

“Grandparents for the Next Generation”: Building on Alister Cumming’s History of L2 Writing in Canada

Christin Wright-Taylor and Joel Heng Hartse

Paul Kei Matsuda has written about the divide between US composition and applied linguistics, which he attributes to an institutionalization of the division of labour between applied linguistics and composition in the early 1960s. Therefore, when language concerns resurfaced in composition in the early 2000s, this division of labour led to a “lack of a community of knowledgeable peers who [could] ensure intellectual accountability” among compositionists. Did this same divide occur in a Canadian context, or has the field of second language writing developed differently in Canada? The goal of this article is to construct a history of L2 writing scholarship in a Canadian context to better understand the current situatedness of L2 writing in Canadian higher education.

To this end, the paper extends the work of Alister Cumming, who narrates the evolution of L2 writing scholarship in Canada. Using data from Cumming’s “Studies of Second-Language Writing in Canada: Three Generations,” this article reports findings from archival research that traces the publication history of key knowledge-workers (identified by Cumming) from the 1980s to the 2000s. These findings tell a story about how L2 writing developed as a field in Canada and the ways in which it was influenced by fields like education and applied linguistics. Ultimately, these findings contribute to the broader narrative of how L2 writing has professionalized in Canadian higher education. By investigating the historic formation of L2 writing in Canada, scholars, writing instructors, and writing program administrators can draw on historic relations to create writing pedagogy that best meets the needs of an increasingly linguistically diverse writing classroom.

Paul Kei Matsuda a écrit sur le clivage entre la composition et la linguistique appliquée aux États-Unis, un clivage qu’il attribue à l’institutionnalisation de la répartition du travail entre la linguistique appliquée et la composition au début des années 1960. Ainsi, lorsque les préoccupations linguistiques ont refait surface dans le domaine de la composition au début des années 2000, cette répartition du travail a mené à « l’absence d’une communauté de pairs bien informés qui assurent [potentiellement] la responsabilité intellectuelle » parmi les spécialistes de la composition ». Ce même clivage a-t-il eu lieu dans le contexte canadien, ou le domaine de l’écriture en langue seconde (L2) a-t-il évolué différemment au Canada? L’objectif de cet article est d’établir un historique de la recherche sur l’écriture en L2 dans un contexte canadien afin de mieux comprendre la situation actuelle de l’écriture en L2 dans l’enseignement supérieur canadien.

Par conséquent, l'article tente d'élargir les travaux d'Alister Cumming, qui relate l'évolution des études sur l'écriture en L2 au Canada. En utilisant des données du texte de Cumming intitulé « Studies of Second-Language Writing in Canada: Three Generations », cet article présente les résultats d'une recherche archivistique qui retrace l'historique des publications des principaux travailleurs de la connaissance (identifiés par Cumming) entre les années 80 et les années 2000. Ces résultats racontent l'histoire de l'évolution de l'écriture en L2 en tant que domaine au Canada et montrent comment elle a été influencée par des domaines tels que l'éducation et la linguistique appliquée. En fin de compte, ces résultats enrichissent la discussion plus large de la professionnalisation de l'écriture en L2 dans l'enseignement supérieur canadien. En examinant les origines historiques de l'écriture en L2 au Canada, les chercheurs, les enseignants d'écriture et les administrations de programmes d'écriture peuvent s'inspirer des relations historiques pour créer une pédagogie de l'écriture qui répond le mieux aux besoins d'une classe d'écriture de plus en plus diversifiée sur le plan linguistique.

Keywords: Canadian higher education, composition, discourse and writing, internationalization, second language writing

In the context of higher education in the United States, second language (L2) writing has been recognised as a “subfield of second language studies” (Matsuda, 2003, p. 15) for some time. It is generally acknowledged to have its origins in two fields which Matsuda argues have engaged in a “disciplinary division of labor”(1999, p. 699) since roughly the 1960s: “ESL” (rooted in applied linguistics, a field primarily understood as being concerned with teaching English to university students for whom it is not a first language), and composition, a field primary understood as concerned with teaching writing to university students. Matsuda (2003) argues that L2 writing began to develop more robustly in the 1990s, and it is clear that certain developments (Tony Silva’s supervision of many PhD graduates in L2 writing at Purdue, the establishment of the *Journal of Second Language Writing* in 1992, and the Symposium on Second Language Writing in 1998) solidified L2 writing as a significant area of scholarly activity in its own right, whether or not it could (or can) be seen as rising to the level of a “discipline” in the same way its putative parents, applied linguistics and composition, are.

The locus of the disciplinary accoutrements of L2 writing which rose to prominence in the 1990s is arguably the United States, despite there being a handful of prominent L2 writing scholars based in other contexts – the Canadian scholar Alister Cumming among them. Indeed, in 2009, at the Symposium on Second Language Writing in Tempe, Arizona, Terry Santos noted that the two most prolific supervisors of doctoral graduates specializing in L2 writing to that point were Tony Silva at Purdue University and Alister Cumming at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. Beyond this statement, however, there had been little understanding of how second language writing has developed in the Canadian context until Cumming (2016, reprinted in this issue) published his own history of L2 writing in Canada, which this paper aims to supplement and enhance.

Debates about the disciplinary status of L2 writing have re-arisen in recent years. In her paper “The Disciplinary Identity of Second Language Writing,” Terese Thonus (2020) argues for the disciplinary nature

of L2 writing. For Thonus, articulating L2 writing as an academic “discipline-in-formation” (p. 9) is important for supporting the work of “researchers, practitioners, graduate students, and above all, multilingual writers” (p. 1). However, Paul Kei Matsuda (2021) disagrees. Matsuda takes up Thonus’s premise and argues, instead, that L2 writing should not become an academic discipline, primarily because such a discipline would not be able to suitably sustain the work of said researchers, practitioners, graduate students, and multilingual writers. Matsuda does not disparage L2 writing scholarship; rather, it seems he seeks to protect it from the kind of overextension that would cause L2 writing to crumble. Instead, Matsuda urges L2 writing scholars and teachers to work toward gaining institutional recognition (p. 1).

This article takes an historical approach, picking up the conversation between Thonus and Matsuda and applying it to a Canadian context. We agree with Matsuda (2021) that the disciplinary status of L2 writing has significant implications for those who teach, research, and publish in L2 writing, and with Thonus (2020) that the disciplinary parentage of L2 writing scholarship has implications for the disciplinarity of L2 writing itself. However, this parentage is not as clear in Canada as it is in the United States, and the extent to which a Canadian L2 writing can be said to “exist” (Heng Hartse, 2021), as a field, a discipline, or whatever else, will remain unclear unless we can undertake historical research—a kind of excavation—to trace the history of this type of scholarly work in a Canadian context. Therefore, it is necessary to clarify where and how L2 writing has evolved in a Canadian context if we are to understand whether L2 writing is a discipline or an intellectual formation in Canadian higher education.

Understanding how L2 writing has evolved in Canada is an important first step to distinguishing whether it is, or can become, a discipline. Fred D’Agostino (2012) writes that one of the three elements that support a discipline is “an accepted *narrative* of the discipline’s development and legitimacy” (p. 336). In other words, to establish whether a line of scholarship is a discipline requires establishing a common narrative of how that discipline has evolved. While this article does not aim to decisively settle the question of L2 writing’s status as a discipline in the Canadian context (or others), we do seek to contribute to the discussion by fleshing out the narrative of L2 writing’s development in a Canadian context.

To that end, this article traces the publication histories of those identified as important Canadian contributors to L2 writing from the 1980s through the 2010s, building on Cumming’s “Studies of Second-Language Writing in Canada: Three Generations.” In his article, Cumming narrates a history of scholars based in Canada (either as faculty members or doctoral students) who have contributed to L2 writing scholarship through those four decades. An exploration of who these scholars are, where they studied and/or worked, and where they published will help to clarify the lineage of L2 writing in Canada and reveal what this lineage might mean for the current situatedness of L2 writing in Canadian higher education.

Terminology

We can hardly begin to discuss the history of L2 writing in Canada without running into problems of terminology. A slurry of terms and acronyms drifts across this field and its genealogy: applied linguistics, TESOL (and TESL, TEAL, and so on), second language acquisition (SLA), second language studies (SLS), rhetoric and composition, discourse and writing studies. At some point in the literature, each of these terms has been used to name fields which influenced, shaped, or ushered L2 writing to its current state. However, not all these terms are equally relevant in both a US and a Canadian context, and definitions are not always agreed upon.

Let’s begin with a definition for the term *second language writing*, sometimes styled L2 writing or SLW for short. Joel Heng Hartse (2021) offers a three-part definition of second language writing as “a practice,” or something that students do when producing texts in a language other than their first; a “skill that is taught” to students as a particular area of English language pedagogy; and a “field of research” that

produces scholarship about the teaching and learning of L2 writing. When students who speak multiple languages write in English, they are practicing L2 writing. When writing teachers craft writing assignments that account for the linguistic and cultural capital that their students bring to a composed text, they are teaching L2 writing. When researchers produce scholarship about, say, multilingual students' composing processes, or the teaching of a particular academic genre to those students, they are, in theory, building the field of L2 writing. For the purposes of this research, we are concerned with the third prong of Heng Hartse's definition. While Canada very clearly has many practitioners of the first two definitions—multilingual students learning to write, and instructors teaching them—the question of the field's "intellectual formation," to use Matsuda's term (2021, p. 1), hinges on this third definition, and is what this paper is concerned with.

