

## CURRICULUM VITAE

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### **Antonella Valeo, Ph.D.**

Associate Professor, ESL & Applied Linguistics  
Department of Languages, Literatures and Linguistics  
Faculty of Liberal Arts & Professional Studies  
York University, Toronto, ON  
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### **EDUCATION AND ACCREDITATION**

Ph.D., Second Language Education, Ontario Institute for Studies in Education (OISE), University of Toronto, Canada [*The integration of content and language: Form-focused instruction in a content-based language program*]  
M. Ed., Educational Studies, University of Sheffield, U.K.  
[*An investigation into the learning styles of engineers learning English as a second language.*]  
TESOL Certificate, University of Toronto, Toronto, Canada  
B.A., English Literature, York University, Toronto, Canada  
Ontario Certified English Language Teacher (OCELT), TESL Association of Ontario  
TESL Ontario Accreditation for Instructors in TESL Programs – approved for:  
*Academic Coordinator; Practicum Supervisor; Theory Instructor; Methodology Instructor*

### **ACADEMIC APPOINTMENTS**

2017 - present Associate Professor, ESL & Applied Linguistics  
Department of Languages, Literatures & Linguistics, York University  
Graduate Program in Linguistics & Applied Linguistics (LAL), LA&PS, *Full Member*  
Graduate Program, Faculty of Education, *Associate Member*  
2011 - 2017 Assistant Professor, ESL & Applied Linguistics  
Department of Languages, Literatures & Linguistics, York University  
2010 - 2012 Course Director, ESL  
Department of Languages, Literatures and Linguistics, York University

### **ADMINISTRATIVE APPOINTMENTS**

2017 to present TESOL Certificate Program Coordinator [sabbatical 2018-2019]  
Department of Languages, Literatures & Linguistics, York University  
2013 – 2018 ESL Section Coordinator  
Department of Languages, Literatures & Linguistics, York University

## **TEACHING ASSIGNMENTS**

### **York University**

#### **Undergraduate Courses**

ESL1015 3.0 *Advancing Oral Communication for ESL Students*  
TESL 3600 3.0 *Sociopolitical Issues in Second Language Teaching*  
ESL1450/HUMA1745 6.0 *Thinking about Contemporary Canada*  
ESL1000/HUMA1200 9.0 *Canadian Language and Culture*

#### **Graduate Courses**

LAL 6500 3.0 *Research Methods in Applied Linguistics*  
LAL6275 3.0 *Corrective Feedback in Second Language Learning and Teaching*  
LAL6250/ EDUC5382 3.0 *Teaching Listening and Speaking*  
LAL5640/EDUC5380 3.0 *Second Language Instruction*

### **Other Institutions**

*EDU5513 Process of Second Language Acquisition*, Pre-service Teacher Education Program  
OISE, University of Toronto, 2007

*TSL533 ELT Locally and Globally*, TESOL Program, Woodsworth College  
University of Toronto, 1999-2004

*English for Internationally Trained Engineers*, Adult Education Program  
Toronto Catholic District School Board, Toronto, 1996-2000

*English for Graphic and Industrial Designers, English for Business Communication*, Language Centre,  
Hong Kong Technical College, Hong Kong, 1994-1996

*English as a Second Language*, Adult Education Program  
Toronto Catholic District School Board, Toronto, 1993-1994

*English as a Second Language*, ESL Program,  
George Brown College of Applied Arts and Technology, Toronto, 1992

*English Literacy for Pharmaceutical Workers*, English Literacy Program,  
Metrix Group Workplace Consulting, Toronto, 1991-1992

*English Language*, English Language Program,  
Hosei University, Tokyo Japan, 1989-1991

*English for Interpreters and Translators*, English Language Program  
Simul Academy, Tokyo, Japan, 1989-1991

## **GRADUATE SUPERVISION**

### **PhD Supervisor, Linguistics & Applied Linguistics, York University**

Completed:

Tavares, V. (2020). *Portraits of Five Multilingual International Students at a University in Toronto: Toward a Holistic Understanding of their Experiences.*

Alkhawajah, F. (2016). *The Effect of Direct and Indirect Written Corrective Feedback on the Acquisition of Rule-Based and Item-Based Linguistic Features.*

In progress:

Lemak, A. *Individual Differences in Oral Corrective Feedback.*

El Sakran, A. *Learning Transfer in EAP*

Falhasari, M. *Written Corrective Feedback*

### **Ph.D. Committee Member, Linguistics & Applied Linguistics, York University**

Completed:

