symposium]. 2024 American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.
- Van Viegen, S. & **Lau, S.M.C.** (2023, July 19). *Engaging in critical sociolinguistic inquiry and embodied practice through a translanguaging stance* [Presentation]. AILA 60th Anniversary World Congress 2023, Lyon, France.
- Théberge, S., Dault, C. et **Lau, S.M.C.** « Le rôle de la conscience métalinguistique et culturelle dans les cours universitaires de français langue additionnelle : co-apprentissage des pédagogies plurilingues grâce à une communauté de pratique », 10^e congrès international de l'association EDiLiC, Copenhague, Danemark, 29 juin 2023.
- Lau, S.M.C.** & Van Viegen, S. (Chairs) (2023, May 27-29). *An invitation toward decolonizing and anti-racist assessment practice* [Symposium]. Canadian Association of Applied Linguistics, Annual Conference, Toronto, Ontario.
- Théberge, S., **Lau, S.M.C.**, & Dault, C. (2023, May 4). *Plurilingual Chinese Learners of French: agentivité et créativité dans l'apprentissage* [Presentation]. The Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) 2023 Conference, Ottawa, Canada.
- Tian, Z., & **Lau, S.M.C.** (2023, May 4). *Orchestrating translanguaging spaces in a Chinese immersion classroom: Contextualized learning from teacher-researcher collaborations* [Presentation]. The Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) 2023 Conference, Ottawa, Canada.

- Tian, Z., & **Lau, S.M.C.** (2023, April 15). *Leveraging translanguaging flows in Chinese character lessons for creative and critical learning* [Presentation]. 2023 American Educational Research Association (AERA) Annual Meeting, Chicago.
- Van Viegen, S., & **Lau, S.M.C.** (2023, March 20). *Decolonizing TESOL: A posthumanist lens in/through translanguaging and embodied practice* [Presentation]. In **Lau, S.M.C.** & Viegen, S.V., & (Chairs). *Decolonizing practice and research in TESOL through ecologies of knowledge* [Symposium]. American Association for Applied Linguistics (AAAL) 2023 Conference, Portland, Oregon.
- De Backer, F., Shohamy, E., Van Viegen, S. & **Lau S. M. C.** (2022, July 16). *Multilingualism in assessment: Synthesizing insights for education reform* [Conference presentation]. Sociolinguistics Symposium 24, Ghent, Belgium.
- Brousseau, M.-C., Michèle Le Risbé, et **Lau, S. M. C.** (2022, juin 9). *Littérature et stratégies d'apprentissage plurilingues : itinéraire d'une approche transversale* [Communication] La 41e édition du colloque annuel de l'Association québécoise de pédagogie collégiale, Collège Montmorency, Québec.
- Lau, S. M. C.**, Blandford, M. & Kowalak, M. (2022, June 9). *Plurilingual approaches to ESL: Promoting use of transferable language strategies for in-depth learning* [Conference presentation]. The 41e édition du colloque annuel de l'Association québécoise de pédagogie collégiale, Collège Montmorency, Québec.
- Lau, S. M. C.**, Théberge, S., & Dault, C. (2022, May 14). *Plurilingual Chinese learners of French: Agentive assembling of semiotic resources for learning* [Panel presentation] In A. Galante & B. Calman (Chairs), *Plurilingual pedagogies for empowerment and social justice: Language teachers and learners shifting power dynamics*. CAAL Conference (virtual).
- Lau, S. M. C.**, Théberge S., & Dault, C. (2022, 10 mai). *Apprenant.e.s chinois de français langue additionnelle : assemblage créatif de ressources pluri / sémiolinguistiques pour l'apprentissage* [Communication]. Dans G. Brisson, O. Dezutter, M. Turnbull, M. Forte & J. S. Dion (Responsables), *Les contextes éducatifs plurilingues*. Le 89e Congrès de l'ACFAS, En ligne.
- Lau, S. M. C.**, Tian, Z. & Lin, A. (2022, April 22). *Critical literacy and additional language learning: An expansive view of translanguaging for change-enhancing possibilities*. In Lau, S. M. C. & Tian, Z. (Chairs), *Translanguaging for critical literacy: An expensive, ecological view of language* [Panel presentation] SIG-Semiotics in Education: Signs, Meanings and Multimodality, AERA Annual Meeting. [Discussants: H. Janks & A. Lin]
- Van Viegen, S. & **Lau, S. M. C.** (2021, December). *TESOL and language teaching and learning as critical sociolinguistic inquiry and embodied practice*. In C. Payant & A. Galante (Chairs), *Plurilingualism and translanguaging: Pedagogical approaches for empowerment and validation*. Plurilingual Lab Speakers Series. McGill University, Montreal, Quebec.
- Lau, S. M. C.** & Tian, Z. (Chairs) (2021, June). *Translanguaging and Multimodality: Teaching and learning through embodied, emplaced, and ensembled communicative repertoire*. Symposium

organized for the e-Sociolinguistics Symposium 23 -- Unsettling Language, University of Hong Kong, China.

