CURRICULUM VITAE

LAURENT CAMMARATA, Ph.D.
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Fall, 2026
(concise)

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1. EDUCATIONAL HISTORY

Ph.D.	2006	University of Minnesota, Minneapolis, MN Major: Curriculum and Instruction, Second Languages and Cultures Dissertation: Understanding and Implementing Integrated Language and Content Instruction: An Exploration of Foreign Language Teachers' Lived Experience (Advisor: Constance C. Walker).
Cert.	2005	University of Minnesota, Minneapolis, MN Title: Technology Enhanced Learning (TEL) certificate in multimedia design and development
M.A.	1997	St. Michael's College, Colchester, VT Major: Teaching English as a Second Language
B.A.	1995	St. Michael's College, Colchester, VT Major: Spanish

2. ACADEMIC EMPLOYMENT HISTORY

Date	**Position**	**Location**
2021 – present	Professor (Full)	Secteur de l'éducation, Campus Saint-Jean, University of Alberta, Edmonton, AB.
2010 – 2021	Associate Professor, Education	Secteur de l'éducation, Campus Saint-Jean, University of Alberta, Edmonton, AB.
2006 – 2010	Assistant Professor, Language and Literacy Education	Department of Language and Literacy Education, University of Georgia, Athens, GA (USA).
2006 – 2024	Invited Professor (summer)	Center for Advanced Research on Language Acquisition (CARLA) & Department of Curriculum and Instruction in the College of Education and Human Development, University of Minnesota, Minneapolis, MN (USA).

3. AWARDS, DISTINCTIONS AND HONORARY APPOINTMENTS

2026 **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT (CEHD) DISTINGUISHED ALUMNI AWARD**. Established in 2010, the CEHD Distinguished Alumni Award recognizes University of Minnesota alumni whose achievements exemplify the impact of learning, leadership, and service and who have made exceptional contributions to their professions and communities. From a community of more than 79,000 alumni, only a select few are chosen each year to receive this distinction.

2023 **JUDY GIBSON AWARD OF EXCELLENCE IN FRENCH SECOND LANGUAGE EDUCATION / PRIX D'EXCELLENCE JUDY GIBSON DANS L'ENSEIGNEMENT DU FRANÇAIS LANGUE SECONDE.** Award jointly presented by Canadian Parents for French (CPF) and Alberta French Language Education Consortium (AFLEC) to individuals and organizations who have made a significant contribution to French-second-language education through their research, and support to the community

2018 **ALBERTA TEACHERS' ASSOCIATION EDUCATIONAL RESEARCH AWARD**. Awarded research article: Cammarata, L., & Haley, C. (2017). Integrated content, language, and literacy instruction in a Canadian French immersion context: A professional development journey. *International Journal of Bilingual Education and Bilingualism, 21*(3), 332-348. MONETARY REWARD: $5000

2018 **NECTFL STEPHEN A. FREEMAN AWARD FOR BEST PUBLISHED ARTICLE ON LANGUAGE TEACHING**. Awarded research article: Troyan, F., Cammarata, L., & Martel, J. (2017). Integration PCK: Modeling the knowledge underlying a world-language teacher's implementation of CBI. *Foreign Language Annals, 50*(2), 458-476.

2013 **ACTFL-MLJ PAUL PIMSLEUR AWARD FOR RESEARCH IN FOREIGN LANGUAGE EDUCATION**. Awarded research article: Cammarata, L., & Tedick, D. J. (2012). Balancing content and language in instruction: The experience of immersion teachers. *Modern Language Journal, 96*(2), 251-269. MONETARY REWARD: $500

2006 **2005-2006 CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION (CARLA) FELLOW.** MONETARY REWARD: $1000.

2010 – 2018 **ADJUNCT PROFESSOR**. University of Alberta, Department of Secondary Education, Edmonton, AB. Course created and taught: *Language, Literacy and Society in Educational Contexts* (3 cr., Fall 2011).

2008 – 2010 **AFFILIATED PROFESSOR**. University of Georgia, Linguistics Program, Athens, GA.

4. RESEARCH AND SCHOLARLY CONTRIBUTIONS – PUBLICATIONS

Books

Cammarata, L., & Ó Ceallaigh, T.J. (Eds.). (2020). *Teacher development for immersion and content-based instruction*. John Benjamins Publishing Company [Benjamins Current Topics, vol. 110] https://doi.org/10.1075/bct.110

Cammarata, L. (Ed.) (2016). *Content-based foreign language teaching: Curriculum and pedagogy for developing advanced thinking and literacy skills*. New York: Routledge/Taylor Francis.

Co-Edited Special Issues

Cammarata, L., Ó Ceallaigh, T.J., & Nikula, T. (upcoming 2028). Pedagogical Integration in Bilingual and Immersion Teacher Education: Professional Knowledge, Collaborative Inquiry, and Programme Design. *European Journal of Teacher Education*. Call for Papers

Cammarata, L., & Ó Duibhir, P. (Eds.). (2025). Emerging issues in content-based minority language education contexts [Special Issue]. *Journal of Immersion and Content-Based Language Education, 13*(1). 192 pp. https://benjamins.com/catalog/jicb.13.1

Ó Duibhir, P., & **Cammarata, L.** (Eds.). (2022). 10th anniversary special issue [Special Issue]. *Journal of Immersion and Content-Based Language Education, 10*(2). 269 pp. https://benjamins.com/catalog/jicb.10.2

Cammarata, L., & Ó Ceallaigh, T.J. (Eds.). (2018). Teacher education and professional development for immersion and content-based instruction: Research on programs, practices, and teacher educators [Special Issue]. *Journal of Immersion and Content-Based Language Education, 6*(2). 193 pp. https://benjamins.com/catalog/jicb.6.2

Articles in Refereed Journals

Cammarata, L., Manuel, D., Thibeault, J., & Shone, G. (in press**)**. "Building the house while living in it": Co-constructing pedagogical integration for content-based instruction in immersion teacher education. *Journal of Immersion and Content-Based Language Education.*

Cammarata, L., Ó Duibhir, P., & Marchak, K. (2025**)**. Student retention in minority immersion education: What can we learn from parental decisions? *Journal of Immersion and Content-Based Language Education, 13*(1), 76-98. Open access: https://doi.org/10.1075/jicb.24018.cam.

Cammarata, L., & Ó Duibhir, P. (2025**)**. Introduction: Emerging issues in content-based minority language immersion education contexts. *Journal of Immersion and Content-Based Language Education, 13*(1), 1-9. Open access: https://doi.org/10.1075/jicb.00017.cam

Ballinger, S., **Cammarata, L.**, Barker, M., & Zeaiter, L. (2024). Teacher content-language awareness in Canadian immersion teacher education programs. *Language Awareness, 33*(4), 772-792. https://doi.org/10.1080/09658416.2024.2412055

Cammarata, L., & Cavanagh, M. (2018). In search of immersion teacher educators' knowledge base: Exploring their readiness to foster an integrated approach to teaching. *Journal of Immersion and Content-Based Language Education, 6*(2), 189-217. https://doi.org/10.1075/jicb.18009.cam

Cammarata, L., & Ó Ceallaigh, T.J. (2018). Teacher education and professional development for immersion and content-based instruction: Research on programs, practices, and teacher educators. *Journal of Immersion and Content-Based Language Education*, *6*(2), 153-161. https://doi.org/10.1075/jicb.00004.cam

Blain, S., Cavanagh, M., & **Cammarata, L.** (2018). Enseigner l'écriture en milieu francophone minoritaire : comment motiver les élèves et surmonter les défis de l'insécurité linguistique? *Canadian Journal of Education/Revue canadienne de l'éducation, 41*(4), 1105-1131. Open access : Official journal article page

Cammarata, L., Cavanagh, M., Blain, S., & Sabatier, C. (2018). Enseigner en immersion française au Canada: synthèse des connaissances sur les défis et leurs implications pour la formation des enseignants. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes, 74*(1), 101-127. https://doi.org/10.3138/cmlr.3889