Further up the family tree, we find the limbs that have preceded L2 writing. In the United States, Matsuda (1999) shows that L2 writing exists at the nexus of "ESL" (as typified by scholars associated with the TESOL International Association) and "composition" (as typified by those associated with the Conference on College Communication and Composition). Thonus (2020) similarly writes that L2 writing has its roots in rhetoric and composition and applied linguistics. However, the label "rhetoric and composition" does not easily translate to a Canadian context. As Graves & Graves (2006) have pointed out, the decentralized nature of writing instruction in Canada has been deeply influenced by a British belletristic model of English education, pushing "composition" outside of a faculty home. Clary-Lemon (2009) builds on Graves and Graves's (2006) research to show how the lack of an institutional home for writing instruction has led to the decentralized nature of rhetoric and composition in Canada. As a result of this decentralization, many scholars and practitioners of writing instruction in Canada do not readily use the term "rhetoric and composition" to describe what they do. The term "writing studies" may be a suitable for a Canadian context; however, even that term can be broad and unwieldy, encompassing multiple synonyms such as composition studies, rhetoric, rhetoric & culture, rhetorical theory, texts and technologies, writing history and theory, or poetics, rhetorics, & technologies (Moxley, n.d.). For the purposes of this research, this article uses Wetherbee Phelps's (2014) terms to distinguish between the study and practice of teaching writing: "rhetoric and composition" in the United States and "discourse and writing" in Canada (p. 5), the latter of which can be seen in the names of organizations like CASDW-ACR, the Canadian Association for the Study of Discourse and Writing / l'Association canadienne de rédactologie, and the journal now known as *Discourse and Writing/Rédactologie*.

The other parent for L2 writing in Canada, applied linguistics, appears to have a much more stable definition across time and geography. Cook (2003) refers to applied linguistics as "the academic discipline concerned with the relation of knowledge about language to decision making in the real world" (p. 5). The Canadian and American approaches to this field seem to line up more than those dealing with writing; compare, for example, the flagship US professional organization AAAL (the American Association of Applied Linguistics) with the Canadian ACLA-CAAL (Canadian Association of Applied Linguistics / l'Association canadienne de linguistique appliquée). Some Canadian universities directly reference this discipline in their doctoral programs—Carleton University's program in applied linguistics and discourse studies, for example—while other applied linguists in Canada are likely to be based in faculties or departments of education and in programs focused on English language teaching. When speaking of the applied study of language acquisition in both the United States and Canada, then, this article uses the term "applied linguistics," which we understand to include sub-fields often referred to in North America as ESL/EFL, TESOL, TESL, TEAL, and the like.

This discussion of terminology hints at the potential for a slightly different evolution of L2 writing in Canada versus the United States. Terms are slippery because they do not define a homogenous history across borders. Though we could dismiss these differences as inconvenient idiosyncrasies, in reality they hold significant implications for the disciplinary nature of L2 writing in Canada. Writing in a US context, Matsuda (2021) argues that L2 writing is not a discipline and should not become a discipline primarily

because L2 writing scholars and teachers will not have institutional homes or adequate professionalization, but that L2 writing can still be considered an “intellectual formation” and should still seek to find institutional recognition through targeted strategies. In light of this assertion, the question remains: If this is the case for L2 writing in the United States, then how does the history of L2 writing impact its disciplinary status in Canada? Discerning the answer is not simple, because L2 writing in Canada developed from a slightly different locus. Locating and identifying this locus in Canada has important implications for L2 writing specialists practicing and studying in Canada.

Methodology

This paper identifies the key scholars named by Cumming (2016), sorts them by decade, and compiles a publication history from each decade for that scholar, noting their institution and department. The publication history was compiled by cross-referencing Google Scholar, ResearchGate, and, where available, faculty webpages. To appropriately scope the research for this article, the publication history excludes books, book chapters, opinion pieces, book reviews, or conference talks, favouring instead original research published as articles in peer-reviewed journals. In addition, the publication history focusses primarily on first authors identified by Cumming. Student authors who were listed as second authors often didn't appear again in further publication searches and so have been delimited from these findings. It should also be noted that many of these scholars have publication histories which may go beyond the decade in which Cumming identified them as key contributors to L2 writing scholarship in Canada, but only their publications from the relevant decades as defined by Cumming are included.

The scholars' publication histories are listed as citations in the Appendix organized by author and decade; within each decade the citations are listed in chronological order. Were this article to place all the citations simply in the References, the chronological order of the publications would be scattered. The Appendix thus preserves the narrative of when and where these scholars were publishing their research during that time.

Once the publication histories were listed for each decade, the journals were filtered into a table. From there, the “About” and “Aims and Scope” sections of the journal websites were read to identify with which disciplines the journals most closely aligned. In cases where the journals are multidisciplinary, they are categorized as such. In the few instances where the journals did not provide enough information online to align with a discipline, the journals are categorized as “undetermined.” After identifying the related disciplines of each journal, these journals were grouped according to their respective disciplines in the table. It is therefore possible to identify which disciplines the scholars were publishing in across time, and in which disciplines these scholars were finding a home for their work. In addition, it is important to note that while Cumming (2016) may have highlighted only a select few publications that are obviously identifiable as “L2 writing scholarship” for each of the scholars included, all of their publications from that decade are included here so as to flesh out their own disciplinary situatedness.

A final note about inclusion criteria: this research does not chart the publication histories of scholars who were trained in Canada but have gone on to pursue academic careers outside of Canada; for example, if a scholar did their doctoral training in Canada but was later a professor in another country, the work they did in subsequent decades is not included here. That is not to say that these scholars' publications are not worth narrating, nor that they are not contributing to L2 writing scholarship since leaving Canada. Rather, the exclusion of these scholars was a matter of practicality since the number of scholars working internationally is substantial enough to support a separate article. These scholars earned their training in Canada under Canadian mentors and are contributing to the scholarship of L2 writing by publishing widely, including in North American journals. Though they may be located outside of Canada, their

research is still contributing to the work of L2 writing scholarship broadly and should be counted as a part of the narrative of how L2 writing has evolved in Canada. Further research is needed to narrate the publication histories of these scholars who have studied in Canadian higher education and are taking their training across borders. Future research can better understand the contributions of L2 writing scholarship in Canada by including these international scholars. However, for the purposes of scope, this article will focus primarily on scholars who have published while working in Canadian institutions.

Table 1 illustrates the search and categorization process.

Table 1

Data Aggregation, Search, and Categorization Process

Data Scanning and Selection Stage	Pulled scholar names from Cumming article. Organized by decade.
Data Aggregation Stage	Cross-referenced Google Scholar and ResearchGate to build publication history for each scholar by decade.
Refinement Stage	Searched journal websites for disciplinary affiliation.
Final Categorization Stage	Grouped journals by discipline for each scholar.

Results

1980s: “The Grandparents for the Next Generation”

In his article, Cumming (2016)¹ traces the foundations of L2 scholarship from two separate branches: (a) what he calls “L1” writing, or what would now be recognized as discourse and writing, and (b) studies in language acquisition and bilingualism. According to Cumming, discourse and writing scholarship in Canada came out of four different fields: rhetoric, applied linguistics, cognitive science, and systemic-functional linguistics. Cumming writes of these L2 writing ancestors, “Their studies of, ideas about, and graduate-level courses on writing in English as a first language (L1) established the intellectual foundations and research orientations for a subsequent generation of scholars to focus later on parallel studies of L2 writing” (p. 3). In other words, the work Canadian scholars were doing in discourse and writing during those early days created the foundation from which L2 writing would grow. In reflecting on the legacy of these discourse and writing scholars, Cumming writes, “That so many of these English L1 writing researchers worked and published in pairs ... makes me think of them fondly as ‘grandparents’ for the next generation of L2 writing researchers” (p. 3). And it was these discourse and writing “grandparents,” publishing at the same time as language acquisition and bilingualism scholars, who turned the soil for the generation of L2 writing scholars working in the 1980s (see Figure 1).

1980s: Canada’s Early Systematic Study of L2 Writing

Cumming identifies the following scholars as contributors to L2 writing during the 1980s: Joe Belanger, Bernard A. Mohan, Margaret Yau, and Cumming himself. Citations for each scholar for this decade are listed in chronological order in the Appendix. Table 2 lists the journals by discipline in which they published during the 1980s.

¹ References to this original article will henceforth be to the version reproduced in this issue.