- Lau, S. M. C. & Blandford, M.** (2021, June). *Plurilingual pedagogical collaborations through PAR: Theory-building and mobilization for individual, collaborative and communal inquiries and changes*. In **S. M. C. Lau** & S. Van Viegen (Chairs), *Speaking back: Becoming critical sociolinguists with teachers and students through P/AR*. Colloquium at the 2021 Canadian Society for Studies in Education Annual Conference, University of Alberta, Canada.
- Lau, S. M. C.**, Brosseau, M., LeRisbé, M., **Blandford, M.**, Maegerlein, E., & **Lebeau, A.** (2021, mai). *Collaborations à travers des frontières institutionnelles, départementales et linguistiques pour la promotion des connaissances plurilingues et interculturelles des cégépiens allophones*. Communication présentée dans C. Lavoie, O. Dezutter, & M. Turnbull (responsables), *Approche plurilingue en contextes scolaires*, Colloque dans L'Association canadienne-française pour l'avancement des sciences (ACFAS), Université de Sherbrooke et Université Bishop's, Sherbrooke, Québec, Canada
- Lau, S. M. C.**, Brosseau, M., LeRisbé, M., **Blandford, M.**, Maegerlein, E., & **Lebeau, A.** (2021, mai). *Promouvoir les connaissances plurilingues et interculturelles des cégépiens allophones: Stratégies d'enseignement et d'apprentissage transversales favorisant la littératie en français et en anglais*. Communication présentée dans C. Hudon, M. Turnbull, M-F. Bélanger, & S. Vincent (responsables), *S'unir pour innover: la collaboration régionale et les pôles d'enseignement supérieur a été retenu dans la catégorie Enjeux de la recherche*, Colloque dans l'ACFAS, Université de Sherbrooke et Université Bishop's, Sherbrooke, Québec, Canada
- Lau, S. M. C. & Tian, Z.** (2021, March). *Transvisuality in translanguaging: Children's artistic representations of Chinese characters for potential critical learning*. Paper presented in **S. M. C. Lau** & **Z. Tian, Z.** Lau (Chairs), *Translanguaging as multisensory and multimodal: Transcending the linguistic and no-linguistic divide for knowledge construction*. Colloquium in the 2021 AAAL (American Association for Applied Linguistics) Virtual Conference.
- Lau, S. M. C.** (2019, August). *Rethinking language policy and teacher training for heteroglossic bilingual education*. In M. Sakar (Chair), *Plurilingual voices versus bilingual policy: A call for more flexible language policies in Canada and Quebec*. Panel organized at the 2019 Multidisciplinary Approaches in Language Policy and Planning Conference, OISE/University of Toronto, Canada.
- Lau, S. M. C.** (2019, June). *Transversal reading and writing strategies: French and ESL teachers' co-development of plurilingual pedagogy to support immigrant students' integrated learning*. Paper presented at The International Conference on Multilingual Acquisition and Multilingual Education 2019, Hong Kong Education University, New Territories, HKSAR.
- Lau, S. M. C.** (2019, June). *Translanguaging as transmediation: Embodied critical literacy engagements in a French-English bilingual classroom*. Paper presented in **Lau, S. M. C.** (Chair), *Critical translanguaging pedagogy: Transmediating among semiolinguistic resources for transformative teaching and learning*. Symposium in the 2019 International Society for Language Studies Conference, Open University of Hong Kong, China.

- Lau, S. M. C.,** Brosseau, M., LeRisbé, M., Blandford, M., & Maegerlein, E. (2019, June). *Supporting allophone students' academic and social integration: ESL and French college teachers' collaboration in promoting cross-language reading and writing strategies*. In Ballinger, S. Quevillon Lacasse, C. & **Lau, S. M. C.** (Chairs), *The French-English connection: Research on Canadian cross-linguistic pedagogy*. Symposium for the Canadian Association of Applied Linguistics Conference (CAAL-ACLA), University of British Columbia, Vancouver, British Columbia, Canada.
- Lau, S. M. C.** (2019, May). (Chair) *Innovative practices for second language teachers: Pedagogical approaches built on plurilingual learners' linguistic repertoire*. Panel organized at the 8th Second Language Pedagogy Conference, Université de Sherbrooke, Quebec, Canada.
- Lau, S. M. C.,** Brosseau, M., LeRisbé, M., Blandford, M., & Maegerlein, E. (2019, May). *Promoting cegep allophones' bilingual learning and plurilingual identities of competence through dynamic curricular convergences between English and French*. Paper presented at the 8th Second Language Pedagogy Conference, Université de Sherbrooke, Quebec, Canada.
- Lau, S. M. C.** (2019, April). *Decolonizing English language hierarchy and identities: Legitimizing the hidden translanguaging practice of Malawian teachers*. In Tian, Z. (Chair), (Re)Theorizing translanguaging from non-Anglo contexts/perspectives. Paper presented at the 2019 American Education Research Association (AERA) Annual Conference, Toronto, Ontario, Canada.
- Lau, S. M. C.** (2018, Dec). *Translanguaging for critical bi-literacy: English and French teachers' collaboration in transgressive pedagogy*. In Song, Kwongok (Chair), *Critical translanguaging: Bridging translanguaging, critical literacies, and social justice pedagogy*. Paper presented at the 68th Annual Conference of Literacy Research Association, Palm Springs, CA, USA.
- Lau, S. M. C.** (2018, Oct). *English for Real Purposes: Critical engagement with immigrant ESL teenagers in race and bullying issues*. In Chang, B. (Chair), *Intersections of race, culture, and equity with Chinese communities across transnational contexts: From primary to tertiary education in Australia, Canada, Hong Kong, and the United States*. Paper to be presented at the 25th Biennial Canadian Ethnic Studies Association Conference: Immigration, Ethnic Mobilities, and Diasporic Communities in a Transnational World. Banff, Alberta, Canada.
- Lau, S. M. C.,** Brosseau, M., LeRisbé, M., Blandford, M., & Maegerlein, E. (2018, May). *Cross-curricular collaborations between French and ESL college teachers in supporting allophone students through plurilingual pedagogies*. Paper presented at the 2018 CCERBAL Conference - Translanguaging: Opportunities and challenges in a global world. The Centre for Research and Studies in Bilingualism and Language Planning, University of Ottawa, Ontario, Canada.
- Lau, S. M. C.** (2017, Dec). *Connecting the two language solitudes: English and French college teachers' collaborative efforts to support allophone students' bilingual learning*. Paper presented at the 2017 World Education Research Association Focal Meeting & HKERA International Conference, The Educational University of Hong Kong, China
- Lau, S. M. C.** (2017, Dec). *Language biographies/portraits: Studying power and emotion in tandem for heightened critical praxis*. In C. Schmidt (Chair), *Intersectionality in pre-service and graduate teacher education: Fostering critical lenses in transnational contexts*. Symposium conducted at the