Cammarata, L., & Haley, C. (2018). Integrated content, language, and literacy instruction in a Canadian French immersion context: A professional development journey. *International Journal of Bilingual Education and Bilingualism, 21*(3), 332-348. https://doi.org/10.1080/13670050.2017.1386617

Troyan, F., **Cammarata, L.**, & Martel, J. (2017). Integration PCK: Modeling the knowledge(s) underlying a world-language teacher's implementation of CBI. *Foreign Language Annals, 50*(2), 458-476. https://doi.org/10.1111/flan.12266

Cavanagh, M., **Cammarata, L.**, & Blain, S. (2016). Enseigner en milieu francophone minoritaire canadien: synthèse des connaissances sur les défis et leurs implications pour la formation des enseignants. *Canadian Journal of Education/Revue canadienne de l'éducation, 39*(4), 1-32. Open access : Official journal article page

Cammarata, L., & Tedick, D. J. (2012). Balancing content and language in instruction: The experience of immersion teachers. *Modern Language Journal, 96*(2), 251-269. https://doi.org/10.1111/j.1540-4781.2012.01330.x

Tedick, D. J., & **Cammarata, L.** (2012). Content and language integration in K-12 contexts: Student outcomes, teacher practices and stakeholder perspectives. *Foreign Language Annals, 45*(S1), S28-S53. https://doi.org/10.1111/j.1944-9720.2012.01178.x

Cammarata, L. (2010). Foreign language teachers' struggle to learn content-based instruction. *L2 Journal, 2*(1), 89-118. Open access: https://doi.org/10.5070/L2219063

Cammarata, L. (2009). Negotiating curricular transitions: Foreign language teachers' learning experience with content-based instruction. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes, 65*(4), 559-585. https://doi.org/10.1353/cml.0.0070

Book Chapters (*referred)

* **Cammarata, L**., Blain, S., & Cavanagh, M. (2024). Teacher preparation for the Integration of language and literacy into the disciplines: Challenges and possibilities in the FI Canadian context. In S. Ballinger, R. Fielding, & D. Tedick (Eds.), *International Perspectives on Teacher Development for Content and Language Integration* (pp. 64-82). Multilingual Matters. https://doi.org/10.21832/9781800410602-007

Cammarata, L., & Cavanagh, M. (2020). In search of immersion teacher educators' knowledge base: Exploring their readiness to foster an integrated approach to teaching. In L. Cammarata & T.J. Ó Ceallaigh (Eds.), *Teacher development for immersion and content-based* instruction (pp. 39-66). John Benjamins Publishing Company [Benjamins Current Topics, vol. 110; reprint] https://doi.org/10.1075/bct.110.jicb.18009.cam

Cammarata, L. (2016). Preface. In L. Cammarata (Ed.), *Content-based foreign language teaching: Curriculum and pedagogy for developing advanced thinking and literacy skills* (pp. xi-xiv). Routledge/Taylor Francis.

Cammarata, L. (2016). Foreign Language education and the development of inquiry-driven language programs: Key challenges and curricular planning strategies. In L. Cammarata (Ed.), *Content-based foreign language teaching: Curriculum and pedagogy for developing advanced thinking and literacy skills* (pp. 123-143). Routledge/Taylor Francis.

Cammarata, L., Tedick, D. J., & Osborn, T. (2016). Curricular reforms and content-based instruction: Issues and goals. In L. Cammarata (Ed.), *Content-based foreign language teaching: Curriculum and pedagogy for developing advanced thinking and literacy skills* (pp. 1-21). Routledge/Taylor Francis.

Cammarata, L., Cavanagh, M., & D'entremont, Y. (2014). La restructuration du programme en éducation au Campus Saint-Jean de l'Université de l'Alberta et l'importance du rôle des leaders du milieu académique. In S. E. Elliott-Johns (Ed.), *Leadership for Change in Teacher Education: Voices of Canadian Deans of Education* (pp. 19-24). Sense Publisher. [invited] https://doi.org/10.1007/978-94-6209-932-6_4

Cammarata, L., Cavanagh, M., & D'entremont, Y. (2014). Restructuring the Teacher Education Program at the Campus Saint-Jean of the University of Alberta and the Importance of the Role of Academic Leaders. In S. E. Elliott-Johns (Ed.), *Leadership for Change in Teacher Education: Voices of Canadian Deans of Education*. Sense Publisher. (English translation) [invited] https://doi.org/10.1007/978-94-6209-932-6_5

* Shyyan, V., Dunn, W., & **Cammarata, L.** (2013). Developing intercultural understanding in teacher education within the context of language and literacy across the curriculum. In S. Ben Said & L. J. Zhang (Eds.), *Language teachers and teaching: Global perspectives, local initiatives* (pp. 271-287). Routledge.

Cammarata, L., & Tedick, D. J. (2011). CoBaLTT Project—Content-Based Language Teaching with Technology and showcased units. In C. Falsgraf (Ed.), Technology-Infused French: Foreign-language instruction for the digital age (pp. 49-88). International Society for Technology in Education (ISTE).

Tedick, D. J., & **Cammarata, L.** (2010). Implementing content-based instruction: The CoBaLTT framework and resource center. In J. Davis (Ed.), *World Language Teacher Education: Transitions and Challenges in the 21st Century* (pp. 243-273). Information Age Publishing.

Cammarata, L., & Tedick, D. J. (2007). CoBaLTT Project—Content-Based Language Teaching with Technology and showcased units. In C. Falsgraf (Ed.), *National Educational Technology Standards for Students (NETS-S) Curriculum Series: Foreign Language Units for Grades K-12* (pp. 147-188) and expanded units on accompanying CD. International Society for Technology in Education (ISTE).

Encyclopedia Entries (*refereed)

* Tedick, D. J., & **Cammarata, L.** (2024). Bilingual and immersion teacher education. In C. A. Chapelle et al. (Ed.), *The Encyclopedia of Applied Linguistics*. Wiley-Blackwell. https://doi.org/10.1002/9781405198431.wbeal0096.pub2

* Cammarata, L. (2012). Phenomenology and Hermeneutics. In C. A. Chapelle et al. (Ed.), *The Encyclopedia of Applied Linguistics*. Wiley-Blackwell. https://doi.org/10.1002/9781405198431.wbeal0905

Academic Reports

Cammarata, L., Marchak, K., Cavanagh, M., Dickner, S., Elliot, S., Fancey, R., & Weich, A. (2022). Etat des Lieux sur l'enseignement du français en contexte immersif et francophone minoritaire. Rapport soumis à l'Association des collèges et universités de la francophonie canadienne (ACUFC). Axe 3, Rapport 2: https://acufc.ca/etats-des-lieux

Cavanagh, M., & **Cammarata, L**. (2015). Enseigner en immersion française et en milieu francophone minoritaire canadien : synthèse des connaissances sur les défis et leurs implications pour la formation des enseignants. Rapport soumis au Conseil de recherches en sciences humaines (CRSH).

Editorials

Cammarata, L., & Ó Duibhir, P. (2023). Editorial. *Journal of Immersion and Content-Based Language Education*, 11(2), 145-147. https://benjamins.com/catalog/jicb.11.2

Cammarata, L., & Ó Duibhir, P. (2023). Editorial. *Journal of Immersion and Content-Based Language Education*, 11(1), 1-3. https://benjamins.com/catalog/jicb.11.1

Cammarata, L., & Ó Duibhir, P. (2022). Editorial. *Journal of Immersion and Content-Based Language Education*, 10(2), 147-152. https://benjamins.com/catalog/jicb.10.2

Cammarata, L., & Ó Duibhir, P. (2022). Editorial. *Journal of Immersion and Content-Based Language Education*, 10(1), 1-4. https://benjamins.com/catalog/jicb.10.1

Cammarata, L., & Ó Duibhir, P. (2021). Editorial. *Journal of Immersion and Content-Based Language Education, 9*(1), 1-3. https://www.benjamins.com/catalog/jicb.9.1

Cammarata, L., & Ó Duibhir, P. (2020). Editorial. *Journal of Immersion and Content-Based Language Education, 8*(2), 145-148. https://www.benjamins.com/catalog/jicb.8.2

Cammarata, L., & Ó Duibhir, P. (2020). Editorial. *Journal of Immersion and Content-Based Language Education, 8*(1), 1-4. https://benjamins.com/catalog/jicb.8.1

Cammarata, L., & Ó Duibhir, P. (2019). Editorial. *Journal of Immersion and Content-Based Language Education, 7*(1), 1-3. https://benjamins.com/catalog/jicb.7.1

Contributions to Professional Journals

Cammarata, L., & Shone, G. (In press). Pedagogical Integration in Immersion/Bilingual Programs: Language and Literacy Across the Curriculum [Article]. *Zephyr, Additional Language and Intercultural Council*, Alberta Teachers' Association.