Figure 1

L2 Writing Ancestry Prior to and During the 1980s

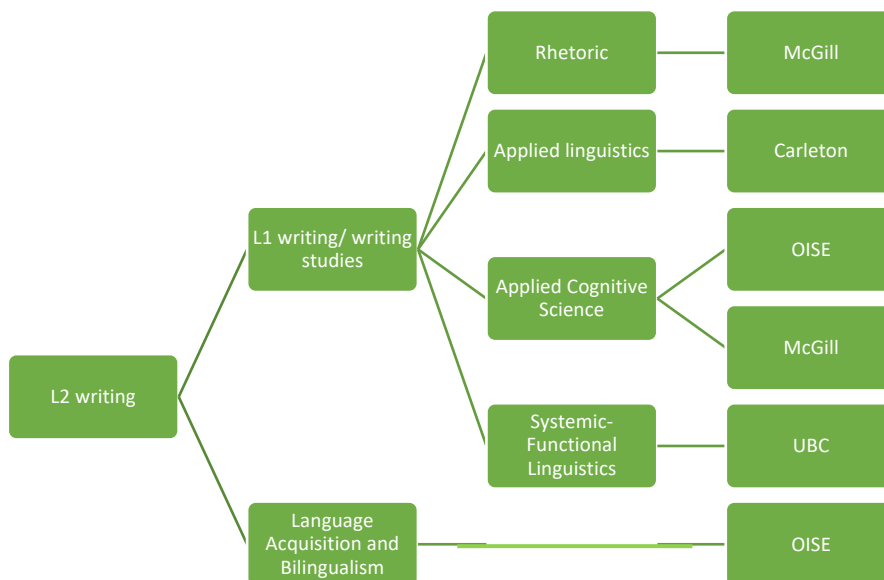


Table 2

1980s Scholars and Journals

Joe Belanger University of British Columbia Faculty of Education Department of Language and Literacy Education (LLED)	Applied Linguistics	<ul style="list-style-type: none"> • <i>TESL Canada Journal</i>
	Education	<ul style="list-style-type: none"> • <i>English Quarterly</i> • <i>Alberta Journal of Education Research</i> • <i>Highway One</i>
Alister Cumming OISE, University of Toronto Department of Curriculum, Teaching, & Learning	Applied Linguistics	<ul style="list-style-type: none"> • <i>Language Learning</i> • <i>TESL Canada Journal</i> • <i>Canadian Modern Language Review</i> • <i>Centre for Applied Language Studies</i> • <i>Interlanguage Studies Bulletin</i>
	Interdisciplinary	<ul style="list-style-type: none"> • <i>Reading and Writing</i>
Bernard A. Mohan University of British Columbia Faculty of Education Department of Language and Literacy Education (LLED)	Applied Linguistics	<ul style="list-style-type: none"> • <i>The Japan Association of Language Teachers</i> • <i>TESOL Quarterly</i> • <i>Language Topics</i> • <i>Word</i>
Margaret S.S. Yau OISE, University of Toronto Ph.D. Student	Applied Linguistics	<ul style="list-style-type: none"> • <i>TESL Canada Journal</i> • Dissertation, OISE

Based on these findings, the scholars contributing to L2 writing scholarship during the 1980s were working primarily at OISE and the University of British Columbia. Notably, although they were all situated in education departments, their disciplinary sub-specialities, at least as evidenced by the venues they published in, were various: Belanger’s work appears more associated with K–12 English education (and not strictly in the ESL sense), while Cumming’s seems more clearly rooted in applied linguistics with a foray into literacy. Mohan’s published work deals with academic discourse in school settings from a systemic-functional linguistics perspective. Although Cumming notes that discourse and writing, or “L1 composition,” may have been influential before the 1980s, the work produced by these scholars does not have a clear association with areas like composition or writing and discourse studies. (This may in part be because the organization now known as CASDW had not yet adopted the term nor a broader orientation to its field of study—it was founded in 1982 as CATTW, the Canadian Association of Teachers of Technical Writing. For more on this, see Wright-Taylor, 2023.)

1990s: L2 Writing Begins to Broaden in Canada

Cumming identifies the following scholars as contributors to Canadian L2 writing during the 1990s: Margaret Early, Pat Currie, Mehdi Riazi, Ling Shi, Susan Parks, Mary Maguire, Donald Qi, and again Cumming himself. Citations for each scholar for this decade are listed in chronological order in the Appendix. Table 3 lists the journals by discipline in which they published during the 1990s.

Based on these findings, the scholars contributing to L2 writing scholarship in the 1990s were still working in slightly more varied departments. OISE still has a strong representation here, likely because Cumming was also located there. But we also see that these scholars were situated in language and linguistics departments. Consequently, the publications reside heavily in applied linguistics; however, Cumming and Maguire also continue to publish in education journals. The founding of the *Journal of Second Language Writing* in 1992 is an important event in the story of L2 writing’s disciplinarity, and Cumming’s and others’ (such as Shi and Qi, both OISE doctoral students at the time) publications in early issues of the journal established a Canadian presence from its early days.

2000s: The Field Begins to Formalize in Canada

Cumming identifies the following scholars as contributors to L2 writing during the 2000s: Ling Shi, Ryuko Kubota, Guillaume Gentil, Jérémie Séror, Khaled Barkaoui, and Brian Morgan. (Kubota joined UBC in 2009, so because the majority of her publication contributions in a Canadian context occurred in the 2010s, Kubota’s publication history has been included in Table 5.)

Cumming notes that many of these scholars were immigrants to Canada. Shi and Kubota, for example, both did PhDs at OISE in the 1990s, had their first professorial appointments elsewhere, and then returned to Canada, both ending up at the University of British Columbia; only Gentil did doctoral training outside of Canada. Citations for each scholar for this decade are listed in chronological order in the Appendix. Table 4 lists the journals by discipline in which they published during the 2000s.

Table 3

1990s Scholars and Journals

Alister Cumming OISE, University of Toronto Department of Curriculum, Teaching, & Learning	Applied Linguistics	<ul style="list-style-type: none"> • <i>Annual Review of Applied Linguistics</i> • <i>Applied Linguistics</i> • <i>Assessment in Education: Principles, Policy & Practice</i> • <i>Canadian Modern Language Review</i> • <i>Language Learning</i> • <i>Language, Culture and Curriculum</i> • <i>Journal of Intensive English Studies</i> • <i>Journal of Second Language Writing</i> • <i>Language Testing</i> • <i>Prospect</i> • <i>System</i> • <i>TESL Canada Journal</i> • <i>TESOL Quarterly</i>
	Education	<ul style="list-style-type: none"> • <i>Canadian Journal of Education/Revue canadienne de l'éducation</i>
	Undetermined	<ul style="list-style-type: none"> • <i>Canadian Journal of Program Evaluation</i>
Pat Currie Carleton University School of Linguistics and Language Studies	Applied Linguistics	<ul style="list-style-type: none"> • <i>English for Specific Purposes</i> • <i>Journal of Second Language Writing</i> • <i>TESOL Quarterly</i>
Margaret Early University of British Columbia Faculty of Education Department of Language and Literacy Education (LLED)	Applied Linguistics	<ul style="list-style-type: none"> • <i>English in Australia</i> • <i>Language Arts</i> • <i>Prospect</i> • <i>TESL Canada Journal</i>
Mary H. Maguire McGill University Integrated Studies in Education	Applied Linguistics	<ul style="list-style-type: none"> • <i>Language Learning</i>
	Education	<ul style="list-style-type: none"> • <i>Comparative Education Review</i> • <i>Alberta Journal of Education Research</i>
Susan Parks Université Laval Département de langues, linguistique et traduction	Applied Linguistics	<ul style="list-style-type: none"> • <i>Language Learning</i>
A. Mehdi Riazi OISE, University of Toronto Ph.D. Student	Applied Linguistics	<ul style="list-style-type: none"> • <i>Journal of Intensive English Studies</i> • <i>Journal of Second Language Writing</i>
Ling Shi OISE, University of Toronto Ph.D. Student	Applied Linguistics	<ul style="list-style-type: none"> • <i>Journal of Second Language Writing</i> • <i>TESL Canada Journal</i> • <i>System</i>
Donald Qi OISE, University of Toronto Ph.D. Student	Applied Linguistics	<ul style="list-style-type: none"> • <i>Canadian Modern Language Review</i>