Dashti, S. (2019). *EFL Teachers' Beliefs and Practices about Classroom Assessment: A Multiple Case Study in the Context of Kuwait.*

Meyer Sterzik, A. (2017). *Going Beyond the Text: The Inferencing Processes of Skilled Readers in L1 and L2 across Reading Tasks.*

In progress:

Alqazli, M. *Examining Writing Demands in Three Healthcare Disciplines: Needs, Challenges, and Support Pathways.*

Altalhi, W. *EFL Teachers' Beliefs and Practices in Relation to Writing Assessment in a Preparatory Year Program (PYP) in a Saudi University*

Fretz, C. *ESL Teacher Development in Online Spaces*

Ibrahim, H. *Intercultural Communicative Competence in Teacher Education: Perspectives and Experiences of ESL/EFL Teachers*

Rezaei, A. *Exploring the relationship between ESL teachers' assessment literacy, conceptions and practices in assessing listening and speaking in the ESL classroom in academic contexts.*

Woodsworth, J. *Hybrid Feedback: The Efficacy of Combining Automatic Writing Corrective Feedback and Teacher Feedback for Writing Development in an ESL Context*

Zhang, G. *The impact of explicit instruction in critical thinking on students' writing*

### **Ph.D., Thesis Examiner, Faculty of Education, York University**

Hardware, S. (2018). *Miss mek wi trai: Using Multiliteracies Pedagogy to Effect Changes in Jamaica Inner-city Grade 7 Students' English Learning*, Faculty of Education, York University

LaFortune, G. (2015). *Qualitative Study of Discursive Silencing Strategies in Online Comment Sections. Linguistics and Applied Linguistics, York University*

Ruggirello, C. (2017). *Literacy Development in School-Aged Children with Simultaneous Bilateral Cochlear Implants*

Sanchar, S. (2017). *Legitimizing Languages in the Classroom: A Case Study of an Ontario Private School for Russian-Speaking Students.*

**Ph.D. Committee Membership, External, Département de didactique de langues, Faculté des sciences de l'éducation. Université de Montréal, Quebec**

Bouhlal, F. (2019). *The effectiveness of written corrective feedback on French as a second language accuracy.*

**M.A. Research Project Supervisor, Linguistics & Applied Linguistics, York University**

Wang, K. (2017). *Teacher Experiences of Portfolio Based Language Assessment in Community Based ESL Programs.*

Arnold, K. (2016). *Effects of Accent on Perceived Fluency*

Cutura, M. (2015). *Preparing ESL Students for Academic Programs: A case study exploring student perspectives.*

Leclerc, S. (2015). *Exploring Mediation in Teaching Practice: A Case Study in a TESOL Program*

**M.Ed. Major Research Paper Supervisor, Faculty of Education, York University**

Tavares, V. (2016). *The Role of Peer Interaction and Second Language Learning for ESL Students in Academic Contexts: An Extended Literature Review*

**MScN. Supervisory Committee Member, School of Nursing, Faculty of Health, York University**

Coulis, J. (2013). *The Lived Experience of Internationally Educated Nurses with Developing Intercultural competence in Ontario after Watching Communication Vignettes.*

**M.Ed. Thesis External Examiner, Faculty of Education, York University**

Gellatly, K. (2014). *What's in a Name? Name Choice, Agency, and Identity Faculty of Education.*

**M.A. Major Research Paper, Second Reader, Linguistics & Applied Linguistics, York University**

Cole, C. (2016). *Technology-Mediated Strategies for Providing Feedback on Second Language Writing.*

Surtees, D. (2016). *Reimagining an adult ESL curriculum through a plurilingual lens.*

Estevez, A. (2014). *Critical Review of the TESOL Technology Standards: What are teachers' perceptions of these standards and the use of digital technology within the EFL/ESL classroom*

Shah, A. (2014). *Transitioning from EFL to ESL Teaching: Narratives of Three ESL Teachers in Toronto.*

Tarannum, S. (2014). *The Efficacy of Written Corrective Feedback: A Literature Review*