2017 World Education Research Association Focal Meeting & HKERA International Conference, The Educational University of Hong Kong, China.

- Lau, S. M. C.** (2017, July). *Language, identity, and emotionality: Engaging student teachers with language portraits to foster appreciation for plurilingualism*. In **S. M. C. Lau** (Chair), Transforming language and teacher education through innovative asset-oriented plurilingual pedagogies. Symposium conducted at the 18th World Congress of Applied Linguistics: Innovation and Epistemological Challenges, Barra da Tijuca, Rio de Janeiro, Brazil.
- Lau, S. M. C.** (2017, July). *English-French translanguaging for critical inquiry into social justice issues using children's literature*. Paper presented at the 18th World Congress of Applied Linguistics: Innovation and Epistemological Challenges, Barra da Tijuca, Rio de Janeiro, Brazil.
- Lau, S. M. C.**, Thomas, L., Dezutter, O., Sebatier, C. & Haigh, C. (2017, July). *Elementary intensive ESL learners' scriptural practices and conceptions of writing in first and target languages*. Paper presented at the 18th World Congress of Applied Linguistics: Innovation and Epistemological Challenges, Barra da Tijuca, Rio de Janeiro, Brazil.
- Lau, S. M. C.** (2017, May). *Transgressive translanguaging in a bilingual classroom: Language learning for critical social practice*. In **S. M. C. Lau** (Chair), Critical literacy across continents: Breaking traditional dichotomies in reading pedagogies. Symposium conducted at the 2017 Canadian Society for the Study of Education (CSSE) Annual Conference, Ryerson University, Toronto, Ontario, Canada.
- Lau, S. M. C.**, Botelho, M. J. & Liaw, M. J. (2017, May). *Identity and Curriculum Work in Text Production: Insights from a French-English Bilingual Elementary School*. In M. J. Botelho, (Chair), Identity text reconsidered: Theoretical, methodological, and analytical implications. Paper presented at the 2017 Canadian Society for the Study of Education (CSSE) Annual Conference, Ryerson University, Toronto, Ontario, Canada.
- Blandford, M. & **Lau, S. M. C.** (2017, May). *Dramatic performance as a vehicle for promoting critical literacies in the bilingual elementary classroom*. Paper presented at the LLRC/ACCLL Pre-conference of the 2017 Canadian Society for the Study of Education (CSSE) Annual Conference, Ryerson University, Toronto, Ontario, Canada.
- Alford, J., Schmidt, C., & **Lau, S. M. C.** (2016, Dec). *Enacting critical literacy at the intersection of instructional models and local policy: Classroom practice in Sweden, Canada and Australia*. Paper presented at the Australian Association for Research in Education (AARE) International Conference - Transforming Education Research, Melbourne, Australia.
- Lau, S. M. C.**, & Blandford, M. (2016, Nov). *Translanguaging for equity and social justice: Critical literacy through English-French literature-based dialogues and reading response writing*. Paper presented at the National Council of Teachers of English 2016 Annual Convention, Atlanta, GA, USA.
- Lau, S. M. C.** (2016, May). *Bridging the divide: How English and French connections promote biliteracies for critical citizenship*. Paper presented at the 2016 LLRC/ACCLL Pre-conference of the CSSE Conference. University of Calgary, Alberta, Canada.