Table 4

2000s Scholars and Journals

Khaled Barkaoui OISE, University of Toronto Ph.D. Student	Applied Linguistics	<ul style="list-style-type: none"> • <i>Canadian Modern Language Review</i> • <i>Journal of Applied Linguistics</i> • <i>System</i> • <i>TESL Canada Journal</i> • <i>TESL Reporter</i>
	Multidisciplinary	<ul style="list-style-type: none"> • <i>Assessing Writing</i> • <i>American Journal of Evaluation</i>
Guillaume Gentil Carleton University School of Linguistics and Language Studies	Applied Linguistics	<ul style="list-style-type: none"> • <i>Writing and Vocabulary in Foreign Language Acquisition</i> • <i>The Canadian Modern Language Review</i>
	Discourse and Writing	<ul style="list-style-type: none"> • <i>Written Communication</i>
Brian Morgan York University Faculty of Education	Applied Linguistics	<ul style="list-style-type: none"> • <i>Annual Review of Applied Linguistics</i> • <i>Critical Pedagogies and Language Learning</i> • <i>Journal of English for Academic Purposes</i> • <i>Language Policy</i> • <i>International Journal of Bilingual Education and Bilingualism</i> • <i>TESOL Quarterly</i>
	Multidisciplinary	<ul style="list-style-type: none"> • <i>Journal of Language, Identity, and Education</i> • <i>Peace & Change</i>
J�r�mie S�ror University of Ottawa Official Languages and Bilingualism Institute (OLBI)	Applied Linguistics	<ul style="list-style-type: none"> • <i>Canadian Journal of Applied Linguistics</i> • <i>Canadian Modern Language Review</i> • <i>TESL Canada Journal</i> • <i>TESOL Quarterly</i>
	Education	<ul style="list-style-type: none"> • <i>Revue des sciences de l'�ducation</i> • <i>Journal for Learning through the Arts</i>
Ling Shi University of British Columbia Faculty of Education Department of Language and Literacy Education (LLED)	Applied Linguistics	<ul style="list-style-type: none"> • <i>Canadian Modern Language Review</i> • <i>English for Specific Purposes</i> • <i>Journal of English for Academic Purposes</i> • <i>Language Testing</i> • <i>Language Awareness</i> • <i>TESL Canada Journal</i> • <i>TESOL Quarterly</i>
	Education	<ul style="list-style-type: none"> • <i>Technology, Pedagogy and Education</i>
	Discourse and Writing	<ul style="list-style-type: none"> • <i>Written Communication</i> • <i>Computers and Composition</i> • <i>Assessing Writing</i>
	Multidisciplinary	<ul style="list-style-type: none"> • <i>Journal of Asian Pacific Communication</i> • <i>Journal of Academic Ethics</i>

Based on these findings, the scholars contributing to L2 writing scholarship in the 2000s were still primarily located in education and linguistics departments. The University of Ottawa, Carleton University, and York University contribute institutional homes for these scholars, providing them the foundation from which to publish in a wider range of disciplines. While applied linguistics and education are still the

primary publication fields during this decade, it appears that these scholars broadened their publications to include multidisciplinary and writing-focused journals. Gentil and Séror’s research, and Séror’s institutional affiliation with OLBI, bring the role of French into greater prominence in Canadian L2 writing scholarship here; notably, Gentil would later become co-editor of the *Journal of Second Language Writing* from 2014 to 2017, the first Canadian scholar in the position.

2010s: L2 Writing Continues to Grow in Canada

Cumming identifies the following scholars, in addition to himself, as contributors to L2 writing during the 2010s: Merrill Swain, Jim Cummins, Margaret Early, Rahat Naqvi, Seung Won Jun, Eunice Eunhee Jang, Choongil Yoon, Paula Kristmanson, Heike Neumann, and Rob Simon. Citations for each scholar for this decade are listed in chronological order in the Appendix. Table 5 lists the journals by discipline in which they published during the 2010s.

By the 2010s, it appears that scholars contributing to L2 writing are located exclusively in education units, though with a variety of specializations, and their publication histories are centralized primarily in applied linguistics and education journals. During this decade there are also a few cross-disciplinary publications in discourse and writing, health sciences, and psychology.

Table 4

2010s Scholars and Journals

Alister Cumming OISE, University of Toronto Department of Curriculum, Teaching, & Learning	Applied Linguistics	<ul style="list-style-type: none"> • <i>Chinese Journal of Applied Linguistics</i> • <i>Journal of Second Language Writing</i> • <i>Journal of English for Academic purposes</i> • <i>Language Assessment Quarterly</i> • <i>Language Awareness</i> • <i>Language Testing</i> • <i>Language Learning</i> • <i>Studies in Second Language Acquisition</i>
	Education	<ul style="list-style-type: none"> • <i>McGill Journal of Education</i>
Jim Cummins OISE, University of Toronto Department of Curriculum, Teaching, & Learning	Applied Linguistics	<ul style="list-style-type: none"> • <i>Australian Review of Applied Linguistics</i> • <i>Bilingual and Multilingual Education</i> • <i>Canadian Journal of Applied Linguistics</i> • <i>Cahiers internationaux de sociolinguistique</i> • <i>Computer Assisted Language Learning</i> • <i>Journal of Language and Literacy Education</i> • <i>Journal of Immersion and Content-Based Language Education</i> • <i>Journal of Multilingual Education Research</i> • <i>Language Assessment Quarterly</i> • <i>Linguistics and Education</i> • <i>Scottish Languages Review</i> • <i>TESL Canada Journal</i> • <i>TESOL in Context</i> • <i>TESOL Quarterly</i>

	Education	<ul style="list-style-type: none"> • <i>Education Matters: The Journal of Teaching and Learning</i> • <i>Education as Social Construction</i> • <i>Harvard Educational Review</i> • <i>Intercultural Education</i> • <i>National Council for Curriculum and Assessment</i> • <i>The Reading Teacher</i> • <i>Revista Padres y Maestros/Journal of Parents and Teachers</i> • <i>Technology, Pedagogy and Education</i>
	Discourse and Writing	<ul style="list-style-type: none"> • <i>Writing and Pedagogy</i>
	Multidisciplinary	<ul style="list-style-type: none"> • <i>Reading and Writing</i>
	Psychology	<ul style="list-style-type: none"> • <i>Frontiers in psychology</i>
Margaret Early University of British Columbia Faculty of Education Department of Language and Literacy Education (LLED)	Applied Linguistics	<ul style="list-style-type: none"> • <i>Language and Education</i> • <i>Journal of Multilingual and Multicultural Development</i> • <i>TESOL Quarterly</i>
Paula Kristmanson University of New Brunswick Faculty of Education	Applied Linguistics	<ul style="list-style-type: none"> • <i>Canadian Journal of Applied Linguistics</i> • <i>Canadian Modern Language Review</i> • <i>Journal of Immersion and Content-Based Language Education</i>
Ryuko Kubota University of British Columbia Faculty of Education Department of Language and Literacy Education (LLED)	Applied Linguistics	<ul style="list-style-type: none"> • <i>Applied Linguistics</i> • <i>Critical Inquiry in Language Studies</i> • <i>International Journal of Bilingual Education and Bilingualism</i> • <i>Journal of Japanese Linguistics</i> • <i>Journal of Second Language Writing</i> • <i>Language Teaching</i> • <i>Linguistics and Education</i> • <i>L2 Journal</i> • <i>Multilingual Education</i> • <i>The Language Learning Journal</i> • <i>World Englishes</i>
	Multidisciplinary	<ul style="list-style-type: none"> • <i>Journal of multilingual and multicultural development</i>
Eunice Eunhee Jang OISE, University of Trononto Department of Applied Psychology and Human Development	Applied Linguistics	<ul style="list-style-type: none"> • <i>Annual Review of Applied Linguistics</i> • <i>English Language Assessment</i> • <i>Language Assessment Quarterly</i> • <i>Language Learning</i> • <i>Language and Literacy</i> • <i>Language Testing</i> • <i>TESL Canada Journal</i>
	Education	<ul style="list-style-type: none"> • <i>Assessment in Education: Principles, Policy & Practice</i> • <i>Australian Journal of Learning Difficulties</i> • <i>Education Matters: The Journal of Teaching and Learning</i> • <i>Journal of Educational Computing Research</i> • <i>Journal of Teaching and Learning</i>
	Multidisciplinary	<ul style="list-style-type: none"> • <i>Reading Research Quarterly</i>

Seung Won Jun OISE, University of Toronto Ph.D. Student	Education	<ul style="list-style-type: none"> • <i>McGill Journal of Education</i>
	Psychology	<ul style="list-style-type: none"> • <i>Journal of Affective Disorders</i> • <i>The Journal of Nervous and Mental Disease</i> • <i>Psychiatry Research</i>
Heike Neumann Concordia University Department of Education	Applied Linguistics	<ul style="list-style-type: none"> • <i>BC TEAL</i> • <i>Canadian Modern Language Review</i> • <i>Journal of English for Academic Purposes</i> • <i>Journal of Second Language Writing</i> • <i>TESL Canada Journal</i> • <i>TESOL Quarterly</i>
	Education	<ul style="list-style-type: none"> • <i>Higher Education Research & Development</i>
	Discourse and Writing	<ul style="list-style-type: none"> • <i>Writing and Pedagogy</i>
Rahat Naqvi University of Calgary Werklund School of Education, Specialization, Language and Literacy	Education	<ul style="list-style-type: none"> • <i>Diaspora, Indigenous, and Minority Education</i> • <i>Interchange</i> • <i>Journal of Early Childhood Literacy</i>
	Health Sciences	<ul style="list-style-type: none"> • <i>Advances in Health Sciences Education</i> • <i>Medical Education Online</i>
	Multidisciplinary	<ul style="list-style-type: none"> • <i>Journal of Early Childhood Research</i>
	Psychology	<ul style="list-style-type: none"> • <i>Frontiers in Psychology</i>
Merrill Swain OISE, University of Toronto Department of Curriculum, Teaching and Learning	Applied Linguistics	<ul style="list-style-type: none"> • <i>Australian Review of Applied Linguistics</i> • <i>Applied Linguistics</i> • <i>Canadian Journal of Applied Linguistics</i> • <i>Contemporary Language Motivation Theory</i> • <i>Foreign Language Annals</i> • <i>International Journal of Applied Linguistics</i> • <i>Journal of Immersion and Content-based Language Education</i> • <i>Language Assessment Quarterly</i> • <i>Language Awareness</i> • <i>Language and Sociocultural Theory</i> • <i>Language Teaching</i> • <i>Language Policy</i> • <i>Modern Language Journal</i> • <i>The Modern Language Journal</i>
	Health Sciences	<ul style="list-style-type: none"> • <i>Activities, Adaptation & Aging</i> • <i>Canadian Journal on Aging</i> • <i>Journal of Aging Studies</i>
Rob Simon OISE, University of Toronto Department of Curriculum, Teaching and Learning	Applied Linguistics	<ul style="list-style-type: none"> • <i>Journal of Language and Literacy Education</i>
	Education	<ul style="list-style-type: none"> • <i>Curriculum Inquiry</i> • <i>English Education</i> • <i>English Teaching: Practice and Critique</i> • <i>Journal of Adolescent & Adult Literacy</i> • <i>The English Journal</i>
	Multidisciplinary	<ul style="list-style-type: none"> • <i>Contemporary Issues in Early Childhood</i>