Cammarata, L., Shone, G. (2025). Teaching in Immersion: Defining and Valuing a Distinct Professional Knowledge. *Journal de l'Immersion, 47*(3), 27-35.

Cammarata, L., Fedoration, S. (2024). Student attrition: A troubling blindspot in Immersion Education. *Journal de l'Immersion, 46*(3), 38-42.

Sabatier, C., **Cammarata, L**., Blain, S., & Cavanagh, M. (2018). Formation des enseignants en immersion française : entre complexité, défis et recherche de modalités de développement professionnel. *Journal de l'Immersion, 40*(3), 12-14. (invité)

Troyan, F., & **Cammarata, L.** (2014). Finding the Lost C: Community Learning Partnerships Through Expeditionary Learning. *The Language Educator, 9*(4), 42-45.

Contributions to Web-Based Resources

Cammarata, L. (2023). Planification efficace avec l'approche intégrée. Perfectionnement virtuel épisodes: l'ACPI reçoit nos experts. Video capsules : https://membre.acpi.ca/zone-pedagogique/perfectionnement-virtuel/reportages/
Video capsule#1: Intégration de la discipline, de la langue et de la littératie
Video capsule#2: Les modèles de planification
Video capsule#3: La place de la lecture, de l'écriture et de la prise de parole dans les disciplines
Video capsule#4: Stratégies et type d'échafaudage

Tedick, D., & **Cammarata, L.** (2006). Integrated Performance Assessment: Adapting the model for CBI. Retrieved May 15, 2008, from http://www.carla.umn.edu/cobaltt/modules/assessment/ipa/index.html

Cammarata, L. (2002/2006). Creation of interactive multimedia activities with Macromedia Flash for the Content-Based Language Teaching with Technology (CoBaLTT) Web resource center. Available at http://www.carla.umn.edu/cobaltt/

Book Reviews

Cammarata, L. (2017). Review of Lyster, R. (2017). Vers une approche intégrée en immersion. Anjou, QB: Les Editions CEC. *Journal of Immersion and Content-Based Language Education*, 5(2), 297-299. https://doi.org/10.1075/jicb.5.2.07cam

Cammarata, L. (2009). Review of Osborn, T. (2006). Teaching World Languages for Social Justice: A Sourcebook of Principles and Practices. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. *Critical Inquiry in Language Studies: An International Journal*, 6(1 & 2), 102-106. https://doi.org/10.1080/15427580802687107

Curriculum Materials

Tedick, D. J., **Cammarata, L**., & Johnshoy, M. (2002/2006). Content-Based Language Teaching with Technology (CoBaLTT) Web resource center—an extensive collection of readings,

activities, and resources to support content-based language instruction. http://www.carla.umn.edu/cobaltt/

Newsletter Articles

Blain, S., Cavanagh, M., & **Cammarata, L.** (2019). Comment motiver les élèves et surmonter les défis de l'insécurité linguistique en enseignement de l'écriture en milieu francophone minoritaire. *Info CRDE, 22*, 6-10. https://www.umoncton.ca/crde/sites/crde.prod.umoncton.ca/files/wf/numero_22_avril_2019.pdf

Cammarata, L. (2005). Instructional scaffolding with graphic organizers. *The ACIE Newsletter, 8*(2), 1-12. https://carla.umn.edu/immersion/acie/vol8/2005BRIDGE8.2.pdf

Under review / In preparation

Shone, G., & Cammarata, L. (under review). When constitutional rights enter French Immersion: Structural informality and the inclusion of francophone rights holders in Alberta. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*

Cammarata, L., Manuel, D., Thibeault, J., & Shone, G. (under review**)**. Developmental Trajectories of Pedagogical Integration in Immersion Teacher Education: From Teacher Content–Language Awareness to Coordinated Pedagogical Alignment. *Language Awareness.*

Cammarata, L., Manuel, D., Thibeault, J., & Shone, G. (in preparation**)**. Enacting content–language knowledge in lesson planning: Coordinating content, language, and literacy in immersion teacher. *TESOL Quarterly*.

5. RESEARCH AND SCHOLARLY CONTRIBUTIONS

5a. PRESENTATIONS AT SCHOLARLY & PROFESSIONAL MEETINGS

Invited Plenary Talks / keynote Speaker (*remunerated)

* Cammarata, L. (2025, Jan.). *A la découverte de la clef de voûte de l'enseignement immersif : connaissances et compétences essentielles pour la mise en œuvre d'une pédagogie intégrée / Uncovering the keystone of immersion teaching: Essential knowledge and competencies for implementing integrated pedagogy.* Plenary address at the Journée divisionnaire en Immersion française (French Immersion Divisional Day), Winnipeg, MB.

* Cammarata, L. (2023, Feb.). *Intégration de la langue et de la littératie dans les matières scolaires : connaissances de base, habiletés essentielles et modèle de planification / Integrating language and literacy into school subjects: Foundational knowledge, essential skills, and a planning model.* Keynote address at the Congrès d'immersion française 2023: conversations et apprentissages professionnels pour soutenir les enseignants d'immersion française, Saskatoon, SK.

Cammarata, L. (2022, Sept.). *Integrating language and literacy teaching into the disciplines: Implications for teacher preparation in bilingual or multilingual contexts*. Plenary address at the Second Language Teacher Education (SLTE2022): Challenges and New Horizons, Vienna, Austria.

Cammarata, L., & Marchak, K. (2021, Dec.). *Le défi de la rétention des élèves dans les programmes d'immersion au cœur de la recherche / The challenge of student retention in immersion programs at the heart of the research agenda*. Keynote address, session de clôture du 44e congrès de l'Association canadienne des professionnels de l'immersion (ACPI), Banff, AB.

* Cammarata, L. (2021, May). *When a focus on language is simply not enough: A few thoughts on the importance and accompanying challenges of letting meaning lead the way in the foreign language classroom*. Keynote address at the 6th Annual Workshop for Language Teachers – Teaching Languages Across the Curriculum: Perspectives on Integrating Language and Content, Rice University, Center for Languages and Intercultural Communication (CLIC), TX, USA.

* Cammarata, L. (2019, June). *Toward better integrated practice in Immersion/bilingual programs: A focus on teacher knowledge and awareness*. Keynote address at the Multidimensional Bilingual Education International Conference, Maceió/AL, Brazil.

Cammarata, L. (2018, May). *Vers une intégration optimale contenu-langue-littératie: défis pédagogiques, horizons nouveaux et autres vagabondages académiques / Toward optimal content-language-literacy integration: Pedagogical challenges, new horizons, and other academic meanderings.* Plenary address at the The Canadian Association of Applied Linguistics / L'Association canadienne de linguistique appliquée, University of Regina, Regina, SW.

Cammarata, L. (2018, May). *The missing link in immersion education research: What is it and why should we care?* Plenary address at the Second All-Ireland Research Conference on Immersion Education – Immersion Education: Opportunities and Best Practices, Mary Immaculate College, Limerick, Ireland.