- Thomas, L. & **Lau, S. M. C.** (2016, May). *The development of grade 6 Intensive ESL students' writing skills in both first and second languages*. Paper presented at the 2016 LLRC/ACCLL Pre-conference of the CSSE Conference. University of Calgary, Alberta, Canada.
- Lau, S. M. C.**, Botelho, M. J., & Liaw, M. J. (2016, April). *Text production as process: The language, literacy, and identity opportunities in a bilingual elementary classroom*. Paper presented at the 2016 AERA Annual Meeting: Public Scholarship to Educate Diverse Democracies. Washington DC, USA.
- Lau, S. M. C.** (2016, April). *Reading for deep understanding: translanguaging for critical English and French literature-based inquiry*. In **S. M. C. Lau** (Chair), *Plurilingualism-inspired pedagogy: Creating synergies across languages through creativity and criticality*. Paper presented at the 2016 conference of the American Association for Applied Linguistics (AAAL), Orlando, Florida, USA.
- Thomas, L. & **Lau, S. M. C.** (2015, November). *Development of writing competencies in francophone children in Intensive English classes*. Paper presented at the 43rd Annual Convention of the Société pour le perfectionnement de l'enseignement de l'Anglais, langue seconde, au Québec, Montréal, Canada.
- Lau, S. M. C.** (2015, November). *English-French connections: Promoting respect for diversity through critical translanguaging in literature-based discussions*. Paper presented at the Fourth Combined Conference of the Applied Linguistics Association of Australia (ALAA), the Applied Linguistics Association of New Zealand (ALANZ) and Association for Language Testing and Assessment of Australia and New Zealand (ALTAANZ): *Learning in a Multilingual World*. Adelaide, Australia.
- Dezutter, O., Thomas, L., Haigh, C., **Lau, S. M. C.**, Sabatier, C., Parent, V., Lamoureux, K., Serdane, I. S., & Descoteaux, C. (2015, juin). *Quelles informations pertinentes pour étudier l'évolution de la compétence scripturale d'élèves de sixième année primaire engagés dans un programme d'enseignement intensif d'une langue seconde?* Présentation aux 5es Rencontres Sherbrooke-Montpellier: Regards croisés sur les travaux de recherche en didactique de la lecture et de l'écriture. Université de Sherbrooke, Québec, Canada.
- Lau, S. M. C.**, Krueger, B., Juby-Smith, B. & Desbiens, I. (2015, March). Cross-language teacher collaboration: Promoting student identities as emergent bilinguals and agents of social change. Paper presented at the 2015 World Congress of Modern Languages: *Collaborating across Languages and Borders*. Ontario, Canada.
- Botelho, M. J., **Lau, S. M. C.** & Liaw, M. J. (2015, February). Text/identity/curriculum work of *Do It Right! The ABCs of Children's Rights*: The language and literacy opportunities of text production in the bilingual elementary classroom. National Council of Teachers of English Assembly for Research 2015 Conference, New Orleans, LA, USA.
- Lau, S. M. C.** (2014, May). *Making connections between language, culture and identity through language portraits*. Paper presented at the Fourth Diverse Teachers for Diverse Learners Conference, University of Strathclyde, Glasgow, Scotland.

- Lau, S. M. C.** (2014, mai). *Mobilisation des ressources culturelles et linguistiques de la langue première des élèves pour l'apprentissage de la littérature critique et pour la compétence complexe en langue seconde*. L. Thomas et **S. M. C. Lau** (coordinatrices) Le développement de la compréhension orale et écrite en contexte de langue seconde ou étrangère. Présentation au 82e Congrès de l'Acfas, University of Concordia, Montréal, Canada.
- Lau, S. M. C.** (2014, April). *"I am what I speak": Promoting affirming attitudes towards linguistic diversity using language portraits*. Paper presented at the 2014 Celebrating Linguistic Diversity Annual Conference, OISE/University of Toronto, Ontario, Canada.
- Lau, S. M. C.,** Krueger, B., Juby-Smith, B. & Desbiens, I (2014, April). *The ABC's of children's rights: a bilingual critical literacy project with third graders*. Paper presented at the 2014 Celebrating Linguistic Diversity Annual Conference, OISE/University of Toronto, Ontario, Canada.
- Lau, S. M. C.** (2014, March). *Hybrid literacy practices: Enhancing students' bi-literacy skills through a collaborative critical literacy project*. Paper presented at the 2014 conference of the American Association for Applied Linguistics (AAAL), Portland, OR, United States.
- Lau, S. M. C.** (2013, November). *How can teachers engage English language learners in critical literacy work!/?* In M. Botelho (Chair), *Re-imagining critical literacies: Language practices for socio-political imagination and participation*. Paper presented at the National Council of Teachers of English 2013 Annual Convention, Boston, MA, United States.
- Lau, S. M. C.,** Krueger, B., Juby-Smith, B. & Desbiens, I. (2013, October). *"Do It Right": A University-School Research Project on Children's Rights*. Paper presented at the 2013 Interdisciplinary Education Conference (North American Chapter of the World Council for Curriculum and Instruction), Montreal, Quebec, Canada.
- Lau, S. M. C.** (2013, June). *Integrated critical literacy practices with English learners: A challenge to the segregated and linear view of literacy development*. Paper presented at the 2013 Biennial Conference of the International Society for Language Studies, San Juan, Puerto Rico.
- Aitken, A., Kreuger, E., **Lau, S. M. C.,** & Kingsley, J. (2012, June). *Collaborative learning: Teacher educators and associate teachers act on a close reading of teacher competencies*. In F. Benson, (Chair), *Away from the Edge: Relationships and Roles of Associate Teachers / Loin du bord : relations et rôles des enseignants associés*. Paper presented at the Canadian Society for the Study of Education Annual Conference, Victoria, British Columbia, Canada.
- Lau, S. M. C.** (2012, November). *Poetry Splash: Don't be surprised to find a poet in your students!!* Paper presented at the 39th Annual Convention of Société pour le perfectionnement de l'enseignement de l'Anglais, langue seconde, au Québec, Québec, Québec, Canada.
- Lau, S. M. C.** (2012, May). *Engaging ELLs in reading the word and reading the world*. In J. Cummins (Chair), *Multilingual, Multimodal Forms of Cultural Production in Culturally and Linguistically Diverse Classrooms: Promoting Identity-affirming Instructional Practice*. Paper presented at the Canadian Society for the Study of Education Annual Conference, Waterloo, Ontario, Canada.