**ACADEMIC AND PROFESSIONAL PUBLICATIONS***Journal Articles and Book Chapters*

- Valeo, A. & Spada, N. (2016). Is there a better time to focus on form? Teacher and learner views. *TESOL Quarterly*, 50(2), 314-349.
- Haque, E., & Valeo, A. (2016) Teaching and assessment with the CLB: Teacher experiences and perspectives. In Jezak, M (Ed.) *Language is the Key: The Canadian Language Benchmark Model*, pp. 68-88. Ottawa: Ottawa University Press.
- Valeo, A. (2015). Focus on form: Addressing grammatical accuracy in an employment-specific language program. In Christison, M., Christian, D., Duff, P.A., & Spada, N. (Eds). *Teaching and Learning English Grammar: Research Findings and Future Directions* (pp 1- 23). NY: Routledge
- Lum, L., Dowedoff, P., Bradley, P., Kerekes, J., & Valeo, A. (2015). Challenges in oral communication for internationally educated nurses. *Journal of Transcultural Nursing*, 26(1), 83-91.
- Spada, N., Jessop, L., Tomita, Y., Suzuki, W., & Valeo, A. (2014). Isolated and integrated form-focused instruction: Effects on different types of L2 knowledge. *Language Teaching Research*, 18(4), 453-473.
- Valeo, A., & Faez, F. (2013). Career development and professional attrition of novice ESL teachers. *TESL Canada Journal*, 31(1), 1-19.
- Valeo, A. (2013). Language awareness in a content-based language programme. *Language Awareness*, 22(2), 126-145.
- Valeo, A. (2013). The integration of language and content: Form-focused instruction in a content-based language program. *The Canadian Journal of Applied Linguistics*, 16(1), 25-50.
- Faez, F., & Valeo, A. (2012). TESOL teacher education: Novice teachers' perceptions of their preparedness and efficacy in the classroom. *TESOL Quarterly*, 46(3), 450-470.
- Spada, N., Barkaoui, K., Peters, C., So, M., & Valeo, A. (2009). Developing a questionnaire to investigate second-language learners' preferences for form-focused instruction. *System*, 37, 70-81.
- Valeo, A. (1998). A case study of employee participation in a workplace ESL program. *TESL Canada Journal*, 16(1), 75-83.

*Forthcoming*

- Valeo, A. (in press). Classroom-based research in corrective feedback. In H. Nassaji & E. Kartchava (Eds.) *The Cambridge Handbook of Corrective Feedback in Language Learning and Teaching*. Cambridge University Press.
- Lemak, A. & Valeo, A. (in press) Impact of learner personality on their response to oral corrective feedback in an EAP context. *TESL Canada Journal Special Issue, Corrective Feedback in Language Teaching and Learning: Connecting Research and Practice*.
- Rezaei, A & Valeo, A. (under review) Investigating the impact of task complexity on uptake and noticing of recasts

*Conference Proceedings*

- Valeo, A. & Faez, F. (2013). Employment experiences of novice ESL teachers: A case study in Ontario. *Contact Research Symposium Issue*, 39(2), 19-32.
- Valeo, A. (2009). The integration of language and content. *Contact Research Symposium Issue*, 35(2), 71-82.

*Invited Articles*

- Valeo, A. (2013, March). The TESL Ontario member survey: A brief report. *Contact*, 39(1), 54-58.  
Retrieved from <http://www.teslontario.net/uploads/publications/contact/ContactSpring2011.pdf>
- Kerekes, J. & Valeo, A. (2013, March). Internationally educated nurses: Developing their pragmatic competence for workplace success. *ESP News*. Retrieved from <http://newsmanager.commpartners.com/tesolespis/issues/2013-02-25/6.html>
- Cohen, C. & Valeo, A. (2012, Spring). Enhancing professionalism: A framework for post TESL certificate training. *International Settlement Canada (INSCAN)*. Retrieved from <http://www.carleton.ca/cimss/INSCAN.html>

*Encyclopedia Entry and Reviews*

- Valeo, A. (2018). Isolated versus Integrated Form-Focused Instruction. In *The TESOL Encyclopedia of English Language Teaching*. (Eds J. I. Liontas, T. International Association and M. DelliCarpini). John Wiley & Sons.
- Valeo, A. (2008). [Review of the book *Investigating Tasks in Formal Language Learning*, edited by Maria del Pilar Garcia Mayo, New York: Multilingual Matters.] *Canadian Modern Language Review*, 64(3), 534-536.
- Valeo, A. (2007). [Review of plenary address Teaching Spoken English: Seven Essential Concepts, by Judy Gilbert at the TESL Ontario Conference, November 2007] *Contact, Association of Teachers of English as a Second Language of Ontario*, 33(1), 9-10.
- Valeo, A. (1995). Reading and writing: An eclectic approach. *TESL Toronto Newsletter*, 9-10.
- Valeo, A. (1993). [Review of the book *Global Stories of People Working for Change*, by Dragman, J., & Szasz, M., Vancouver, Canada: Co-Development Canada.] *Contact, Newsletter of the Association of Teachers of English as a Second Language of Ontario*, 19-24.

