

CURRICULUM VITAE
(concise)

LAURENT CAMMARATA, Ph.D.
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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 – present	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

- 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](#) (with Francis J. Troyan, The Ohio State University & Jason Martel, Middlebury Institute of International Studies at Monterey). 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](#) (with Diane Tedick, University of Minnesota). 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

Articles in Refereed Journals

- 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.
- 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.
- 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.

- 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), 101-1270.
- 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. DOI: 10.1080/13670050.2017.1386617
- 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.
- 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. <http://journals.sfu.ca/cje/index.php/cje-rce/article/view/2268/1884>
- Cammarata, L.,** & Tedick, D. J. (2012). Balancing content and language in instruction: The experience of immersion teachers. *Modern Language Journal*, 96(2), 251-269.
- 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.
- Cammarata, L. (2010). Foreign language teachers' struggle to learn content-based instruction. *L2 Journal*, 2(1), 89-118. Accessible online: <http://escholarship.org/uc/item/8g91w2r7>
- 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.

Edited Volumes

Edited 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; reprint]

Cammarata, L. (editor) (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. (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). <https://benjamins.com/catalog/jicb.6.2>

Co-edited Journals

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>

Editorials

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>

Book Chapters (*referred)

- * **Cammarata, L., Blain S., & Cavanagh, M.** (contracted, under review). Integrating language and literacy teaching into the disciplines: Implications for teacher education in bilingual or multilingual contexts. In S. Ballinger, R. Fielding, & D. Tedick (in preparation), *International perspectives on teacher education for immersion and content-based context*. Multilingual Matters

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). New York: 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). New York: 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). New York: Routledge/Taylor Francis.

Cammarata, L., & Cavanagh, M. (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]

Cammarata, L., & Cavanagh, M. (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 to be published in the same volume) [invited]

* 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). London: Routledge.

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). Greenwich, CT: 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. Eugene, OR: International Society for Technology in Education (ISTE).

Academic Reports

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).

Encyclopedia Entries (*refereed)

* Cammarata, L. (2012). Phenomenology and Hermeneutics. In C. A. Chapelle et al. (Ed.), *The Encyclopedia of Applied Linguistics*. Hoboken, NJ: Wiley-Blackwell. Published online 5 Nov. 2012 doi: 10.1002/9781405198431.wbeal0905.

Publications Reprinted in Edited Volumes

Cammarata, L., & Tedick, D. J. (2011). CoBaLTT Project—Content-Based Language Teaching with Technology and showcased units: Le Moyen Âge en France (Unit for High School French) and Les Stéréotypes des Français (Unit for Middle School French) and expanded units on accompanying CD. In C. Falsgraf (Ed.), *Technology-Infused French: Foreign-language instruction for the digital age* (pp. 49-88). Eugene, OR: International Society for Technology in Education (ISTE). [Reprinted with adaptations from 2007 ISTE publication.]

Contributions to Professional Journals/Web-Based Resources

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.
- Tedick, D., & **Cammarata, L.** (2006). Integrated Performance Assessment: Adapting the model for CBI. Retrieved May 15, 2008, from <http://www.carla.umn.edu/cobalitt/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/cobalitt/>

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.
- 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.

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/cobalitt/>

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>

5. RESEARCH AND SCHOLARLY CONTRIBUTIONS

5a. PRESENTATIONS AT SCHOLARLY MEETINGS

Invited Plenary Talks / keynote Speaker

- Cammarata, L. (2022, Sept.). *Teacher preparation for content-based language education: A few thoughts on where we are at and where we should go from here*. Second Language Teacher Education (SLTE2022): Challenges and New Horizons, Vienna, Austria [upcoming]
- 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*. [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* (Para uma melhor prática integrada em imersão/programas bilíngues: Um foco no conhecimento e conscientização do professor). Multidimensional Bilingual Education International Conference, Maceió/AL, Brazil.

Cammarata, L. (2018, May). *Vers une intégration optimale contenu-langue-littérature: défis pédagogiques, horizons nouveaux et autres vagabondages académiques*. [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?* Second All-Ireland Research Conference on Immersion Education – Immersion Education: Opportunities and Best Practices, Mary Immaculate College, Limerick, Ireland.

Symposium / Colloquium Participation

Tedick, D. J. (2019, June) (symposium organizers and presenters) *Advances in Immersion Teacher Education Research*. Invited symposium with **L. 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 Shéaghda (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), **L. 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, Philadelphia, PA.