Choongil Yoon OISE, University of Toronto Department of Curriculum, Teaching and Learning	Applied Linguistics	<ul style="list-style-type: none"> • <i>Journal of English for Academic Purposes</i> • <i>Journal of Second Language Writing</i> • <i>Korean Journal of Applied Linguistics</i> • <i>Language, Learning and Technology</i> • <i>Modern English Education</i> • <i>어학연구 Language Research</i>
	Linguistics	<ul style="list-style-type: none"> • <i>Journal of Language Sciences</i>
	Undetermined	<ul style="list-style-type: none"> • <i>The New Studies of English Language & Literature</i>

Discussion and Conclusion

What do these results indicate about the disciplinarity of L2 writing in Canada? If L2 writing in the United States grew out of composition and applied linguistics, that heritage is not present to the same degree in Canada. Tracing the publication histories of the early knowledge-workers identified by Cumming appears to reveal the following: while L2 writing in Canada may have originally drawn on applied linguistics and L1 writing/discourse and writing in the 1980s, it quickly shifted toward a lineage more firmly rooted in applied linguistics and education.

We do not claim that these scholars would understand their disciplinary identity as primarily “L2 writing scholars”; in some cases, like those of Cumming, Shi, and Gentil, they seem to have been closely associated with L2 writing, while others, like Early and Cummins, may primarily focus on K–12 ESL and/or literacy but have published work that has considerable overlap with or important implications for L2 writing. Regardless of their own self-identification or publication histories, Cumming identifies them as important contributors, and in the course of their work and research they have contributed to the evolution and growth of L2 writing scholarship in Canada. Tracking their overall publication history and situating them in specific departments in Canadian universities creates new insight into which disciplinary homes provided the foundation for L2 writing scholarship to grow. According to the findings above, scholars contributing to L2 writing scholarship across the decades have done so primarily from the disciplines of applied linguistics and education. This is a different story than the history of L2 writing in the United States. Future research may explore the following research question: How might this different locus of scholarship have influenced the disciplinarity of L2 writing in Canada?

The initial history sketched by Cumming has been further developed in this research; however, there is room for more research to continue clarifying the narrative of L2 writing’s development in Canada. For example, Cumming’s article relates the substantial contributions of OISE to L2 writing scholarship, but future research might seek to supplement this initial history with contributions from other institutions during these decades. As mentioned earlier, there is also room to add to this narrative by tracking the publication histories and contributions of scholars who completed their doctorates in Canada and have gone on to publish L2 writing scholarship at international universities, scholars such as Wataru Suzuki, Mehdi Riazi, and others. In addition, more research is needed to trace the lineage of former L2 writing scholars. Where have their Ph.D. students gone on to find jobs? Are these Ph.D. students mentoring new scholars in L2 writing? Have they been able to secure academic jobs and continue to contribute to L2 writing scholarship in Canada or internationally? Finally, where does L2 writing fit into professional associations and academic journals in Canada? Research questions such as these provide opportunities to build a robust narrative of the evolution of L2 writing in Canadian higher education.

Tracing the publication histories of these early L2 writing scholars contributes to an accepted narrative of the development of L2 writing in a Canadian context. Understanding the distinct history of L2

writing in Canada has implications for its disciplinarity in Canadian higher education. Whether L2 writing in Canadian higher education can be seen as a discipline-in-formation, in Thonus's terms, or as an intellectual formation, in Matsuda's, depends on establishing a coherent history of how L2 writing grew up in Canada and what academic lineage formed it. Regardless of the disciplinarity of L2 writing in Canada, establishing an agreed-upon history will go a long way toward helping researchers, graduate students, teachers, and multilingual students do what Matsuda urges all of us working in L2 writing to do: gain institutional recognition. In other words, the better L2 writing scholars understand their story, the better they can tell it.

The Authors

Christin Wright-Taylor earned her PhD in English Language and Literature from the University of Waterloo. Her dissertation researched the interconnected histories of discourse and writing and second language writing in Canada. She currently works at Wilfrid Laurier University as the manager of Writing Services.

Joel Heng Hartse is a senior lecturer in the Faculty of Education at Simon Fraser University. He is the author of *TL;DR: A Very Brief Guide to Reading & Writing in University* (On Campus/UBC Press, 2023), and his work has appeared in journals including *Composition Studies*, the *Journal of Second Language Writing*, *Across the Disciplines*, and *Asian Englishes*.

References

- Clary-Lemon, J. (2009). Shifting tradition: Writing research in Canada. *American Review of Canadian Studies*, 39(2), 94–111. <https://doi.org/10.1080/02722010902848128>
- Cook, G. (2003). *Applied linguistics*. Oxford University Press
- D'Agostino, F. (2012). Disciplinarity and the growth of knowledge. *Social Epistemology* 26(3–4), 331–350. <https://doi.org/10.1080/02691728.2012.727192>
- Cumming, A. (2016). Studies of second language writing in Canada: Three generations. In T. Silva & J. Paiz (Eds.), *Second Language writing in the global context: Listening to represented, underrepresented, and unrepresented voices* (pp. 32–47). Foreign Language Teaching and Research Press.
- Graves, R., & Graves, H. (Eds.). (2006). *Writing centres, writing seminars, writing culture: Writing instruction in Anglo-Canadian universities*. Tafford Publishing.
- Heng Hartse, J. (2021). *Does "second language writing" exist as a field in Canada?* [Webinar]. Canadian Consortium on Second Language Writing.
- Matsuda, P. K. (1999). Composition studies and ESL writing: A disciplinary division of labor. *College Composition and Communication*, 50(4), 699–721.
- Matsuda, P. K. (2003). Second language writing in the twentieth century: A situated historical perspective. In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp. 15–34). Cambridge University Press.
- Matsuda, P. K. (2021). On the disciplinary identity of second language writing. *Journal of Second Language Writing*, 52(100796), 1–5. <https://doi.org/10.1016/j.jslw.2021.100796>

- Moxley, J. M. (n.d.). *Writing Studies*. Writing Commons. <https://writingcommons.org/section/writing-studies-definition/>
- Santos, T. (2009, November 5–7). *On the future of second language writing: 10 years later* [Conference presentation]. Symposium on Second Language Writing, Tempe, AZ.
- Thonus, T. (2020). The disciplinary identity of second language writing. *Journal of Second Language Writing, 49*, 1007–1025. <https://doi.org/10.1016/j.jslw.2020.100725>
- Wetherbee Phelps, L. (2014). The historical formation of academic identities: Rhetoric and composition, discourse and writing. *Canadian Journal for Studies in Discourse and Writing/Redactologie, 25*(1), 3–25. <https://doi.org/10.31468/cjsdwr.37>
- Wright-Taylor, C. (2023). "Bilingual always": A study of second language writing's Influence on writing studies in the Canadian Association for the Study of Discourse and Writing. *Discourse & Writing/Rédactologie, 33*, 99-126.

Copyright © 2023 TESL Canada Journal

This work is licensed under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) 

The TESL Canada Journal retains copyright of this work. The TESL Canada Journal, as the original source of publication, along with the original author(s), must be acknowledged in any reuse or adaptation of published material. Reuse includes distribution, adaptation, and building upon the material in any medium or format. The license allows for commercial use. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

Appendix: Publication Histories by Decade and Scholar

1980s Publication Histories

Joe Belanger

- Belanger, J., & Rodgers, D. (1983). Revise! Revise! A checklist and classroom procedures. *English Quarterly, 16*(1), 20–27.
- Yau, M. S., & Belanger, J. (1984). The influence of mode on the syntactic complexity of EFL students at three grade levels. *TESL Canada Journal, 2*(1), 65–77.
- Belanger, J., & Martin, R. G. (1984). The influence of improved reading skill on writing skill. *Alberta Journal of Educational Research, 30*(3), 194–212.
- Belanger, J. (1985). Conflict between mentor and judge: Being fair and being helpful in composition evaluation. *English Quarterly, 18*(4), 79–92.
- Belanger, J. (1986). Effective teaching movement has both promise and pitfalls. *Highway One, 9*(2), 2–7.