Symposium / Colloquium Participation

Ó Duibhir, P., & **Cammarata, L.** (2023, July) (symposium organizers and presenters). *Emerging research findings in immersion research: A forum to explore yet uncharted and underexplored issues and questions.* With Stephen Davis (University Of Regina), Diane Tedick (University of Minnesota), Ester De Jong, Katherine Barko, & Tuba Yilmaz (University of Colorado, William & Mary School of Education, Necmettin Erbakan University), **Laurent Cammarata**, Pádraig Ó Duibhir, & Kristan Marchak (University of Alberta, Dublin City University), Eeva-Liisa Nyqvist, Anne-Maj Åberg, & Siv Björklund (University Of Helsinki, University Of Turku, Åbo Akademi University), Marina Mattheoudakis (Aristotle University of Thessaloniki), TJ Ó Ceallaigh, Pádraig Ó Duibhir, Sylvaine Ní Aogáin, & Caitríona Ní Mhurchú (University College Cork, Dublin City University, Mary Immaculate College), Anja Steinlen & Thorsten Piske (Friedrich-Alexander-Universität Erlangen-Nürnberg), Ibon Manterola & Ana Aldekoa(University of the Basque Country, Basque Government), Roswita Dressler, Katherine Mueller, & Bernd Nuss (University of Calgary), Manuela Wagner, Dominique Galvez, Elizabeth Howard, Sandra Silva, & Elena Sada (University of Connecticut, Boston College), Igone Arteagoitia (Center for applied linguistics), Jennifer Austin, Abril Jimenez, Michele Goldin, Esther Hur, Julio Lopez-Ortero, Patrick Thane, & Liliana Sanchez (Rutgers University-Newark, Davidson College, Touro University, Baylor University, University of Houston, Rutgers University, University of Illinois), Raúl Azpilicueta-Martínez & Amparo Lázaro-Ibarrola (Public University of Navarre). World Congress of Applied Linguistics (AILA), Lyon, France [2-day symposium]

Tedick, D. J. (2019, June) (symposium organizers and presenters). *Advances in Immersion Teacher Education Research*. Invited symposium with **Laurent Cammarata** (Univ. of Alberta), T.J. Ó

Ceallaigh, Muiris Ó Laoire, and Máire Uí Chonghaile (Mary Immaculate College, University of Limerick, Ireland), Diane Tedick and Corinne Mathieu (University of Minnesota), Roy Lyster (McGill Univ., discussant). International Symposium on Bilingualism (ISB), Edmonton, AB.

Dicks, J., & Kristmanson, P. (2018, May) (Session chairs). *Publishing in Applied Linguistics Journals – A Conversation with Canadian Editors*. Joseph Dicks and Paula Kristmanson (Editors, Canadian Journal of Applied Linguistics/Revue Canadienne de linguistique appliquée), Jeff Bale (Associate Editor, International Multilingual Research Journal), **Laurent Cammarata** (Incoming Editor, Journal of Immersion and Content-based Language Education), Murray Munroe and Danièle Moore (Editors, Canadian Modern Language Review/Revue canadienne des langues vivantes), Leila Ranta and Joanna White (Editors, Language Awareness), Mela Sarkar, Editor (Journal of Belonging, Identity, Language and Diversity/ Revue de langage, d'identité, de diversité et d'appartenance. CAAL/ACLA 2018, University of Regina, Regina, SW.

Ó Ceallaigh, T.J. (2018, May) (symposium organizer). *Developing teaching and leadership capacity in immersion*. With Diane Tedick and Corinne Mathieu (University of Minnesota), T.J. Ó Ceallaigh and Aoife Ní Shéaghdha (Mary Immaculate College, University of Limerick, Ireland), **Laurent Cammarata** (University of Alberta). Second All-Ireland Research Conference on Immersion Education – Immersion Education: Opportunities and Best Practices, Mary Immaculate College, Limerick, Ireland.

Ó Ceallaigh, T.J. (2016, October) (symposium organizer). *Educational Innovations in Immersion Teacher Preparation and Development*. With T.J. Ó Ceallaigh (Univ. of Limerick, Ireland), **Laurent Cammarata** (Univ. of Alberta), M. Cavanagh (Univ. of Alberta) & S. Blain (Univ. of Moncton), S. Björklund (Univ. of Vaasa) & K. Mård-Miettinen (Univ. of Vaasa), M. Alencastre (Univ. of Hawai‘i at Hilo), D. J. Tedick (Univ. of Minnesota). Sixth International Conference on Immersion and Dual Language Education, Minneapolis, MN.

Peercy, M. M. (2014, April) (symposium organizer). *Practice-Based Education for Teachers of Language Learners*. With Francis J. Troyan (Ohio State Univ.) & Megan M. Peercy (Univ. of Maryland), Susan O'Hara (Univ. of California-Davis), Robert Pritchard (California State Univ.-Sacramento), & Jeff Zwiers (Stanford Univ.), Kristin Johnson Davin (Loyola Univ. Chicago) & Francis J. Troyan (Ohio State Univ.), Francis J. Troyan (Ohio State Univ.) & **Laurent Cammarata** (Univ. of Alberta), Morva McDonald (Univ. of Washington). AERA, Philadephia, PI.

Donato, R., & Glisan, E. (2013, March) (colloquium organizers). *The ACTFL Research Priorities Project: Moving Language Education Forward*. With R. Donato (Univ. of Pittsburgh), E. Glisan (Indiana Univ. of Pennsylvania), J. Thoms (Utah State Univ.), K. Paesani (Wayne State Univ.), H. Allen (Univ of Wisconsin-Madison), D. Tedick (Univ. of Minnesota) & **L. Cammarata** (Univ. of Alberta). Annual meeting of the American Association of Applied Linguistics, Dallas, TX.

Tedick, D. J., & Fortune, T.W. (2012, October) (symposium organizers and presenters) *Unpacking a "third way" for immersion teacher education and development*. Invited symposium with S. Björklund (Univ. of Vaasa), **L. Cammarata** (Univ. of Alberta), K. Kawai‘ae‘a (Univ. of Hawai‘i-Hilo), C. Urow & K. Beeman (Illinois Resource Center). Bridging Contexts for a Multilingual World: Fourth International Conference on Language Immersion Education. St. Paul, MN.

Duff, P. (2008, June 4) (symposium organizer). *Research on Language and Content Integration*. Invited symposium with **Laurent Cammarata** (Univ. of Georgia), Margaret Early (Univ. British Columbia) & Jim Cummins (OISE/UT), Masaki Kobayashi (Kanda Univ., Japan) & Patricia Duff (Univ. of British Columbia), Roy Lyster (McGill Univ.), Laura Collins (Concordia) & Susan Ballinger (McGill

Univ.), Bernard Mohan (Univ. of British Columbia, discussant), Geoff Williams, Jeremie Séror, Martin Guardado, William McMichael, & Sandra Zappa-Hollman (Univ. of British Columbia). Canadian Association of Applied Linguistics/Association Canadienne de Linguistique Appliquée (ACLA), Vancouver, BC.

Tedick, D. J., & Fortune, T. W. (2007, June). (symposium organizers and presenters). *Preparing and developing language teachers for content-based instruction*. Invited symposium with **L. Cammarata** (Univ. of Georgia), J. Crandall (Univ. of Maryland), and P. Hoare & S. Kong (Hong Kong Institute of Education). Sixth International Conference on Language Teacher Education, Minneapolis, MN.

Papers at Refereed Scholarly Meetings\

Cammarata, L., Manuel, D., Thibeault, J., & Shone, G. (2026, April). *Promoting pedagogical integration in an immersion teacher education program: A pilot study.* American Association for Applied Linguistics (AAAL).

Cammarata, L., Manuel, D., & Shone, G. (2025, June). *Promoting an integrated approach in immersion teacher education: A pilot study*. World CLIL 2025, Maynooth, Ireland

Ballinger, S**, Cammarata, L**., Zeaiter, L., & Barker, M. (2023, November). *La conscience de la langue intégrée au contenu et la formation initiale des futur·es enseignant·es d'immersion française*. XVIIIes SEDIFRALE / Congrès Panaméricain des professeurs de français, Brasilia, Brazil.

Cammarata, L. (2023, June). *Attirer et soutenir les étudiants : de l'entrée en formation aux premiers stages***.** Online symposium on the recruitment and retention of teachers for French-language minority schools, French immersion and second-language programs organized by the Department of Canadian Heritage.