- 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., Ó Duibhir, P., & Ní Thuairisg, L.** (2021, October). *Student retention in immersion education: What drives parental decision-making when it comes to enrollment and withdrawal in immersion programs?* Paper presented at the 8th International Conference on Immersion and Dual Language Education, Salt Lake City, UT. Conference postponed because of COVID-19 (new date: March 3-6, 2022).
- Cammarata, L., & Cavanagh, M.** (Avril, 2021). *Vers une meilleure intégration de l'enseignement de la langue et de la littérature dans les disciplines en contexte immersif : la formation des formateurs au cœur de la recherche*. Paper presented at the 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*. Conférence présentée au 48^e 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. Conference 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 littérature dans les disciplines : les formateurs d'enseignants en milieu francophone minoritaire sont-ils prêts à relever le défi?* Paper presented at the 46e annual congress 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*. Paper presented at the 45e annual congress 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, Ontario.
- Cammarata, L., & Haley, C.** (2016, October). *Professional development and French Immersion: The case of the WILDACT project*. Paper presented at the 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*. Paper presented at the Canadian Association of Applied Linguistics/Association Canadienne de Linguistique Appliquée (ACLA) 2016 conference, Calgary, AB.
- Blain, S, **Cammarata, L., & Cavanagh, M.** (2016, May). *Les compétences en littérature des futurs enseignants d'immersion française et en milieu minoritaire francophone canadien : les préparer à jouer leur rôle de modèle langagier*. Paper presented at the 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*. Paper presented at the joint 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*. Paper presented at the 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, Vancouver, BC.
- Tedick, D. J., & **Cammarata, L.** (2011, May). *Teachers' experiences with content-based instruction: Lessons for teacher educators*. Expanding our Horizons: 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, Boston, MA.

- Cammarata, L. (2010, March). *Content-based instruction in practice: Two foreign language teachers' experience of implementing CBI*. Paper presented at the 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*. Paper presented at the 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*. Annual meeting of the Canadian Association of Applied Linguistics, 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, San Diego, CA.
- Cammarata, L., & Troyan, F. (2008, November). *Content-based instruction and Expeditionary Learning: A recipe for successful implementation*. Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL) 42nd annual conf., Orlando, FL.
- Cammarata, L., & Oda, K. (2008, November). *Integrating culture meaningfully into language classrooms with CBI and technology*. Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL) 42nd annual conference, Orlando, FL.
- Cammarata, L., & Tedick, D. J. (2008, October). *Immersion teachers' lived experience of balancing content and language*. Immersion Education: Pathways to Bilingualism and Beyond. 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*. Annual meeting of the American Association of Applied Linguistics, Washington, DC.
- Tedick, D. J., Fortune, T. W., Cammarata, L., & Oda, K. (2007, November). *Adapting the integrated performance assessment for content-based instruction*. Annual meeting of the American Council on the Teaching of Foreign Languages, San Antonio, TX.
- Cammarata, L. (2007, April). *Foreign language teachers and content-based instruction: The struggle to balance language and content instruction*. Paper presented at the American Association for Applied Linguistics (AAAL), Costa Mesa, CA.
- Cammarata, L. (2006, November). *Content-Based Instruction: Exploring Immersion and Foreign Language Teachers' Learning Experiences*. Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL) 40th annual conference, Nashville, TN.
- Cammarata, L., & Tedick, D. J. (2006, April). *Implementing content-based instruction: Addressing challenges in professional development*. Annual meeting of the American Educational Research Association, San Francisco.
- Tedick, D. J., & Cammarata, L. (2005, November). *Content-based instruction and professional development: Exploring teacher-identified challenges*. Annual meeting of the American Council on the Teaching of Foreign Languages, Baltimore, MD.

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

Cammarata, L. (2005, June). *Implementing integrated language and content instruction: Exploring teachers' learning experience*. Paper presented at the 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*. Paper presented at the 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*. Presentation given at the 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*. Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL) annual Conference, Philadelphia, PA.

Papers at Non-Refereed Scholarly Meetings

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.

Invited Preconference Workshop Presentations (*remunerated)

* Cammarata, L. (postponed). *Le phénomène d'attrition dans les programmes d'immersion au cœur de la recherche*. Congrès de l'Association canadienne des professeurs d'immersion (ACPI), Banff (Alberta). Because of COVID-19, the pre-conference workshop originally scheduled for Novembre, 2020, has been reported to December, 2021 (per the organizers' request, this workshop will be offered twice, once in FR and once in EN)

* 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.

5b. PRESENTATIONS AT PROFESSIONAL MEETINGS

*Paper Presentations (*refereed)*

- * **Cammarata L.**, & Cavanagh, M., (postponed). *Enseignement de la langue et de la littérature dans les matières : démarche et modèle pour guider le travail de planification*. Congrès de l'Association canadienne des professeurs d'immersion (ACPI), Banff (Alberta). Because of COVID-19, the presentation originally scheduled for Novembre 14, 2020, has been reported to December 4, 2021.
- * 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 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. (2020, 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 littérature 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.

5c. PROFESSIONAL DEVELOPMENT WORKSHOPS

*Summer Institutes / summer courses (*remunerated)*

- * Cammarata, L. (2021, June 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. (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*]

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- * 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., & Cavanagh, M.** (September 2019). *Introduction à un modèle de planification intégrée contenu-langue-littérature*. 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-littérature*. 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 littérature 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):

- *Vers une meilleure intégration de la langue et de la littérature 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: Martine Cavanagh & Kristan Marchak. 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). Project co-developers & 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). Project co-developers & 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). Project co-developers & 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). Project co-developer & Co-investigator: **Laurent Cammarata**. Awarded: March 2015.
- *Developing Intercultural Understanding in Teacher Education within the Context of Language and Literacy Across the Curriculum* (\$7000). Teacher Education Research Grant (TERG), Department of Secondary Education, Faculty of Education, University of Alberta. Principal Investigator: William Dunn (University of Alberta). Project co-developers & Co-investigators: **Cammarata** & Shyyan. Awarded: Fall 2011.