Alister Cumming

- Cumming, A. (1984). Compiling instructors' perceptions of learners' deficiencies: A problem-centered approach to in-service training and language program development. In L. Young (Ed.), *Carleton Papers in Applied Language Studies* (Vol. I). Centre for Applied Language Studies, Carleton University.
- Cumming, A. (1986). Some thoughts on practice, policy, theory, and research in language teaching: A conversation with HH Stern. *TESL Canada Journal*, 4(1), 83-91.
- Cumming, A. (1986). Intentional learning as a principle for ESL writing instruction: A case study. *TESL Canada Journal*, 4(1), 69-83.
- Mendelsohn, D., & Cumming, A. (1987). Professors' ratings of language use and rhetorical organizations in ESL compositions. *TESL Canada Journal*, 5(1), 9-26.
- Cumming, A. (1987). What is a second-language program evaluation? *Canadian Modern Language Review*, 43(4), 678-700.
- Cumming, A. (1988). Educating through educational evaluation: An idealistic response to Ronald MacKay's "Program Evaluation and Quality Control." *TESL Canada Journal*, 5(2), 43-50.
- Cumming, A. (1989). Writing expertise and second-language proficiency. *Language Learning*, 39(1), 81-135.
- Uzawa, K., & Cumming, A. (1989). Writing strategies in Japanese as a foreign language: Lowering or keeping up the standards. *Canadian Modern Language Review*, 46(1), 178-194.
- Cumming, A., Rebuffot, J., & Ledwell, M. (1989). Reading and summarizing challenging texts in first and second languages. *Reading and Writing*, 1, 201-219.
- Cumming, A. (1989). Student teachers' conceptions of curriculum: Toward an understanding of language-teacher development. *TESL Canada Journal*, 7(1), 33-51.
- Cumming, A., & Swain, M. (1989). Anecdotes of accidents: Second language research going awry and telling us why. *Interlanguage Studies Bulletin (Utrecht)*, 5(1), 74-87.

Bernard A. Mohan

- Mohan, B. A., & Lo, W. A. Y. (1985). Academic writing and Chinese students: Transfer and developmental factors. *TESOL Quarterly*, 19(3), 515-534.
- Mohan, B.A. (1985). Response to Gregg ... on evidence for cross-cultural rhetoric. *TESOL Quarterly*, 20(2), 358-362.
- Mohan, B.A. (1986). Response to Ricento ... on hypotheses in cross-cultural rhetoric research. *TESOL Quarterly*, 20(3), 389-580.
- Mohan, B. (1986). Interlanguage and the computer. *JALT Journal*, 7(2), 157-169.
- Mohan, B. A. (1987). The structure of situations and the analysis of text. In R. Steele & T. Threadgold (Eds.), *Language topics: Essays in honour of Michael Halliday* (p. 507). John Benjamins.
- Mohan, B. A. (1989). Knowledge structures and academic discourse. *Word*, 40(1-2), 99-115.

Margaret S. S. Yau

- Yau, M. S. S. (1983). *Syntactic development in the writing of ESL students* (Doctoral dissertation, University of British Columbia).
- Yau, M. S., & Belanger, J. (1984). The influence of mode on the syntactic complexity of EFL students at three grade levels. *TESL Canada Journal*, 2(1), 65-77.

1990s Publication Histories

Alister Cumming

- Cumming, A. (1990). Metalinguistic and ideational thinking in second language composing. *Written Communication*, 7(4), 482–511.
- Cumming, A. (1990). Expertise in evaluating second language compositions. *Language Testing*, 7(1), 31–51.
- Cummins, J., Cumming, A., Urzua, C., Mendelsohn, D., & Prue, L. (1990). Reviews/Compte Rendus. *TESL Canada Journal*, 7(2), 103–118.
- Cumming, A., & Gill, J. (1991). Learning ESL literacy among Indo-Canadian women. *Language, Culture and Curriculum*, 4(3), 181–200.
- Cumming, A. (1991). *Identification of current needs and issues related to the delivery of adult ESL instruction in British Columbia*. Provincial Curriculum Publications (Order No. VA113).
- Cumming, A., & Sinclair, G. (1991). Conceptualizing hypermedia curricula for literary studies in schools. *Canadian Journal of Learning and Technology*, 19(2), 315–328.
- Cumming, A. (1991). Uses of biliteracy among Indo-Canadian women learning language and literacy. *Canadian Modern Language Review*, 47(4), 697–707.
- Cumming, A. (1992). Instructional routines in ESL composition teaching: A case study of three teachers. *Journal of Second Language Writing*, 1(1), 17–35.
- Cumming, A. (1993). Teachers' curriculum planning and accommodations of innovation: Three case studies of adult ESL instruction. *TESL Canada Journal*, 11, 30–52.
- Cumming, A. (1993). An annotated bibliography of teaching and learning materials for adult newcomers to Canada. *TESL Canada Journal*, special issue 3.
- Cumming, A. (1994). Alternatives in TESOL research: Descriptive, interpretive, and ideological orientations. *TESOL Quarterly*, 28(4), 673–703.
- Mellow, J. D., & Cumming, A. (1994). Concord in interlanguage: Efficiency or priming? *Applied Linguistics*, 15(4), 442–473.
- Cumming, A. H. (1994). *Bilingual performance in reading and writing*. John Benjamins.
- Cumming, A. (1994). Does language assessment facilitate recent immigrants' participation in Canadian society? *TESL Canada Journal*, 11(2), 117–133.
- Cumming, A., Mackay, R., & Sakyi, A. (1994). Learning processes in a Canadian exchange program for multicultural, anti-racist education. *Canadian Journal of Education/Revue canadienne de l'éducation*, 19(4), 399–417.
- Mackay, R., & Cumming, A. (1995). The formative evaluation of years 1 and 2 of a pilot multicultural/antiracist educational leadership program. *Canadian Journal of Program Evaluation*, 10(2), 67–90.
- Shi, L., & Cumming, A. (1995). Teachers' conceptions of second language writing instruction: Five case studies. *Journal of Second Language Writing*, 4(2), 87–111.
- Cumming, A., Weinrib, A., Paulauskas, S., & Hart, D. (1996). Language documentation centres in Canada: A survey and future directions. *Canadian Modern Language Review*, 52(3), 416–439.
- Cumming, A. (1996). IEA's studies of language education: Their scope and contributions. *Assessment in Education: Principles, Policy & Practice*, 3(2), 179–192.

- Cumming, A., & So, S. (1996). Tutoring second language text revision: Does the approach to instruction or the language of communication make a difference? *Journal of Second Language Writing*, 5(3), 197–226.
- Cumming, A. H., & Berwick, R. (Eds.). (1996). *Validation in language testing* (Vol. 2). Multilingual Matters.
- Riazi, A., Lessard-Clouston, M., & Cumming, A. (1996). Observing ESL writing instruction: A case study of four teachers. *Journal of Intensive English Studies*, 10(1), 19–30.
- Hart, D., & Cumming, A. (1997). A follow-up study of people in Ontario completing level 3 of the Language Instruction for Newcomers to Canada (LINC) program. Report of the Ontario Region LINC Advisory Committee. Modern Language Centre, Ontario Institute for Studies in Education of the University of Toronto.
- Cumming, A., Shi, L., & So, S. (1997). Learning to do research on language teaching and learning: Graduate apprenticeships. *System*, 25(3), 425–433.
- Cumming, A. (1998). Theoretical perspectives on writing. *Annual Review of Applied Linguistics*, 18, 61–78.
- Cumming, A. (1998). Skill, service, or industry? The organisation of settlement programs for adults learning English in Canada and Australia. *Prospect*, 13(3), 36–41.
- Cumming, A. (1998). Issues and prospects: Introduction to the 50th Jubilee special issue. *Language Learning*, 48(4), 453–463.

Pat Currie

- Currie, P. (1993). Entering a disciplinary community: Conceptual activities required to write for one introductory university course. *Journal of Second Language Writing*, 2(2), 101–117.
- Cray, E., & Currie, P. (1996). Linking adult learners with the education of L2 teachers. *TESOL Quarterly*, 30(1), 113–130.
- Currie, P. (1998). Staying out of trouble: Apparent plagiarism and academic survival. *Journal of Second Language Writing*, 7(1), 1–18.
- Currie, P. (1999). Transferable skills: Promoting student research. *English for Specific Purposes*, 18(4), 329–345.

Margaret Early

- Early, M. (1990). Enabling first and second language learners in the classroom. *Language Arts*, 67(6), 567–575.
- Early, M., & Gunderson, L. (1993). Linking home, school and community literacy events. *TESL Canada Journal*, 11(1), 99–111.
- Early, M. (1991). Key visuals: Links between language and the context in which it occurs. *Prospect*, 6(2), 16–24.
- Early, M. (1996). Supporting ESL students in the regular classroom. *English in Australia*, 115, 24–28.

Mary H. Maguire

- Maguire, M. (1994). Cultural stances informing storytelling among bilingual children in Quebec. *Comparative Education Review*, 38(1), 115–143.
- Maguire, M. H. (1995). *Dialogue in a major key: Women scholars speak*. National Council of Teachers of English.