Ballinger, S**, Cammarata, L**., Barker, M., & Zeaiter, L. (2023, May). *What is a 'Qualified' Immersion Teacher?* Canadian Association of Applied Linguistics/Association Canadienne de Linguistique Appliquée (CAAL/ACLA) 2023 conference, Toronto, ON.

Ballinger, S., **Cammarata, L**., & Barker, M. (2022, July). The Making of a Bilingual Teacher: A comparative study of immersion teacher education at Canadian universities. WORLD CLIL 2023, The Hague, the Netherlands.

Ballinger, S., **Cammarata, L**., Barker, M. (2022, May). *Building immersion teachers' knowledge base: A comparison of immersion teacher education at Canadian universities*. Canadian Association of Applied Linguistics/Association Canadienne de Linguistique Appliquée (CAAL/ACLA) 2022 conference, online.

Cammarata, L., & Cavanagh, M. (Avril, 2021). *Vers une meilleure intégration de l'enseignement de la langue et de la littératie dans les disciplines en contexte immersif : la formation des formateurs au cœur de la recherche.* 7e Colloque international en éducation organisée par le Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE).

Cavanagh, M., Rao, S., Stroulia, E., & **Cammarata, L.** (2020). Francopass, une nouvelle application mobile pour développer le sentiment d'appartenance à la communauté francophone en Alberta. *Journal of the Canadian Association for Curriculum Studies/ Revue de l'Association canadienne pour l'étude du curriculum, 18*(1), pp. 70-71.

Cavanagh, M., Rao. S., Stroulia E., & **Cammarata L**. (2020, June). *Francopass, a New Mobile Application for Developing a Feeling of Belonging to the Francophone Community in Alberta*. 48e congrès annuel de la Société canadienne pour l'étude de l'éducation (SCÉÉ) dans le cadre du colloque du Regroupement pour l'étude de l'éducation en milieu minoritaire (RÉÉFMM), Western University, London, Ontario. [Cancelled because of COVID-19]

Cammarata, L., & Ó Ceallaigh, T.J. (2019, February). *Toward immersion teacher knowledge enrichment: Exploring the potential of the I-PCK Knowledge Base Framework for Integration*. International Conference on Immersion and Dual Language Education, Charlotte, NC, USA

Cavanagh, M., Blain, S., & **Cammarata, L.** (mai 2018). *Intégrer la langue et la littératie dans les disciplines : les formateurs d'enseignants en milieu francophone minoritaire sont-ils prêts à relever le défi?* 46e annual congres of the Société canadienne pour l'étude de l'éducation (SCÉÉ) dans le cadre du colloque du Regroupement pour l'étude de l'éducation en milieu minoritaire (RÉÉFMM), University of Regina, Regina, SW.

Cavanagh, M., **Cammarata L**., & Blain, S. (mai 2017). *Enseigner en milieu francophone minoritaire canadien : synthèse de connaissances sur les défis et leurs implications pour la formation des enseignants*. 45e annual congres of the Société canadienne pour l'étude de l'éducation (SCÉÉ) dans le cadre du colloque du Regroupement pour l'étude de l'éducation en milieu minoritaire (RÉÉFMM), Université Ryerson, Toronto, ON.

Cammarata, L., & Haley, C. (2016, October). *Professional development and French Immersion: The case of the WILDACT project*. Sixth International Conference on Immersion and Dual Language Education, Minneapolis, MN, USA.

Cammarata, L., & Cavanagh, M. (2016, May). *Immersion Teacher Educators' understanding of the nature and role of Integrated Content and Language*. Canadian Association of Applied Linguistics/Association Canadienne de Linguistique Appliquée (CAAL/ACLA) 2016 conference, Calgary, AB.

Blain, S, **Cammarata, L**., & Cavanagh, M. (2016, May). *Les compétences en littératie des futurs enseignants d'immersion française et en milieu minoritaire francophone canadien : les préparer à jouer leur rôle de modèle langagier*. 84e congré de L'Association francophone pour le savoir (ACFAS), Montréal, QC.

Troyan, F., **Cammarata, L**., & Martel, J. (2015, March). *Examining the Influence of K-12 Foreign Language Teachers' Pedagogical Content Knowledge and a Supportive School Ecosystem on CBI Implementation*. American Association for Applied Linguistics (AAAL) and Association Canadienne de Linguistique Appliquée (ACLA) 2015 Conference, Ottawa, ON.

Cavanagh, M., Laurent, A, & **Cammarata, L**. (2013, May). *Vers un cadre de référence pour la formation des enseignants du XXIe siècle*. Colloque International en Education 2013 Annual Meeting, Montréal.

Tedick, D. J., & **Cammarata, L**. (2012, April). *A decade of research on CBI in K-12 contexts: Present status and future directions*. Annual meeting of the American Educational Research Association (AERA), Vancouver, BC.

Tedick, D. J., & **Cammarata, L**. (2011, May). *Teachers' experiences with content-based instruction: Lessons for teacher educators*. Seventh International Conference on Language Teacher Education. Minneapolis, MN: Center for Advanced Research on Language Acquisition.

Cammarata, L., Tedick, D. J., & Osborn, T. (2010, November). *Content-based instruction for developing 21st century skills*. Annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL), Boston, MA.

Cammarata, L. (2010, March). *Content-based instruction in practice: Two foreign language teachers' experience of implementing CBI*. American Association for Applied Linguistics (AAAL), Atlanta, GA.

Troyan, F., & **Cammarata, L**. (2010, March). *Implementing CBI in the foreign language classroom: Exploring the power of dialogic partnerships*. American Association for Applied Linguistics (AAAL), Atlanta, GA.

Cammarata, L., & Tedick, D. J. (2009, May). *Balancing content and language in instruction: A phenomenological exploration of immersion teachers' lived experience*. Canadian Association of Applied Linguistics/Association Canadienne de Linguistique Appliquée (CAAL/ACLA) 2009 conference, Ottawa, Ontario.

Cammarata, L., & Tedick, D. J. (2009, April). *Exploring immersion teachers' experience of balancing content and language in instruction*. Annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Cammarata, L., & Troyan, F. (2008, November). *Content-based instruction and Expeditionary Learning: A recipe for successful implementation*. 42nd annual conference of the American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL.

Cammarata, L., & Oda, K. (2008, November). *Integrating culture meaningfully into language classrooms with CBI and technology*. 42nd annual conference of the American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL.

Cammarata, L., & Tedick, D. J. (2008, October). *Immersion teachers' lived experience of balancing content and language*. Third International Conference on Language Immersion Education. St. Paul, MN.

Cammarata, L., & Tedick, D. J. (2008, March). *Exploring immersion teachers' experience of balancing content and language in instruction*. American Association for Applied Linguistics (AAAL), Washington, DC.

Tedick, D. J., Fortune, T. W., **Cammarata, L**., & Oda, K. (2007, November). *Adapting the integrated performance assessment for content-based instruction*. Annual conference of the American Council on the Teaching of Foreign Languages (ACTFL), San Antonio, TX.

Cammarata, L. (2007, April). *Foreign language teachers and content-based instruction: The struggle to balance language and content instruction*. American Association for Applied Linguistics (AAAL), Costa Mesa, CA.

Cammarata, L. (2006, November). *Content-Based Instruction: Exploring Immersion and Foreign Language Teachers' Learning Experiences*. 40th annual conference of the American Council on the Teaching of Foreign Languages (ACTFL), Nashville, TN.

Cammarata, L., & Tedick, D. J. (2006, April). *Implementing content-based instruction: Addressing challenges in professional development*. Annual meeting of the AERA, San Francisco.

Tedick, D. J., & **Cammarata, L**. (2005, November). *Content-based instruction and professional development: Exploring teacher-identified challenges*. Annual conference of the American Council on the Teaching of Foreign Languages (ACTFL), Baltimore, MD.