- Lau, S. M. C.** (2012, March). *Mobilizing ELLs' multicultural resources for critical media literacy work*. Paper presented at the 2012 TESOL International Convention, Philadelphia, Pennsylvania, USA.
- Lau, S. M. C.** (2012 March). *Identities of competence: Capitalizing on immigrant students' multi-lingual and -cultural resources for critical/literacy development*. Paper presented at the 40th Nordic Educational Research Association Congress, Aarhus University, Copenhagen, Denmark.
- Lau, S. M. C.** (2012, March). *Developing immigrant learners' academic expertise through the promotion of identities of competence*. In A. Gagné (Chair), *At the margins but longing to belong: Immigrant and refugee youth in Canadian schools*. Paper presented at the 14th National Metropolis Conference, Toronto, Ontario, Canada.
- Lau, S. M. C.** (2011, November). *What does critical literacy have to do with English language learners?* Paper presented at the 39th Annual Convention of the Société pour le perfectionnement de l'enseignement de l'Anglais, langue seconde, au Québec, Montréal, Québec, Canada.
- Lau, S. M. C.** (2011, June). *Identity-affirming literacy practices for immigrant English-language learners: Critical literacy in action*. In S. Stille (Chair), *Producing, positioning, and representing knowledge: Collaborative literacy projects with multilingual students and their teachers*. Colloquium conducted at the Fourth International Symposium on Bilingualism and Bilingual Education in Latin America (Bilinglatam IV), Oaxaca, Mexico.
- Cummins, J., **Lau, S. M. C.**, Dewji, S., Ng, J., & Stille, S. (2010, November). *Engaging literacies: How technology and identity texts promote ELLs' literacy development*. Paper presented at the 38th Annual Convention of Société pour le perfectionnement de l'enseignement de l'Anglais, langue seconde, au Québec, Québec, Québec, Canada.
- Lau, S. M. C.** (2010, November). *Critical literacy has no place in an ESL classroom: Myth or fact?* Paper presented at the 38th Convention of Société pour le perfectionnement de l'enseignement de l'Anglais, langue seconde, au Québec, Québec City, Québec, Canada.
- Lau, S. M. C.** (2010, July). *Critical literacy for new immigrant English language learners: No way? Yes way!*. Paper presented at the Second International Conference on Education, Economy and Society, Paris, France.
- Lau, S. M. C.** (2010, May). *Critical literacy and beginning English language learners: How literacy practices can be transformative*. Paper presented at the Canadian Society for the Study of Education Annual Conference, Montreal, Quebec, Canada.
- Lau, S. M. C.** (2009, September). *Language and culture support for internationally educated teacher candidates for diverse classrooms*. In C. Schmidt & A. Gagné (Chair), *International responses to cultural and linguistic diversity in education systems*. Symposium conducted at the 14th International Metropolis Conference: Migration and Mobility, Copenhagen, Denmark.
- Lau, S. M. C.** (2009, May). *Pre-field experience program: Preparing internationally educated teacher candidates for diverse classrooms*. In C. Schmidt (Chair), *Preparing teachers for linguistically and culturally diverse classrooms: Perspectives and possibilities*. Symposium conducted at Preparing

Language Teachers for the 21st Century: Sixth International Conference on Language Teacher Education, Washington, DC, USA.

- Lau, S. M. C., & Ma, M. L.** (2009, April/May). Critical literacy with ESL students: Language learning through affirmation of linguistic and cultural identities. Paper presented at the Celebrating Linguistic Diversity Annual Conference, Toronto, Ontario, Canada.
- Lau, M. C., & Ma, M. L.** (2009, February). Critical literacy with ESL students: Language learning through affirmation of linguistic and cultural identities. Paper presented at the 3rd Annual LINC/TESL Spring Conference: Peace and Diversity through ESL, Hamilton, Ontario, Canada.
- Lau, S. M. C., & Ma, M. L.** (2008, November). Critical literacy with ESL students: Language learning through affirmation of linguistic and cultural identities. Paper presented at the 36th Annual TESL Ontario Conference: "Celebrating the International Year of Languages", Toronto, Ontario, Canada.
- Lau, S. M. C.** (2008, July). *"Their beautiful long legs are our selling point!": The "synopticon" of the star-making promotion campaign of English private tuition schools in Hong Kong.* Paper presented at the Paris International Conference on Education, Economy and Society, Paris, France.
- Lau, S. M. C.** (2007, May/June). Language and culture initiative at OISE/UT: Training and support services for internationally educated teacher candidates. In A. Gagné (Chair), *Integrating immigrant teachers in Canadian schools: Who is responsible and how can induction be facilitated?* Symposium conducted at the Canadian Society for the Study of Education Annual Conference, British Columbia, Canada.
- Lau, S. M. C.** (2008, April). *A critical reading of the use of cultural traditions in Chinese Canadian children's books.* Paper presented at A Place for Children's and Young Adult Literature in New Literacies Classrooms Conference, Toronto, Ontario, Canada.
- Lau, S. M. C.** (2007, October). Language and culture initiative: Training and support services for internationally educated teacher candidates. In A. Gagné (Chair), *Policies and practices affecting teacher mobility across national boundaries.* Workshop conducted at the 12th International Metropolis Conference, Melbourne, Australia.
- Lau, S. M. C.** (2007, April). *A move towards a more self-reflexive poststructural critical literacy education.* Paper presented at the 2007 International Society for Language Studies Conference. Honolulu, Hawaii, USA.
- Lau, S. M. C.** (2007, March). *Critical literacy: Toward a poststructural integrative approach.* Paper presented at the 7th Annual Dean's Graduate Student Research Conference: Diverse Perspectives in Education, Ontario Institute for Studies in Education/University of Toronto, Ontario, Canada.
- Lau, S. M. C.** (2006, November). *Critical literacy: A new direction for English language education in postcolonial Hong Kong.* Paper presented at the Asia-Pacific Education Research Association Conference 2006, The Hong Kong Institute of Education, HKSAR.