- Maguire, M. H., & McAlpine, L. (1996). Attautsikut/together: Understanding cultural frames of reference. *Alberta Journal of Educational Research*, 42(3), 218–237.
- Parks, S., & Maguire, M. H. (1999). Coping with on-the-job writing in ESL: A constructivist-semiotic perspective. *Language Learning*, 49(1), 143–175.

Susan Parks

- Parks, S., & Maguire, M. H. (1999). Coping with on-the-job writing in ESL: A constructivist-semiotic perspective. *Language Learning*, 49(1), 143–175.

Mehdi Riazi

- Riazi, A., Lessard-Clouston, M., & Cumming, A. (1996). Observing ESL writing instruction: A case study of four teachers. *Journal of Intensive English Studies*, 10(1), 19–30.
- Riazi, A. (1996). *Socialization into academic writing in a second language: A social-cognitive analysis of text production and learning among Iranian graduate students of education*. University of Toronto.
- Riazi, A. (1997). Acquiring disciplinary literacy: A social-cognitive analysis of text production and learning among Iranian graduate students of education. *Journal of Second Language Writing*, 6(2), 105–137.

Ling Shi

- Shi, L., & Cumming, A. (1995). Teachers' conceptions of second language writing instruction: Five case studies. *Journal of Second Language Writing*, 4(2), 87–111.
- Cumming, A., Shi, L., & So, S. (1997). Learning to do research on language teaching and learning: Graduate apprenticeships. *System*, 25(3), 425–433.
- Shi, L. (1998). Effects of prewriting discussions on adult ESL students' compositions. *Journal of Second Language Writing*, 7, 319–345.
- Shi, L. (1998). Negotiated interaction in teacher-led versus peer group adult ESL discussions. *TESL Canada Journal*, 16(1), 54–74.

Donald Shuguang Qi

- Qi, D. (1998). An inquiry into language-switching in second language composing processes. *Canadian Modern Language Review*, 54(3), 413–435.

2000s Publication Histories

Khaled Barkaoui

- Barkaoui, K. (2007). Teaching writing to second language learners: Insights from theory and research. *TESL Reporter*, 40(1), 35–48.
- Barkaoui, K. (2007). Rating scale impact on EFL essay marking: A mixed-method study. *Assessing Writing*, 12(2), 86–107.
- Barkaoui, K. (2007). Revision in second language writing: What teachers need to know. *TESL Canada Journal*, 25(1), 81–92.
- Swain, M., Huang, L. S., Barkaoui, K., Brooks, L., & Lapkin, S. (2009). The speaking section of the TOEFL IBT™(SSTIBT): Test-takers' reported strategic behaviors. *ETS Research Report Series*, 2009(2), i–118.

- Barkaoui, K. (2007). Participants, texts, and processes in ESL/EFL essay tests: A narrative review of the literature. *Canadian Modern Language Review*, 64(1), 99–134.
- Ross, J. A., Barkaoui, K., & Scott, G. (2007). Evaluations that consider the cost of educational programs: The contribution of high-quality studies. *American Journal of Evaluation*, 28(4), 477–492.
- Barkaoui, K., So, M., & Suzuki, W. (2008). Is it relevant? The role of off-task talk in collaborative learning. *Journal of Applied Linguistics*, 5(1), 31–54.
- Barkaoui, K. (2008). *Effects of scoring method and rater experience on ESL essay rating processes and outcomes*. University of Toronto.
- Barkaoui, K. (2009). Building a validity argument for the Test of English as a Foreign Language. *Canadian Modern Language Review*, 65(4), 657–659.
- Spada, N., Barkaoui, K., Peters, C., So, M., & Valeo, A. (2009). Developing a questionnaire to investigate second language learners' preferences for two types of form-focused instruction. *System*, 37(1), 70–81.

Guillaume Gentil

- Cumming, A., Eouanzoui, K., Gentil, G., & Yang, L. (2004). Scaling changes in learners' goals for writing improvement over an ESL course. In D. Albrechtsen, K. Haastrup, & B. Henriksen (Eds.), *Angles on the English-speaking world: Writing and vocabulary in foreign language acquisition* (Vol. 4). Museum Tusulanum Press.
- Gentil, G. (2004). *Academic biliteracy and identity construction: Case studies of francophone science writers*. National Library of Canada / Bibliothèque nationale du Canada.
- Gentil, G. (2005). Commitments to academic biliteracy: Case studies of francophone university writers. *Written Communication*, 22(4), 421–471.
- Zhou, A., Busch, M., Gentil, G., Eouanzoui, K., & Cumming, A. (2006). Students' goals for ESL and university courses. In A. Cumming (Ed.), *Goals for academic writing: ESL students and their instructors* (pp. 29–49). John Benjamins.
- Gentil, G. (2006). Variations in goals and activities for multilingual writing. In A. Cumming (Ed.), *Goals for academic writing: ESL students and their instructors* (pp. 142–156). John Benjamins.
- Gentil, G. (2006). Second language writing systems. *Canadian Modern Language Review*, 62(4), 633–637.
- Gentil, G., O'Connor, M., & Bigras, J. (2009). Le maintien du français chez les fonctionnaires fédéraux anglophones : impact d'un programme de formation linguistique. *Canadian Modern Language Review*, 65(5), 841–867.

Brian Morgan

- Morgan, B. D. (2002). Critical practice in community-based ESL programs: A Canadian perspective. *Journal of Language, Identity, and Education*, 1(2), 141–162.
- Morgan, B. (2004). Modals and memories: A grammar lesson on the Quebec referendum on sovereignty. In B. Norton & K. Toohey (Eds.), *Critical pedagogies and language learning* (pp. 158–178). Cambridge University Press.
- Morgan, B. (2004). Teacher identity as pedagogy: Towards a field-internal conceptualisation in bilingual and second language education. *International Journal of Bilingual Education and Bilingualism*, 7(2–3), 172–188.
- Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity, and Education*, 4(1), 21–44.

- Morgan, B., & Ramanathan, V. (2005). Critical literacies and language education: Global and local perspectives. *Annual Review of Applied Linguistics*, 25, 151–169.
- Ramanathan, V., & Morgan, B. (2007). TESOL and policy enactments: Perspectives from practice. *TESOL Quarterly*, 41(3), 447–463.
- Haque, E., Cray, E., Ramanathan, V., & Morgan, B. (2007). Constraining teachers: Adult ESL settlement language training policy and implementation. *TESOL Quarterly*, 41(3), 634–642.
- Zappa-Hollman, S., Ramanathan, V., & Morgan, B. (2007). EFL in Argentina's schools: Teachers' perspectives on policy changes and instruction. *TESOL Quarterly*, 41(3), 618–625.
- Morgan, B., & Ramanathan, V. (2009). Outsourcing, globalizing economics, and shifting language policies: Issues in managing Indian call centres. *Language Policy*, 8, 69–80.
- Morgan, B. (2009). Revitalising the essay in an English for academic purposes course: Critical engagement, multiliteracies and the internet. *International Journal of Bilingual Education and Bilingualism*, 12(3), 309–324.
- Morgan, B., & Vandrick, S. (2009). Imagining a peace curriculum: What second-language education brings to the table. *Peace & Change*, 34(4), 510–532.
- Morgan, B. (2009). Fostering transformative practitioners for critical EAP: Possibilities and challenges. *Journal of English for Academic Purposes*, 8(2), 86–99.

Jérémie Séror

- Bournot-Trites, M., Lee, E., & Séror, J. (2003). Tutorat par les pairs en lecture : une collaboration parents-école en milieu d'immersion française. *Revue des sciences de l'éducation*, 29(1), 195–210.
- Bournot-Trites, M., & Séror, J. (2003). Students' and teachers' perceptions about strategies which promote proficiency in second language writing. *Canadian Journal of Applied Linguistics*, 6(2), 129–157.
- Séror, J. (2005). Computers and qualitative data analysis: Paper, pens, and highlighters vs. screen, mouse, and keyboard. *TESOL Quarterly*, 39(2), 321–328.
- Séror, J., & Zappa-Hollman, S. (2005). Research genres: Explorations and applications. *Canadian Modern Language Review*, 62(2), 349–351.
- Chen, L., Gunderson, L., & Séror, J. (2005). Multiple perspectives on educationally resilient immigrant students. *TESL Canada Journal*, 22(2), 55–74.
- Zappa-Hollman, S., & Séror, J. (2006). Dimensions of literacy: A conceptual base for teaching reading and writing in school settings. *Canadian Modern Language Review*, 62(3), 492–494.
- Bournot-Trites, M., Belliveau, G., Spiliotopoulos, V., & Séror, J. (2007). The role of drama on cultural sensitivity, motivation and literacy in a second language context. *Journal for Learning through the Arts*, 3(1), 9.
- Séror, J. (2009). Institutional forces and L2 writing feedback in higher education. *Canadian Modern Language Review*, 66(2), 203–232.