*Curriculum Documents and Reports*

- Lawrence, G., Valeo, A., & Irwin, P. (2020). *Towards a National LINC/CLIC Curriculum Framework: A Research Report*. Toronto, ON: Toronto Catholic District School Board
- Lawrence, G., Valeo, A., & Irwin, P. (2018). *Review and Evaluation of TCDSB E-Learning Pilots: Online Citizenship, Flipped French Language Learning, Flipped ESL Learning*. Toronto, ON: Toronto Catholic District School Board
- Centre for Canadian Language Benchmarks (CCLB). (2012). *CLB support kit*. Contributing Author  
Ottawa, ON: Author  
[http://www.language.ca/index.cfm?Voir=sections&Id=17356&M=4038&Repertoire\\_No=2137991327](http://www.language.ca/index.cfm?Voir=sections&Id=17356&M=4038&Repertoire_No=2137991327);
- TESL Ontario (2011). *Framework for Post TESL Certificate Training*. Research Lead and Co-author  
Toronto, ON: Author  
[http://www.teslontario.net/framework2010/TESL%20Ontario%20Framework%20for%20Post%20TESL%20Certificate%20Training\\_2011.pdf](http://www.teslontario.net/framework2010/TESL%20Ontario%20Framework%20for%20Post%20TESL%20Certificate%20Training_2011.pdf)
- Ontario Ministry of Training, Colleges & Universities. (1997). *Occupational Terminology Workshop for Internationally-trained Engineers*. Co-Author. Toronto, ON: Authors.  
[http://atwork.settlement.org/downloads/atwork/stic/eg\\_ot\\_fac\\_guide.pdf](http://atwork.settlement.org/downloads/atwork/stic/eg_ot_fac_guide.pdf)

**EDITORIAL AND MANUSCRIPT REVIEW**

Co-editor, *TESL Canada Journal*, 2017 to present

Manuscript Review: *TESOL Quarterly*, *Comparative Education*, *Language Awareness*

**PRESENTATIONS***Scholarly Conferences*

- Valeo, A., Barkaoui, K., & Cook, W. (2020, June) Good writing is like a formula”: Teachers’ Metaphors of Writing Quality and their Implications for Teacher L2 Writing Assessment Practices. *Language Testing Research Colloquium*, Hammamet, Tunisia. CANCELLED
- Valeo, A. & Lawrence, G. (2019, May). Corrective Feedback and Technology Mediated Language Learning: A Case Study of a Flipped Adult ESL program. *English Language Teaching Unit (ELTU) Conference*, Chinese University of Hong Kong, Hong Kong, China.
- Valeo, A. & Barkaoui, K. (2018, September). Written Feedback in the ELT Classroom: A Case Study of Teachers’ Beliefs and Practices across Teaching Contexts. *British Association for Applied Linguistics (BAAL) Annual Conferences*, York, England, U.K.
- Valeo, A. & Barkaoui, K. (2018, July). Teacher Language Awareness and Writing Assessment Practices in the ELT Classroom: Case Studies of ELT Teachers across Three Contexts. *International Conference for the Association of Language Awareness*, Amsterdam, Netherlands.
- Valeo, A. & Barkaoui, (2017, November) Feedback on L2 Writing: Teachers’ Beliefs and Practices across Contexts, *TESL Ontario Conference*, Toronto, ON.
- Valeo, A. & Haque, E. (2017, August). CLB and NCLC: 20 Years of Policy and Practice. Teacher Perceptions of the Benchmark Policy. *Language Policy and Planning Conference*. Toronto, ON.
- Valeo, A., Barkaoui, K., Cook, W., & Luke, J. (2017, August). *The Relationship between Institutional Language Policy, ESL Teachers’ Conceptions of L2 Writing and Classroom Assessment Practices*. Language Policy and Planning Conference, Toronto, ON.
- Barkaoui, K. & Valeo, A. (2017, July). Factors Influencing ELT Teachers’ Decisions when Designing Tasks to Assess Student Writing. *18<sup>th</sup> World Congress of Applied Linguistics (AILA)*, Rio de Janeiro, Brazil.
- Valeo, A., & Barkaoui, K. (2017, July). Writing Feedback in the ELT Classroom: An Examination of Teachers’ Beliefs and Practices across Contexts. *18<sup>th</sup> World Congress of Applied Linguistics (AILA)*, Rio de Janeiro, Brazil.
- Barkaoui, K. & Valeo, A. (2017, July). Designing L2 Writing Assessment Tasks for the ESL Classroom: Teachers’ Conceptions and Practices. *Language Testing Research Colloquium*, Bogota, Colombia.
- Valeo, A., & Barkaoui, K. (2017, July). How Teachers’ Conceptions Mediate their L2 Writing Assessment Practices: Case Studies of ESL Teachers across Three Contexts. *Language Testing Research Colloquium*, Bogota, Colombia.