Lau, S. M.C. (2005, November). *Can questions be the answer?: Promoting ESL students' academic and critical literacy through collaborative student inquiry in literature-based discussion*. Paper presented at the 33rd Annual TESL Ontario Conference, Toronto, Ontario, Canada.

Lau, S. M. C. (2005, November). *Reflections on teaching critical media literacy: What can we learn from poststructuralist feminism and postmodernism?* Paper presented at the 33rd Annual TESL Ontario Conference, Toronto, Ontario, Canada.

Lau, S. M. C. (2005, October). My voice as an immigrant parent. In A. Gagné (Chair), *Complexities in relationship-building between immigrant students and their teachers*. Conference-based workshop conducted at the 10th International Metropolis Conference, Toronto, Ontario, Canada.

RESEARCH AND PROFESSIONAL MEMBERSHIPS AND SERVICES

SSHRC Doctoral Award Adjudication: 2024 January – April; 2025 January-April

Research Networks and Memberships

- | | |
|---------------|---|
| 2024-present | <i>Membre chercheuse</i> – <i>Le collectif de recherche sur l'enseignement et l'apprentissage (CREA)</i> (https://www.usherbrooke.ca/creas/a-propos) |
| 2023-present | <i>Treasurer</i> – <i>Association Canadienne de linguistique appliquée (ACLACAAL)</i> (https://www.aclacaal.org/) |
| 2018- present | <i>Founding Member</i> - <i>Literature in Language Learning and Teaching: AILA-Research Network</i> (https://lilltresearch.net) |
| 2018-present | <i>Member, Belonging, Identity, Language, Diversity Research Group - BILD</i> (Groupe de Recherche Langage, Identité, Diversité, Appartenance - LIDA) (http://bild-lida.ca/blog/) |
| 2019- present | <i>Founding Member, Transnational Critical Literacies Network</i> |
| 2012- present | <i>Membre chercheuse (Co-direction 2021-2023), Collectif de recherche sur la continuité des apprentissages en lecture et en écriture (Collectif CLÉ)</i> . (http://www.collectif-cle.com/) |
| 2015- present | <i>Secretary/Treasurer, The Canadian Association for Action Research in Education (CAARE)</i> |
| 2016- 2019 | <i>Membre du jury</i> - Concours de projets pédagogiques en matière d'éducation interculturelle et inclusive, organisé par <i>l'Observatoire sur la formation à la diversité et l'équité (OFDE)</i> , en collaboration avec le <i>Ministère de l'Éducation et de l'Enseignement Supérieur (MÉES)</i> et le <i>CRIFPE-UQ</i> |
| 2013- 2015 | <i>Bishop's Representative --</i> Leadership Committee for English Education in Quebec (LCEEQ) |
| 2018- present | <i>Member, Literacy Research Association</i> |
| 2013- present | <i>Member, National Council for Teachers of English</i> |
| 2013- present | <i>Member, American Association for Applied Linguistics</i> |

2012- 2015	Member , Canadian Association of Second Language Teachers
2010-2016	Membre , Société pour le perfectionnement de l'enseignement de l'Anglais, langue seconde, au Québec (SPEAQ), Canada
2007- present	Member , The Canadian Association for Curriculum Studies (CACCS)/ The Association of the Canadian Society for the Study of Education
2007- present	Member , International Society for Language Studies

Editorial Member and Reviewer

Editorial Team Member:

2025 -	Editorial Board Member (Quebec Representative), The Canadian Modern Language Review / La Revue canadienne des langues vivantes (CMLR)
2023- 2024	Member of Advisory Committee, CMRL
2020 – present	Critical Inquiry for Language Studies – Co-editor
2020 – present	Children's Literature in English Language Education – Review Board
2018 – present	TESOL Journal – Review Board

Reviewer for Journals and Conferences:

2024 – present	International Journal of Applied Linguistics
2023 – present	Journal of Educational Linguistics
2023 – present	International Multilingual Research Journal
2021 – present	Signs, Meanings, and Multimodality SIG in American Educational Research Association (AERA)– reviewed conference proposals
2021 – present	Official Languages and Bilingualism Institute (OLBI) Journal
2020 – present	Pedagogies: An International Journal
2020 – present	International Journal of Bilingual Education and Bilingualism
2020 – present	Australian Journal of Applied Linguistic
2020 – present	Children's Literature in English Language Teaching
2020 -- 2023	AAAL conference proposals
2020 – present	Journal of Language Policy
2020 -- 2022	Journal of Language, Culture and Curriculum
2018 – present	TESOL Quarterly
2017 – present	Asia Pacific Journal of Education
2017 – present	TESL Canada
2017 – present	The New Educator
2016 – present	Language and Literacy
2014 – 2015	Journal of Equity and Excellence in Education
2014 – present	Diaspora, Indigenous and Minority Education Review
2012 – 2014	Education Inquiry
2009 – present	Critical Inquiry for Language Studies
2009 – present	European Journal for Teacher Education
2009 – 2010	Canadian Journal for New Scholars in Education

2007 – 2012 Canadian Society for Studies in Education (The Canadian Association for Curriculum Studies & Citizenship Education Research Network)

Reviewing Book Proposals

- 2020 Bilingual Education in the 21st Century by Ofelia Garcia
 2020 Children’s Literature and Learner Empowerment by Janice Bland
 2019 World Englishes by Tometro Hopkins, John McKenny and Kendall Decker