Cammarata, L. (2005, July). *Implementing content-based instruction: Exploring foreign language teachers' experiences*. 14th World Congress of Applied Linguistics (AILA), Madison, WI.

Cammarata, L. (2005, June). *Implementing integrated language and content instruction: Exploring teachers' learning experience*. Fourth International Conference on Language Teacher Education (ICLTE), Minneapolis, MN.

Tedick, D. J., & **Cammarata, L**. (2005, March). *Professional development and content-based instruction: Addressing teacher-identified challenges*. Georgetown University Round Table on Languages and Linguistics, Washington, DC.

Cammarata, L. (2004, September). *Online Professional Development in Content-Based Instruction*. European Association for Computer-Assisted Language Learning (EUROCALL) Conference, Vienna (Austria).

Cammarata, L., Oda, K. & Zhang, X. (2004, March). *Developing Nonverbal Communications Training Software for ITAs*. Teachers of English to Speakers of Other Languages (TESOL) Convention, Long Beach, CA.

Lentz, U., **Cammarata, L**., & Johnshoy, M. (2003, November). *Anywhere, anytime: Online professional development in content-based instruction*. Annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL) annual Conference, Philadelphia, PA.

Papers at Non-Refereed Scholarly Meetings

Cammarata, L. (2021, November). *Teaching in immersion/bilingual educational contexts: The importance and many challenges of pedagogical integration.* Paper presented at the "More than one Language" webinar, John Benjamins Publishing Company, online. https://www.youtube.com/channel/UCNY5j5NORwdBX5srjbUa1sQ

Cavanagh, M., & **Cammarata, L.** (2016, March 18). *Enseigner en immersion française et en milieu francophone minoritaire canadien: synthèse des connaissances sur les défis et leurs implications pour la formation des enseignants*. Paper presented as part of the Conversations de la recherche, Campus Saint-Jean, University of Alberta, Edmonton, AB.

Cavanagh, M., & **Cammarata, L.** (2015, November). *Enseigner en immersion française et en milieu francophone minoritaire canadien: synthèse des connaissances sur les défis et leurs implications pour la formation des enseignants*. Conférence présentée dans le cadre du forum national du Conseil de recherches en sciences humaines du Canada (CRSH) sur le thème : Imaginer l'avenir du Canada, Ottawa, Ontario.

Conference Workshop Presentations (*refereed / ** invited)

* Cammarata, L. (2025, June). *Meeting the challenge of pedagogical integration: Introducing a model and process to guide the integration of language and literacy into subject-matter instruction.* World CLIL 2025, Maynooth, Ireland

* Cammarata, L. (2016, October). *A Framework for Content-Language-Literacy Integration*. Sixth International Conference on Immersion and Dual Language Education, Minneapolis, MN.

** Tedick, D. J., Johnshoy, M., & **Cammarata, L.** (2005, June). *CoBaLTT for foreign language teacher education*. Pre-conference workshop conducted at the Language Teacher Education (LTE) Fourth International Conference, Minneapolis, MN.

** Tedick, D. J., Johnshoy, M., & **Cammarata, L.** (2003, May). *CoBaLTT for language teacher education*. Creating Teacher Community: Third International Conference on Language Teacher Education. Minneapolis, MN.

Paper Presentations at professional meetings (*refereed / ** invited)

** **Cammarata, L.**, Shone, G. (2025, October). *Pedagogical integration in Immersion/Bilingual Programs: the integration of language and literacy into subject-matter instruction*. Paper presented at the annual general meeting and professional learning day organised by the Additional Languages and Intercultural Council (ALIC), specialist council of the Alberta Teachers' Association (ATA), online.

** **Cammarata, L.,** Fedoration, S. (2025, May). *Attrition happens… but, does it have to?* Paper presented at the National Table for French as a Second Language (NTFSL)/Table Nationale du Français Langue Seconde (TNFL), Edmonton, AB.

Cammarata, L. (2023, January). *Student retention in French immersion programs: a pan-Canadian study*. Paper presented at the National Table for French as a Second Language (NTFSL)/Table Nationale du Français Langue Seconde (TNFL): showcase meeting on French Immersion and the FSL Student Retention and Recruitment Pool, online.

** **Cammarata, L.**, Marchak, K. (2022, October). *Student attrition in French immersion programs: A pan-Canadian study*. Black Gold School Division FI Team meeting, Alberta.

** **Cammarata, L.**, Marchak, K., Fedoration, K., & Bahmani, B., Fancey, R., & Elliott, S. (2022, mars). *The challenge of student retention in immersion programs at the heart of the research*. Paper presented at the Greater Edmonton Teachers' Convention (GETCA), Alberta.

** **Cammarata L**., Marchak, K., Fedoration, S., Bahmani, B., Fancey, R., & Elliott, S. (2022, February). *The challenge of student retention in immersion programs at the heart of the research: preliminary findings*. Paper presented at the Calgary City Teachers' Convention (CCTC), Alberta

* **Cammarata L**., & Cavanagh, M., (2021, December). *Enseignement de la langue et de la littératie dans les matières : démarche et modèle pour guider le travail de planification*. Paper presented at the Congrès de l'Association canadienne des professeurs d'immersion (ACPI), Banff (Alberta).

** **Cammarata, L.,** & Marchak, K. (June, 2022). *Student attrition in French immersion programs: A pan-Canadian study*. Calgary Board of Education (CBE)

** **Cammarata, L.,** & Marchak, K. (May, 2022). *The challenge of student retention in immersion programs at the heart of the research.* Metropolitan Edmonton Regional French Immersion Programs (MERFIP)

** **Cammarata, L.,** & Marchak, K. (May, 2022). Student retention in immersion programs in Canada: preliminary findings from a pan-Canadian study. Alberta French Language Education Consortium (AFLEC)

* Haley, C. & **Cammarata, L.** (2015, October). *Chaque professeur d'immersion est un professeur de langue!* Congrès de l'Association canadienne des professeurs d'immersion (ACPI) 2015, Whistler, BC.

Cammarata, L. (2014, April). *Enseignement simultané du contenu et de la langue: l'expérience des enseignants d'immersion*. Paper presented at t the 5e Colloque des finissants des programmes de maîtrise (M.A. et M.Ed.), Campus Saint-Jean, University of Alberta, Edmonton, AB.

* Cammarata, L. (2011, February). *Development of 21st century skills: Using essential questions and authentic materials in the classroom*. Paper presented at the Institute for Innovations in Second Language Education (iisle) Second Languages Matter! Best Practices Day, Edmonton, AB.

Invited Lectures (*remunerated)

* Cammarata, L. (2021, June 10). *French Immersion in Canada: A few thoughts on where we are at… and more if time allows!* (two-hour presentation). Guest speaker, postgraduate Master teacher education programme, Mary Immaculate College, University of Limerick, Ireland; course: Global Perspectives on Immersion/Bilingual Education Summer School, course instructor: T.J. Ó Ceallaigh & Karen Ni Chlochasaigh.

Cammarata, L., & Cavanagh, M. (2020, June 17). *Brief overview of the state of French Immersion in Canada and a few thoughts regarding its future* (two-hour presentation). Guest speaker, postgraduate Master teacher education programme, Mary Immaculate College, University of Limerick, Ireland; course: Global Perspectives on Immersion/Bilingual Education Summer School, course instructor: T.J. Ó Ceallaigh & Karen Ni Chlochasaigh.

Cammarata, L. (2019, March 28). *A Framework for the integration of content, language, and literacy in curriculum planning and teaching*. Guest speaker, University of Minnesota, United States, course instructor: Cory Mathieu.

Cammarata, L. (2018, March 1). *A Framework for the integration of content, language, and literacy in curriculum planning and teaching*. Guest speaker, University of Minnesota, United States, course instructor: Cory Mathieu.

Cammarata, L. (2017, March 8). *Apprentissage par enquête & Cadre de planification pédagogique visant à faciliter l'enseignement simultané de la langue et de la littératie académique dans les diverses disciplines*. Guest speaker, McGill University, Canada, course instructor: Susan Ballinger

Cammarata, L. (2016, March 3). *A Framework for Content-Language-Literacy Integration*. Guest speaker in an online course, University of Minnesota, United States, course instructor: Diane J. Tedick.