- Barkaoui, K., Valeo, A. Rezaei, A. (2017, June). Designing ESL Writing Assessment Tasks: Teachers' Conceptions, Decisions and Practices. *TESL Canada Conference*, Niagara Falls, ON.
- Valeo, A. & Barkaoui, K. (2017, June). Written Corrective Feedback in the ESL Classroom: Teachers' Conceptions and Practices. *TESL Canada-CALA Joint Symposium*, Niagara Falls, ON.
- Valeo, A. & Barkaoui, K. (2017, May). Providing Written Feedback in the ESL Classroom: Teachers' Conceptions and Practices. *Canadian Association of Applied Linguistics (CAAL)*, Toronto, ON.
- Barkaoui, K., Valeo, A., Cook, B., Luke, J. (2017, May). The Mediating Role of ESL Teachers' Conceptions of Learning and Teaching in their Writing Assessment Practices, *Canadian Association of Applied Linguistics (CAAL)*, Toronto, ON.
- Valeo, A. & Barkaoui, K. (2017, March). Feedback on L2 Writing: Teachers beliefs and practices across contexts. *TESOL Convention*, Seattle, WA, USA.
- Valeo, A. & Barkaoui, K. (2017, March). L2 Writing Assessment in the Classroom: Teachers' beliefs and practices. *TESOL Convention*, Seattle, WA. USA
- Valeo, A. & Barkaoui, K. (2016, October). *What do ESL Teachers Consider when Designing and Selecting Tasks to Assess Students' L2 Writing?* Paper presented at the Symposium of Second Language Writing 2016, October 19-22, Arizona State University, Tempe, Arizona, USA.
- Valeo, A. & Barkaoui, K. (2016, July). Teachers' awareness of their use of feedback in L2 Writing: Case studies in ESL classrooms. *International Conference for the Association of Language Awareness*, Vienna, Austria.
- Barkaoui, K. & Valeo, A. (2016, July). Case studies of ESL teachers' practices and beliefs about L2 writing assessment. *European Conference on Language Learning*, Brighton, U.K.
- Faez, F. & Valeo, A. (2015, Nov). Teachers in transition: Career development of novice ESL teachers. *TESL Ontario Conference*, Toronto, Canada.
- Valeo, A., Faez, F., Khan, R., & Priven, D. (2014, Oct). Questions in the classroom: Action research for ESL teachers. *TESL Ontario Conference*, Toronto, Canada.
- Kerekes, J., Altidoor-Brooks, A., & Valeo, A. (2014, May). Integrating pragmatic competence into a bridging program for internationally educated nurses (IENs). *Canadian Association of Applied Linguistics Conference (CAAL)*, St. Catharines, Ontario, Canada.
- Valeo, A. (2013, October). ESL teachers in ESP classrooms: Teaching occupation-specific language. *TESL Ontario Conference*, Toronto, Canada.
- Valeo, A. (2013, September). The ESL teacher in the ESP classroom: Teaching occupation-specific language. *British Association for Applied Linguistics (BAAL)*, Edinburgh, Scotland, U.K.
- Lum, L., Bradley, P., Kerekes, J., & Valeo, A. (2013, June). English language competency and adult immigrant higher education students. *Humanities and Social Science Congress*, Victoria, BC, Canada.
- Valeo, A., & Faez, F. (2013, March). Connecting TESOL teacher education and career development: Novice teachers' experiences. *TESOL Convention*, Dallas, TX, USA.
- Valeo, A., Kerekes, J., Lum, L., & Bradley, P. (2013, March). Internationally educated nurses: Developing their pragmatic competence for workplace success. *TESOL Convention*, Dallas, TX, USA.
- Lum, L., Bradley, P., Kerekes, J., & Valeo, A. (2012, October). A comprehensive strategy for IEN English language competence. *10th Annual International Bilingual Nurses Alliance Conference*, Chicago, Illinois, USA.