CONTRIBUTIONS TO TRAINING

Postdoctoral Fellow:

- Bishop’s University – Supervisor for Dr. **Magali Forte** (2023-2024) who worked as a research fellow for my SSHRC Insight Grant (2023-2027) project titled *Cross-language and Cross-curricular Teacher Collaborations: Plurilingual Instruction and Assessment for Critical Engagements*

Doctoral Students:

- Nipissing University – Committee member of **Christopher Godfrey**’s doctoral thesis (2020-present) (with Dr. Glenda Black)
 - Thesis title: *Action Research - A Path to More Effective Technology-Related Professional Learning Experiences?*
- Simon Fraser University, B.C., Canada – Internal examiner for **Magali Forte**’s doctoral thesis (completed 2023 June)
 - Thesis title: *Agencements sociomatériels et relations dans diverses écologies d’enseignement et d’apprentissage en contexte de réconciliation*
- University of Stavanger, Norway – Assessment Committee member for **Cecilie Waallann Brown**’s doctoral thesis (2021 Nov)
 - Thesis title: *Critical visual literacy and intercultural learning in English foreign language classrooms* (supervisor: Dr. Ion Patrick Francis Drew)
- Université de Sherbrooke – Co-superviseure pour **Caroline Dault** (avec Dr. Dezutter) (2020-présent)
 - Titre de projet provisoire (Doctoral) : *Les pédagogies plurilingues : un outil pour soutenir les étudiants universitaires chinois transnationaux dans l’apprentissage du français comme langue supplémentaire*
- McGill University –Committee Member of **John Wayne N. dela Cruz**’s doctoral thesis (with Dr. Angelica Galante), Department of Integrated Studies in Education (2021 - present)
 - Thesis title: *Legitimizing immigrants’ plurilingualism in Canadian second language*

- McGill University – Co-supervisor of **April Passi**' doctoral thesis (with Dr. Mela Sakar), Department of Integrated Studies in Education (2018- present)
 - Thesis title: *Empowering multilingual students through translanguaging personal narrative writing* (Video abstract: <https://www.youtube.com/watch?v=jQgcA5QY8Zo>)
 - Independent Reading Course – 2019 Summer -- Second Language Writing: Language, identity and affect
- Boston College, USA - Committee Member for **Zhongfeng Tian**'s doctoral thesis (2018-2020);
 - Thesis title: *Translanguaging design in a Mandarin/English dual language bilingual education program.*

2021 American Educational Research Association (AERA) Bilingual Education Research SIG Outstanding Dissertation of the Year (2nd Place; \$500)

2022 National Association for Bilingual Education (NABE) Outstanding Dissertation Award (3rd Place)

2022 American Educational Research Association (AERA) Second Language Research SIG Outstanding Dissertation Award Finalist
- McGill University –Committee Member for **Maria Chiras**' doctoral thesis (with Dr. Angelica Galante), Department of Integrated Studies in Education (2019-2022)
 - Thesis title: *Neither French nor English: Institutional Discourses about Writing and Language for Allophone Students in English Colleges in Quebec*
- McGill University – External Examiner for **Mehdi Babaei**'s doctoral thesis (with Dr. Ratna Gosh), Department of Integrated Studies in Education (2019 Nov)
 - Thesis title: *Narratives of language learning, migration trajectories, and identity construction among skilled and well-educated immigrants in Intercultural Québec*
- University of Massachusetts Amherst: Committee Member for **Marsha (Jing-Ji) Liaw**'s doctoral dissertation committee (Department of Language, Literacy, and Culture). (2015- 2018).
 - Thesis title: *Exploring critical biliteracies: Rethinking language and literacy learning in a bilingual elementary school*
 - Independent Reading Course (2014): *Critical literacies with English Language Learners*

Master's Students

- Bishop's University – MA Independent Study supervisor for **Lindsay Tolton** (2024 Winter semester)
 - Project Title: Thesis Title: *Promoting Interculturality in Pre-Service Teachers A Review of the Literature*
- Université de Sherbrooke – co-supervisor for pour **Raphaelle Rouillard** (with Dr. Genevieve Brisson) (2023- present)
 - Thesis Title: *Teachers' perception of cross-language activities*