Cammarata, L. (2014, March 27). *Toward effective CLIL curriculum development: Untangling the Content-Language-Literacy knot* (two-hour presentation). Guest speaker, Mary Immaculate College, University of Limerick, Ireland, course instructor: T.J. Ó Ceallaigh.

5b. PROFESSIONAL DEVELOPMENT WORKSHOPS

Summer Institutes / summer courses (*remunerated)

* Cammarata, L. (2024, June 24-28). "Content-based language instruction and curriculum development." Summer institute for teachers conducted online through the CARLA Summer Institute program for the Center for Advanced Research on Language Acquisition, University of Minnesota (CARLA), Minneapolis, MN. [also offered as an intensive 2-credit summer course: *CI 5660*]

* Cammarata, L. (2023, June 26-30). "Content-based language instruction and curriculum development." Summer institute for teachers conducted online through the CARLA Summer Institute program for the Center for Advanced Research on Language Acquisition, University of Minnesota (CARLA), Minneapolis, MN. [also offered as an intensive 2-credit summer course: *CI 5660*]

* Cammarata, L. (2022, June 27-July 1). "Content-based language instruction and curriculum development." Summer institute for teachers conducted online through the CARLA Summer Institute program for the Center for Advanced Research on Language Acquisition, University of Minnesota (CARLA), Minneapolis, MN. [also offered as an intensive 2-credit summer course: *CI 5660*]

* Cammarata, L. (2021, June 21-25). "Content-based language instruction and curriculum development." Summer institute for teachers conducted online through the CARLA Summer Institute program for the Center for Advanced Research on Language Acquisition, University of Minnesota (CARLA), Minneapolis, MN. [also offered as an intensive 2-credit summer course: *CI 5660*]

* Cammarata, L. (2018, July 24-28). "Content-based language instruction and curriculum development." Summer institute for teachers conducted through the CARLA Summer Institute program at the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN [also offered as an intensive 2-credit summer course: *CI 5660*]

* Cammarata, L. (2017, July 24-28). "Content-based language instruction and curriculum development." Summer institute for teachers conducted through the CARLA Summer Institute program at the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN [also offered as an intensive 2-credit summer course: *CI 5660*]

* Cammarata, L. (2016, July 25-29). "Content-based language instruction and curriculum development." Summer institute for teachers conducted through the CARLA Summer Institute program at the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN [also offered as an intensive 2-credit summer course: *CI 5660*]

* Cammarata, L. (2015, July 20-24). "Content-based language instruction and curriculum development." Summer Institute for teachers conducted through the CARLA Summer Institute program at the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN [also offered as an intensive 2-credit summer course: *CI 5660*]

* Cammarata, L. (2014, July 21-25). "Content-based language instruction and curriculum development." Summer Institute for teachers conducted through the CARLA Summer Institute program at the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN [also offered as an intensive 2-credit summer course: *CI 5660*]

* Cammarata, L. (2013, July 15-19). "Content-based language instruction and curriculum development." Summer Institute for teachers conducted through the CARLA Summer Institute program at the Center

for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN [also offered as an intensive 2-credit summer course: *CI 5660*]

* Cammarata, L. (2012, July 23-27). "Content-based language instruction and curriculum development." Summer institute for teachers conducted through the CARLA Summer Institute program at the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN [also offered as an intensive 2-credit summer course: *CI 5660*]

* Cammarata, L. (2011, July 11-15). "Content-based language instruction and curriculum development." Summer institute for teachers conducted through the CARLA Summer Institute program at the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN [also offered as an intensive 2-credit summer course: *CI 5660*]

* Cammarata, L. (2010, July 26-30). "Content-based language instruction and curriculum development." Summer institute for teachers conducted through the CARLA Summer Institute program at the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN [also offered as an intensive 2-credit summer course: *CI 5660*]

* Cammarata, L. (2009, July 20-24). "Content-based language instruction and curriculum development." Summer institute for teachers conducted through the CARLA Summer Institute program at the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN [also offered as an intensive 2-credit summer course: *CI 5660*]

* Cammarata, L., Abderrezak, H., Haakenson, T., & Riviere, M. (2008, July 28-August 1). "Content-based language instruction and curriculum development." Summer institute for teachers conducted through the CARLA Summer Institute program for the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN [also offered as an intensive 2-credit summer course: *CI 5660*]

* Cammarata, L. (2006, July 20-24). "Content-based language instruction and curriculum development." Summer institute for teachers conducted through the CARLA Summer Institute program at the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN [also offered as an intensive 2-credit summer course: *CI 5660*]

Workshops and Invited Presentations (*remunerated)

* Cammarata, L. (2025, June). *Enseignement de la langue et de la littératie dans les matières : introduction à une démarche et modèle de planification pour la mise en oeuvre d'une pédagogique intégrée optimale*. Plenary address at the Journée divisionnaire en Immersion française (French Immersion Divisional Day), Winnipeg, MB.

Cammarata, L., & Cavanagh, M. (September 2019). *Introduction à un modèle de planification intégrée contenu-langue-littératie*. Workshop developed for: Edmonton Catholic Schools Division and offered within the context of its yearly Immersion Summit. 2-hour session. Participants: 12 immersion teachers and administrators.

* **Cammarata, L.**, & Cavanagh, M. (February 2018). *Introduction à un modèle de planification intégrée contenu-langue-littératie.* Workshop co-developed for: Calgary Regional Consortium (CRC). 1 full-day session. Participants: 15 immersion teachers and administrators (4 schools involved).

* Cammarata, L. (January to March 2018). *Vers une intégration optimale de la langue et de la littératie*

dans l'enseignement des disciplines. Workshop developed for: Central Alberta Regional Consortium (CARC). 3 full-day sessions. Participants: 16 immersion teachers and administrators (4 schools involved).

* Cavanagh, M., & **Cammarata, L.** (December 2017). *Production de textes explicatifs dans les matières: démarche d'enseignement explicite.* Workshop co-developed for: Calgary Regional Consortium (CRC). 1 full-day session. Participants: 110 immersion teachers and administrators (4 schools involved).

* Cammarata, L. (January 2015 to May 2017). *Integrated content and language instruction for Parkland School Division's WILDACT (We Integrate Language Development and Critical Thinking) project*. Workshop developed for: Parkland School Division (PSD), Stony Plain, AB. 9 full-day sessions from January to June 2015; 12 full-day sessions from October 2015 to May 2016; 3 full-day sessions from April to May 2017. Participants: 15 immersion teachers (3 schools involved).

Cammarata, L. (October 2014). *Enseignement simultané du contenu et de la langue en deux mots… ou trois, peut être!* ½ day workshop developed for: St. Albert Public Schools, Greater St. Albert Catholic & Parkland. Participants: 25 immersion teachers.

* Cammarata, L. (Spring 2006). *Understanding and Implementing the Integrated Performance Assessment Model* (Department of French & Italian, University of Minnesota, Minneapolis, MN). Workshop created for high school teachers enrolled in the College in the Schools program.

* Cammarata, L. (Fall 2005). *Introduction to Alternative Assessment* (Department of French & Italian, University of Minnesota, Minneapolis, MN). Workshop created for high school teachers enrolled in the College in the Schools program and who teach a second-year French course in their high schools to their French 4 and 5 students.

Cammarata, L. (Fall 2005). *Content-Based Instruction in a Nutshell* (Department of French & Italian, University of Minnesota, Minneapolis, MN). Workshop created for graduate instructors.

6. GRANTS

Funded (Principal Investigator):

- *Does French really get in the way? Exploring French immersion students' experience of transitioning to post-secondary programs where English is the primary medium of instruction* ($7000). SIG Funding (SSHRC Internal Grant) 2024-2025. Principal Investigator: Laurent Cammarata (University of Alberta). Co-investigator : Andrea MacLeod. Awarded: September 2024.