- Concario, M., Da Nobrega, M.H., & Valeo, A. (2012, June). Colloquia: Content-based approaches and awareness of language. *International Conference for the Association for Language Awareness*, Montreal, QC, Canada.
- Valeo, A. (2012, June). Assessing awareness of language and content: What do learners notice? *International Conference for the Association for Language Awareness*, Montreal, QC, Canada.
- Faez, F., & Valeo, A. (2012, May). ESL teacher education: Novice teacher perceptions of preparedness and efficacy to teach. *Canadian Association of Applied Linguistics (CAAL) Conference*, Waterloo, ON, Canada.
- Valeo, A. & Faez, F. (2012, March). Novice TESOL teachers' perceptions of teacher education: what's useful and what's not. *American Association for Applied Linguistics (AAAL) Conference*, Boston, MA, USA.
- Faez, F., & Valeo, A. (2011, October). TESOL teacher education: Novice teachers' perceptions of their preparedness and efficacy in the classroom. *TESOL Ontario Conference*, Toronto, Canada
- Valeo, A. (2011, August). Integrating language and content: The effect of FFI in a content-based language class for adults preparing for employment. *15th World Conference of Applied Linguistics (AILA)*, Beijing, China
- Valeo, A. (2009, March). The integration of language and content: Form-focused instruction in a content-based language program. *American Association for Applied Linguistics (AAAL) Conference*, Denver, CO, USA.
- Valeo, A. (2009, March). Challenges of SLA research in the content-based language classroom. *TESOL Doctoral Forum*, Denver, CO, USA.
- Spada, N., Jessop, L., Valeo, A., & Quinn, P. (2009). The contributions of isolated and integrated form-focused instruction on different aspects of L2 knowledge and use. *American Association for Applied Linguistics (AAAL) Conference*, Denver, CO, USA.
- Valeo, A. (2008, June). Language awareness in a content-based language program. *International Conference for the Association of Language Awareness*, Hong Kong, China.
- Valeo, A. (2008, March). The integration of language and content: Form-focused instruction in a content-based language program, Poster presentation. *American Association for Applied Linguistics (AAAL) Conference*, Washington, D.C., USA.

#### *Invited Presentations and Workshops*

- Getting in the Game: Tips for Achieving Success in Scholarly Publications*, Journal Editor Panel Member. Graduate Students Association in Linguistics and Applied Linguistics, York University, Toronto, February 2020
- Responding to Writing: A Look at Corrective Feedback. – LAL talk.* Lecture Series in Linguistics and Applied Linguistics, York University, Toronto, January 2020
- Credit ESL at York –Challenges & Opportunities* Invited presenter, Mapping the Landscape: Colloquium on Language in the Canadian University, Vancouver, BC, May 3-5, 2017.
- Teachers' use of assessment to support the teaching and learning of L2 writing in the ESL classroom.* Co-presenter K. Barkaoui. Invited Joint Symposium with the Canadian Association for Language Assessment (CALA). Annual Conference of the Canadian Association of Applied Linguistics, Calgary, Alberta, May 2016.
- Approaches and challenges in investigating teachers' assessment practices and beliefs in the ESL classroom: Research as a situated decision-making process.* Co-presenter K. Barkaoui. Lecture Series in Linguistics and Applied Linguistics, York University, Toronto, March 2016