- McGill University – external examiner of **Li Peng**'s MA thesis (with Dr. Angelica Galante), Department of Integrated Studies in Education (2023- present)
 - Thesis title: *"I'm decolonizing it: " Trained teachers' perceptions of plurilingual pedagogies in language classrooms*
- Université de Sherbrooke – Membre du jury pour **Elham Ebrahimi Khoshmanzar** (with Dr. Olivier Dezutter) (2022- present)
 - Thesis Title: *Étude des difficultés rencontrées en écriture par des élèves persanophones scolarisés en français dans les classes ordinaires au primaire et au secondaire*
- Université de Sherbrooke – Committee member for **Gabriella Brault** (with Dr. Philippa Parks and Dr. Geneviève Brisson) (Completed - 2023 September)
 - Thesis Title: *One Teacher's Experience with the Accelerative Integrated Methodology (AIM): A Case Study.*
- Université de Sherbrooke – Committee member for **Paula Andrea Arancibia Erazo** (with Dr. L. Thomas & Dr. S. Lakhali) (2020- 2022)
 - Thesis Title: *Teaching, learning, and assessment activities used in additional language courses offered in blended contexts to promote the development of learners' language skills in higher education in Quebec.*
- Bishop's University – MA Thesis Supervisor for **Gretchen Hatfield** (2020 – defended on April 29, 2024) (co-supervise with Mitchell McLarnon-Silk, Concordia)
 - Thesis Title: *"It made me realize I was more part of Fitch Bay than I expected": Artfully Exploring Community Engagement and Belonging in Rural Quebec*
- Bishop's University – MA Thesis Supervisor for **Chang He** (2019 – to be completed in September 2024)
 - Thesis Title: *Native speaking teachers' perception of use of L1 in English for Academic Purpose university courses*
- Université de Sherbrooke – Membre du jury externe pour **Hu Jing** (2020 janvier)
 - Titre de projet de mémoire de recherche de Maîtrise: *Étude comparée de la dimension du développement professionnel de futurs enseignants d'anglais dans des programmes de formation initiale au Québec et en Chine*
- Bishop's University –Supervisor for **Jingjing Nie**'s Independent Study Project (2018 Fall)
 - Project Title: *A literature review on the intersections between gender and ESL teaching and learning in K-2 classrooms and its relevance to non-western contexts*
- Bishop's University – Thesis Supervisor for **Tony Jenniss** (2017- present)
 - MA Thesis Title: *Gender, language and critical literacy in the ESL classroom*
 - Independent Study Topic: *Language and gender in pedagogical contexts* (completed in Fall 2017).

- Bishop's University – Thesis Supervisor for **Melissa Blandford** (2015- present – deferred on sick leave)
 - Thesis title: *Dramatic performance as a vehicle for promoting critical literacies in the bilingual elementary classroom*
- Université du Québec en Abitibi-Témiscamingue –Supervisor for **Annick Beausejour**'s MA Independent Reading Course. (2014- 2015).
 - Project Title: *The impact of using English literature with ESL students with learning difficulties.*
- Bishop's University – Supervisor for **Tiffany Cook**'s MEd Exit Project (2012-13)
 - Project Title: *Using the Teaching ESL Students in Mainstream Classrooms Course for TESOL-related professional development with mainstream teachers of ELLs in international schools.*

Undergraduate Students

- Bishop's University – Supervisor for **Bianca Emmell-Tierney**'s 2024 project funded by Fonds de recherche du Québec - Société et culture - Bourses d'initiation à la recherche au 1er cycle (PHBI)
 - Project Title: *Collaborations interlinguistiques et interdisciplinaires entre le français et l'anglais : Stratégies d'enseignement plurilingues*
- Bishop's University – Supervisor for Maria Carina Divinaflor's 2024 project by funded by Fonds de recherche du Québec - Société et culture - Bourses d'initiation à la recherche au 1er cycle (PHBI)
 - Project Title: *Collaborations enseignantes interlinguistiques et interdisciplinaires : Points de vue des élèves envers la pédagogie plurilingue*
- Bishop's University – Supervisor for **Alana Devenny**'s 2019 Bishop's Exceptional Student Talent (BEST) Project
 - Project Title: *Cape Town Teaching Internship*
- Bishop's University – Supervisor for **Amanda Sureau**'s McConnell Student Opportunity Fund project (2018 Spring)
 - Project Title: *Teaching ESL to Adult Learners in Malawi*
- Bishop's University – Supervisor for **Lara McTeigue**'s McConnell Student Opportunity Fund project (2017 Spring)
 - Project Title: *An Exploration of the Use of the Teaching and Learning Using Locally Available Resources (TALULAR) approach to support Malawian ESL student learning*
- Bishop's University – Supervisor for **Laurel Greig**'s 2014 BEST Project
 - Project Title: *Interned at the Eco-Art Summer Camp in Costa Rica organized through the International Student Volunteer (ISV) Group*
- Bishop's University – Supervisor for **Megan Irving**'s Undergraduate Experiential Learning Project. (2013)

- Project Title: *Engaging children in writing about children's rights*

ADMINISTRATIVE & COMMUNITY SERVICES

University-wide Committees

2018 Winter - present	Senate Research Ethics Board
2022- present	Senate Academic Integrity Committee
2019 Fall – 2022	Senate Teaching and Learning Initiative Committee
2018 Winter - 2022	Senate Graduate Studies Committee
2014 Winter	Senate Graduate Studies Committee
2017 Fall - 2022	Senate Research Space Committee
2017 Fall	Ethics Review Committee for Student Research
2014- 2018	Senate's Nominating Committee
2014 – 2018	Senate –School of Education Senator
2011- 2015	Senate Library Committee
2013- 2016	Senate Teaching Evaluation Committee
2013 Spring	Committee for 7 th Canadian Learning Commons Conference
2015 Spring	March Research Week Organizing Committee
2010-2013	Departmental Ethics Review Committee
2011- 2017	Supervisor, Language Teaching Club
2011-2014	Committee Member of the Mae Sot Education Project
2010-2011	Language and Cultural Support Group for Chinese International Students

School of Education

2024 Spring	Co-chair of Full Time Faculty Appointment Committee
2021-present	Part-time Faculty and Long-term Appointment Committees
2021	Dean's Search Committee
2018 Winter/Spring	Teacher Education Assistant Professor Search Committee
2015 & 2018 Fall	Graduate Program Committee Co-coordinator
2010- present	Graduate Program Committee Member
2013, 2019- present	School of Education Sessional Appointments Committee
2013 Spring	Dean's Search Committee
2010-2014	Practicum Evaluation Committee
2013- present	Academic Review Committee

Program Development

2015- 2016	Graduate Certificate Program in Teaching Intensive ESL Coordinator
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