- *Promoting an integrated approach in immersion teacher education: A pilot study* ($65,202). Social Sciences & Humanities Research Council of Canada (SSHRC): Insight Development Grants. Principal Investigator: Laurent Cammarata (University of Alberta). Co-investigator & collaborators: Martine Cavanagh, Dominic Manuel, Joël Thibeault, Pierre Rousseau, & Ridwan Osman-Hachi. Awarded: June 2024.

- *Vers un modèle de collaboration entre les facultés d'éducation en contexte francophone minoritaire: grands défis et possibilités* ($22,000). Association des collèges et universités de la francophonie canadienne (ACUFC). Co-investigators: Martine Cavanagh. Awarded: January 2022.

- *Vers une meilleure intégration de la langue et de la littératie dans l'enseignement des disciplines: une étude axée sur la formation initiale en contexte bilingue* ($5000). VPRI Bridge Funding for SSHRC Insight Grant. Awarded: May 2021.

- *Rétention des élèves en contexte immersif et francophone en milieu minoritaire: point de vue croisé sur les défis liés à l'enseignement et à l'apprentissage et recommandations pour le perfectionnement professionnel des enseignants* ($80,000). Association des collèges et universités de la francophonie canadienne (ACUFC). Co-investigators: Kristan Marchak & Martine Cavanagh. Awarded: April 2021.

- *Le phénomène d'attrition dans les programmes d'immersion en Alberta au cœur de la recherche : sondage pour mieux comprendre les décisions parentales en matière d'inscription et de retrait* ($5000). President's Grants for the Creation and Performing Arts (PGCPA). Awarded: November 2019.

- *Explorer les taux d'attrition et les perceptions des parents à l'égard des programmes d'immersion française en Alberta: que nous disent les chiffres et qu'est-ce qui motive la prise de décision parentale en matière d'inscription et de retrait?* ($5000). Office of the Vice-President (Research and Innovation) SIG Fund. Awarded: November 2019.

- *Examining the Influence of K-12 Foreign Language Teachers' Pedagogical Content Knowledge and a Supportive School Ecosystem on CBI Implementation* ($1200). Killam Conference Travel Grant. Awarded: February 2015.

- *Teacher Educators' Perceptions of the Challenges related to the Preparation of Student Teachers within the Immersion and the Francophone Minority Contexts* ($6450). Killam Research Fund: Small Operating Grant. Awarded: January 2015.

- *Exploring Beginning Foreign Language Teachers' Experiences with Alternative Curricular Approaches in Mainstream K-12 Programs* ($6197). Early Career Faculty Grant Program, COE, University of Georgia. Awarded: Spring 2009.

- President's Venture Fund, University of Georgia ($1258). Awarded: Fall 2008.

Funded (Co-Principal Investigator):

- *Exploitation du Francopass pour favoriser le développement de la compétence linguistique et culturelle des enseignants en immersion française* ($20,000). Association des collèges et universités de la francophonie canadienne (ACUFC). Principal Investigator: Martine Cavanagh. Co-investigators: Sathya Rao & **Laurent Cammarata**. Awarded: April 2021.

- *How do you transform one student into two teachers? A comparative study of immersion teacher education programs and their impact on teachers' awareness of content and language instruction* ($52,441). Social Sciences & Humanities Research Council of Canada (SSHRC): Insight Development Grants. Principal Investigator: Susan Ballinger (McGill University). Co-investigators: **Laurent Cammarata**. Project collaborators: Diane J. Tedick, Michelle Haj-Broussard, & France Bourassa. Awarded: June 2020.

- *Francopass, une nouvelle application mobile pour développer le sentiment d'appartenance à la communauté francophone en Alberta* ($5000). President's Grants for the Création and Performing Arts (PGCPA). Principal Investigator: Martine Cavanagh (University of Alberta). Co-investigators: Sathya Rao, **Laurent Cammarata**, & Eleni Stroulia. Awarded: December 2019.

- *The Franco app: Turning the Francophone Community into a Sustainable Educational Resource for second-Language Learners* ($29,569.10). The Teaching and Learning Enhancement Fund (TLEF). Principal Investigator: Sathya Rao (University of Alberta). Co-investigators: Martine Cavanagh, and **Laurent Cammarata**. Awarded: April 2019.

- *Enseigner en immersion française et en milieu francophone minoritaire canadien : synthèse des connaissances sur les défis et leurs implications pour la formation des enseignants* ($24,750). SSHRC/CRSH (The Social Sciences and Humanities Research Council): Subventions de Synthèse des Connaissances. Principal Investigator: Martine Cavanagh (University of Alberta). Co-investigator: **Laurent Cammarata**. Awarded: March 2015.

Funded (Collaborator):

- *Bilingual Development in Children with Special Education Needs: Minority and Majority Language Contexts* ($367,845). Social Sciences & Humanities Research Council of Canada (SSHRC): Insight Grants. Principal Investigator: Johanne Paradis (University of Alberta). Co-investigators: Andrea Asenath Nora MacLeod & Tamara Sorenson Duncan. Collaborators: **Laurent Cammarata** & Ann Sutton. Awarded: Spring 2022.

7. SERVICE TO THE SCHOLARLY AND PROFESSIONAL COMMUNITY

Editorship

- General Editor of the international peer reviewed Journal of Immersion and Content-Based Language Education (JICB) (https://benjamins.com/#catalog/journals/jicb/main). Co-editor: Pádraig Ó Duibhir (Professor and Deputy Dean, Dublin City University Institute of Education, Ireland). Publisher: John Benjamins. January 2018 to 2024.

Editorial stewardship

⇒ **Cammarata, L.,** & Ó Duibhir, P. (2023) (Eds.). *Journal of Immersion and Content-Based Language Education*, 11(2). https://benjamins.com/catalog/jicb.11.2
⇒ **Cammarata, L.,** & Ó Duibhir, P. (2023) (Eds.). *Journal of Immersion and Content-Based Language Education*, 11(1). https://benjamins.com/catalog/jicb.11.1
⇒ **Cammarata, L.,** & Ó Duibhir, P. (2023) (Eds.). *Journal of Immersion and Content-Based Language Education*, 10(2). https://benjamins.com/catalog/jicb.10.2
⇒ **Cammarata, L.,** & Ó Duibhir, P. (2022) (Eds.). *Journal of Immersion and Content-Based Language Education*, 10(1). https://benjamins.com/catalog/jicb.10.1
⇒ **Cammarata, L.,** & Ó Duibhir, P. (2021) (Eds.). *Journal of Immersion and Content-Based Language Education*, 9(1). https://www.benjamins.com/catalog/jicb.9.1
⇒ **Cammarata, L.,** & Ó Duibhir, P. (2020) (Eds.). *Journal of Immersion and Content-Based Language Education*, 8(2). https://www.benjamins.com/catalog/jicb.8.2
⇒ **Cammarata, L.,** & Ó Duibhir, P. (2019) (Eds.). *Journal of Immersion and Content-Based Language Education*, 8(1). https://benjamins.com/catalog/jicb.8.1
⇒ **Cammarata, L.,** & Ó Duibhir, P. (2018) (Eds.). *Journal of Immersion and Content-Based Language Education*, 7(1). https://benjamins.com/catalog/jicb.7.1

Steering Committee Membership

- Member of the World CLIL Steering Committee (Sept. 2025 – present). In 2023, the biennial international CLIL conferences and World CLIL merged, creating a unified global forum for sharing theory and practice in Content and Language Integrated Learning (CLIL). The World CLIL steering group now leads this inclusive community, supporting biennial conferences that bring together researchers and practitioners from around the world.

Editorial Board Membership

- Member of the Review Board of the peer reviewed *Journal of Immersion and Content-Based Language Education* (2024 – present)

- Member of the Review Board of the peer reviewed Journal *The Canadian Journal of Applied Linguistics/La revue Canadienne de Linguistique Appliquée* (Fall 2019 – present)

International Collaboration/partnership

- Associate Partner of the European Centre for Modern Languages of the Council of Europe (ECML). Project: CLIL in languages other than English – Successful transitions across educational stages (2021 – present)