- Writing abstracts for conference proposals.* Graduate Students Association in Linguistics and Applied Linguistics, York University, Toronto, November 2014, March 2016, March 2017.
- Writing literature reviews.* Graduate Students Association in Linguistics and Applied Linguistics, York University, Toronto, November 2014.
- Supporting and engaging ESL learner diversity at York.* Co-presenters K. Englander & G. Lawrence. Teaching and Learning, Summer Workshops, LAPS, York University, August 19<sup>th</sup>, 2014.  
Teaching in Focus Conference, York University, May 22<sup>nd</sup>, 2014.
- Writing literature reviews.* Graduate Students Association in Linguistics and Applied Linguistics, York University, Toronto, February 2014.
- Thinking and talking about language teacher professional development.* Co-presenter F. Faez. TESL Toronto Professional Development Event. Toronto, February 2014.
- Writing abstracts for conference proposals.* Graduate Students Association in Linguistics and Applied Linguistics, York University, Toronto, December 2013.
- Internationally educated nurses' language needs.* Co-presenter J. Kerekes. School of Nursing, York University, Toronto, November, 2012.
- Teaching LINC and ESL in Ontario: The employment experiences and career development of newly accredited instructors.* Co-presenter F. Faez. TESL Ontario Conference Symposium, Toronto, November 2012.
- Integrating language and content: Focus on form in a content-based language program.* Lecture Series, Department of Languages, Literatures and Linguistics, Faculty of LAPS, York University, November 2011.
- Canadian Language Benchmarks: Revisions and validation.* Co-presenters D. Blouin Carbonneau, N. Elson, & G. Routhier. TESL Ontario Annual Conference, Toronto, Canada, November 2011.
- Enhancing professionalism: Framework of Post TESL Certificate training for ESL instructors.* Co-presenters C. Cohen, & C. Peters. TESL Ontario Annual Conference Toronto, Canada, November 2011.
- What am I teaching? The role of content knowledge in the language classroom.* Keynote speaker. Annual Conference for the Saskatchewan Council for Educators on Non-English Speakers, Swift Current, Saskatchewan, May, 2009.
- The integration of language and content.* TESL Ontario Conference Symposium, Toronto, November 2008.
- Specialized Language Training for Childcare and Healthcare.* Co-presenter with H. Cabaj. Moving Forward: Enhanced Language Training Conference, Niagara Falls, Ontario, February, 2007.
- Career Planning in TESL: Interview Skills.* TESL Toronto Conference, Toronto, May, 2005.
- ESL for the Workplace.* Co-presenter E. Gawronski & L. Dominquez. Ontario Region LINC Assessors Conference, Toronto, May, 2002.
- Using the Internet to Teach and Learn ESL for the Workplace.* Frontier College, Toronto, June, 2002.
- Implementing Task-based Assessment and Evaluation: LINC Levels 1-4.* Workshop facilitator. New Experiences for Refugee Women Community Agency, Toronto, March 2002.

**AWARDS AND RESEARCH GRANTS**

- 2020 *TESL Ontario Distinguished Contributions Award*  
Silver Pin recipient in recognition of significant long-term achievements and contributions to the advancement of English Language training.
- 2014 – 2020 SSHRC Insight Grant: Co-investigator (Principal Investigator: K. Barkaoui, Faculty of Education, York University). *Writing Assessment in the ESL Classroom: Teachers' Beliefs and Practices*. **\$305,577.00**
- 2020 YUFA Release Time Teaching Fellowship (.5 course release)  
Project: Teaching English to Speakers of Other Languages: Curricular Innovation and *Development*
- 2020 DARE: Dean's Award for Research Excellence.  
Project: *Second Language Teacher Education and Self efficacy: How prepared are novice teachers to teach grammar?* **\$5000**
- 2019 SSHRC Conference Travel Grant  
Paper presentation: Corrective Feedback and Technology Mediated Language Learning: A Case Study of a Flipped Adult ESL program. *English Language Teaching Unit (ELTU) Conference*, Chinese University of Hong Kong, Hong Kong, China. May, 2019. **\$992.96**
- 2019 LA&PS Travel Grant for Dissemination  
Paper presentation: Corrective Feedback and Technology Mediated Language Learning: A Case Study of a Flipped Adult ESL program. *English Language Teaching Unit (ELTU) Conference*, Chinese University of Hong Kong, Hong Kong, China. May, 2019. **\$960.67**
- 2018 SSHRC Conference Travel Grant  
Paper presentation: Teacher Language Awareness and Writing Assessment Practices in the ELT Classroom: Case Studies of ELT Teachers across Three Contexts. International Conference for the Association of Language Awareness, Amsterdam, Netherlands, July 2018. **\$850**
- 2017 SSHRC Conference Travel Grant  
Paper presentation: Writing Feedback in the ELT Classroom: An Examination of Teachers' Beliefs and Practices across Contexts. *18<sup>th</sup> World Congress of Applied Linguistics (AILA)*, Rio de Janeiro, Brazil, July 2017. **\$1184.72**
- 2016 Academic Innovation Fund Grant  
Project: *Development of Blended Course, TESOL Certificate Program*  
Funding: **\$5000**
- 2016 YUFA Release Time Teaching Fellowship (1.0 course release)

Project: *Degree Options for International Students: Developing a Minor Degree in English Language Studies*

- 2016 SSHRC Conference Travel Grant  
Paper presentation: Teachers' awareness of their use of feedback in L2 Writing: Case studies in ESL classrooms. *International Conference for the Association of Language Awareness*, Vienna, Austria, July 2016. **\$1000.00**
- 2012 - Ontario Ministry of Citizenship and Immigration, Co-investigator (Principal Investigator: L. Lum, Faculty of Health, York University). *Enhancing Internationally Educated Nurses' Language Competencies: Fair and Effective Systems Change*, **\$1,174,849.17**
- 2014
- 2013 SSHRC Minor Research Grant  
Principal Investigator; Co-investigators: L. Steinman, N. Elson, York University  
*Multilingual post-secondary students: Supporting academic achievement for students from ESL backgrounds*. **\$4902.00**
- 2013 SSHRC Conference Travel Grant  
Paper presentation: ESP teacher development and transitions. *British Association of Applied Linguistics Conference*, Edinburgh, U.K. September 2013, **\$800.00**
- 2007 International Research Foundation for English Language Education (TIRF), Russell G. Campbell Doctoral Dissertation Grant, U.S. **\$5,000**
- 2007 Dissertation Grant from *Language Learning Journal*, U.S. **\$1,500**
- 2007 American Association of Applied Linguistics Graduate Student Travel Award, Selected by Multilingual Matters as one of two top ranked students, U.S. **\$800**

## LEADERSHIP AND PROFESSIONAL SERVICE

Research Committee, Chair, *TESL Ontario*, 2010 to 2016

TESOL 2015 Convention Local Co-Chair, *TESOL International/TESL Ontario*

TESL Training Institution Recognition Advisory Committee, Chair, *TESL Ontario*, 2005 - 2006

President, *TESL Toronto Affiliate*, 2005 – 2007

## RESEARCH AND DEVELOPMENT PROJECTS

*LINC/CLIC National Curriculum Framework Development Research Project*. (Co-Investigator), Coordinated by the Toronto Catholic District School Board, Funded by Immigration, Refugees and Citizenship Canada. 2019 – 2020

*Technology-Enhanced Language Learning (TELL) Ontario: Innovations in ESL, FSL, and CL*. (Co-Investigator), Coordinated by the Toronto Catholic District School Board, Funded by the Ontario Ministry of Citizenship, Immigration and International Trade. 2017 – 2018

*Post TESL Certificate Framework Project*. Research Lead. Coordinated by TESL Ontario, Funded by Citizenship and Immigration Canada. 2009 - 2011

**EXPERT CONSULTANT AND REVIEWER**

Centre for Canadian Language Benchmarks (2016). *Study of the Alignment of Pearson Test of English with Canadian Language Benchmarks*, Report submitted to CCLB, Ottawa.

Toronto Catholic District School Board (2012). *Moving Professional Learning to Classroom Practice: An Instructor Handbook; Developed for instructors teaching English to adult newcomers in Ontario*.

Toronto, ON: Author,

[http://wiki.settlementatwork.org/wiki/Moving\\_Professional\\_Learning\\_to\\_Classroom\\_Practice:\\_An\\_Instructor\\_Handbook](http://wiki.settlementatwork.org/wiki/Moving_Professional_Learning_to_Classroom_Practice:_An_Instructor_Handbook)

Toronto Catholic District School Board (2012). *PD Partner Model Implementation Guide: Developed for government funded language training in providers in Ontario*. Toronto, ON: Author

[http://wiki.settlementatwork.org/wiki/PD\\_Partner\\_Model\\_Implementation\\_Guide](http://wiki.settlementatwork.org/wiki/PD_Partner_Model_Implementation_Guide)

Canadian Language Benchmarks (2012). *Theoretical Framework for the Canadian Language Benchmarks and Niveaux de compétence linguistique canadiens*. Ottawa, ON: Author.

[http://www.language.ca/documents/theoretical\\_framework\\_web.pdf](http://www.language.ca/documents/theoretical_framework_web.pdf)

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