Ling Shi

- Shi, L., Corcos, R., & Storey, A. (2001). Using student performance data to develop an English course for clinical training. *English for Specific Purposes*, 20(3), 267–291.
- Shi, L. (2001). Native-and nonnative-speaking EFL teachers' evaluation of Chinese students' English writing. *Language Testing*, 18(3), 303–325.
- Shi, L., & Beckett, G. H. (2022). Japanese exchange students' writing experiences in a Canadian university. *TESL Canada Journal*, 20(1), 38–56.
- Yang, L., & Shi, L. (2003). Exploring six MBA students' summary writing by introspection. *Journal of English for Academic Purposes*, 2(3), 165–192.

- Shi, L. (2003). Writing in two cultures: Chinese professors return from the West. *Canadian Modern Language Review*, 59(3), 369–392.
- Shi, L., Reeder, K., Slater, T. & Kristjansson, C. (2004). Tensions in learning content and technology: The experience of education students in a web-based research project. *Technology, Pedagogy and Education*, 13, 43–60.
- Shi, L. (2004). Textual borrowing in second-language writing. *Written Communication*, 21(2), 171–200.
- Kubota, R., & Shi, L. (2005). Instruction and reading samples for opinion writing in L1 junior high school textbooks in China and Japan. *Journal of Asian Pacific Communication*, 15(1), 97–127.
- Shi, L., Wenyu, W., & Jinwei, X. (2005). Publication culture of foreign language education journals in China. *TESOL Quarterly*, 39(4), 765–776.
- Shi, L. (2006). Cultural backgrounds and textual appropriation. *Language Awareness*, 15(4), 264–282.
- Shi, L. (2006). Students as research participants or as learners? *Journal of Academic Ethics*, 4, 205–220.
- Shi, L. & Kubota, R. (2007). Patterns of rhetorical organization in Canadian and American language arts textbooks: An exploratory study. *English for Specific Purposes*, 26(2), 180–202.
- Guardado, M., & Shi, L. (2007). ESL students' experiences of online peer feedback. *Computers and Composition*, 24(4), 443–461.
- He, L., & Shi, L. (2008). ESL students' perceptions and experiences of standardized English writing tests. *Assessing Writing*, 13(2), 130–149.
- Shi, L. (2009). Chinese-Western "contact zone": Students' resistance and teachers' adaptation to local needs. *TESL Canada Journal*, 27(1), 47–63.
- Sze, C., Chapman, M. & Shi, L. (2009) Functions and genres of ESL children's English writing at home and at school. *Journal of Asian Pacific Communications*, 19(1), 30–55.

2010s Publication Histories

Alister Cumming

- Jun, S. W., Ramirez, G., & Cumming, A. (2010). Tutoring adolescents in literacy: A meta-analysis. *McGill Journal of Education*, 45(2), 219–238.
- Cumming, A. (2012). Comparative research, research syntheses, and adopting instruments in second language writing. *Journal of Second Language Writing*, 21(3), 298–299.
- Cumming, A. (2013). Multiple dimensions of academic language and literacy development. *Language Learning*, 63, 130–152.
- Cumming, A. (2013). Review of the book *The emergence of patterns in second language writing: A sociocognitive exploration of lexical trails* by Susy Macqueen. *Studies in Second Language Acquisition*, 35(3), 565–566.
- Cumming, A. (2013). Assessing integrated writing tasks for academic purposes: Promises and perils. *Language Assessment Quarterly*, 10(1), 1–8.
- Zhou, A. A., Busch, M., & Cumming, A. (2013). Do adult ESL learners' and their teachers' goals for improving grammar in writing correspond? *Language Awareness*, 23(3), 234–254.
- Cumming, A. (2015). Design in four diagnostic language assessments. *Language Testing*, 32(3), 407–416.
- Cumming, A., Lai, C., & Cho, H. (2016). Students' writing from sources for academic purposes: A synthesis of recent research. *Journal of English for Academic Purposes*, 23, 47–58.

- Qian, D. D., & Cumming, A. (2017). Researching English language assessment in China: Focusing on high-stakes testing. *Language Assessment Quarterly*, 14(2), 97–100.
- Cumming, A. (2017). Design and directions for research. *Chinese Journal of Applied Linguistics*, 40(4), 459–463.
- Cumming, A., Yang, L., Qiu, C., Zhang, L., Ji, X., Wang, J., Wang, Y., Zhan, J., Zhang, F., Xu, C., Cao, R., Yu, L., Chu, M., Liu, M., Cao, M., & Lai, C. (2018). Students' practices and abilities for writing from sources in English at universities in China. *Journal of Second Language Writing*, 39, 1–15.

Jim Cummins

- Cummins, J. (2011). Literacy engagement: Fueling academic growth for English learners. *The Reading Teacher*, 65(2), 142–146.
- Taylor, S. K., & Cummins, J. (2011). Second language writing practices, identity, and the academic achievement of children from marginalized social groups: A comprehensive view. *Writing and Pedagogy*, 3(2), 181–188.
- Cummins, J. (2012). The intersection of cognitive and sociocultural factors in the development of reading comprehension among immigrant students. *Reading and Writing*, 25(8), 1973–1990.
- Cummins, J., Mirza, R., & Stille, S. (2012). English language learners in Canadian schools: Emerging directions for school-based policies. *TESL Canada Journal*, 29(6), 25.
- Duibhir, P. O., & Cummins, J. (2012). Towards an integrated language curriculum in early childhood and primary education (3–12 years). *National Council for Curriculum and Assessment*, 16, 1–156.
- Montero, M. K., Bice-Zaugg, C., Marsh, M. O. A. C. J., & Cummins, J. (2013). Activist literacies: Validating Aboriginality through visual and literary identity texts. *Journal of Language and Literacy Education*, 9(1), 73–94.
- Stille, S., & Cummins, J. (2013). Foundation for learning: Engaging plurilingual students' linguistic repertoires in the elementary classroom. *TESOL Quarterly*, 47(3), 630–638.
- Cummins, J. (2013). Bilingual education and Content and Language Integrated Learning (CLIL): Research and its classroom implications. *Revista Padres y Maestros/Journal of Parents and Teachers*, 349, 6–10.
- Cummins, J., & Persad, R. (2014). Teaching through a multilingual lens: The evolution of EAL policy and practice in Canada. *Education Matters: The Journal of Teaching and Learning*, 2(1), 3–40.
- Cummins, J. (2014). Rethinking pedagogical assumptions in Canadian French immersion programs. *Journal of Immersion and Content-Based Language Education*, 2(1), 3–22.
- Cummins, J. (2014). Beyond language: Academic communication and student success. *Linguistics and Education*, 26, 145–154.
- Ntelioglou, B. Y., Fannin, J., Montanera, M., & Cummins, J. (2014). A multilingual and multimodal approach to literacy teaching and learning in urban education: A collaborative inquiry project in an inner city elementary school. *Frontiers in Psychology*, 5, 533.
- Cummins, J. (2014). To what extent are Canadian second language policies evidence-based? Reflections on the intersections of research and policy. *Frontiers in Psychology*, 5, 358.
- Cummins, J. (2015). The social construction of identities reflections on 21st century education in light of the *Charlie Hebdo* slaughter. *Education as Social Construction*, 3, 3–29.
- Cummins, J. (2015). How to reverse a legacy of exclusion? Identifying high-impact educational responses. *Language and Education*, 29(3), 272–279.
- Cummins, J. (2015). Intercultural education and academic achievement: A framework for school-based policies in multilingual schools. *Intercultural Education*, 26(6), 455–468.
- Jang, E. E., Cummins, J., Wagner, M., Stille, S., & Dunlop, M. (2015). Investigating the homogeneity and distinguishability of STEP proficiency descriptors in assessing English language learners in Ontario schools. *Language Assessment Quarterly*, 12(1), 87–109.

- Naqvi, R., Carey, J., Cummins, J., & Altidor-Brooks, A. (2015). The role of identity narratives in overcoming barriers to parental engagement. *TESOL in Context*, 25(1), 16–33.
- Lam, K., Chen, X., & Cummins, J. (2015). To gain or to lose: Students' English and Chinese literacy achievement in a Mandarin language bilingual program. *Canadian Journal of Applied Linguistics*, 18(2), 96–124.
- Cummins, J., Hu, S., Markus, P., & Kristiina Montero, M. (2015). Identity texts and academic achievement: Connecting the dots in multilingual school contexts. *TESOL Quarterly*, 49(3), 555–581.
- Cummins, J. (2015). Identities in motion: Rethinking teacher–student identity negotiation in multilingual school contexts. *Australian Review of Applied Linguistics*, 38(3), 99–105.
- Lee, K., Ardeshiri, M., & Cummins, J. (2016). A computer-assisted multiliteracies programme as an alternative approach to EFL instruction. *Technology, Pedagogy and Education*, 25(5), 595–612.
- Cummins, J. (2016). Reflections on Cummins (1980), "The cross-lingual dimensions of language proficiency: Implications for bilingual education and the optimal age issue." *TESOL Quarterly*, 50(4), 940–944.
- Cummins, J. (2017). Multilingualism in classroom instruction: "I think it's helping my brain grow". *Scottish Languages Review*, 33, 5–18.
- Cummins, J. (2017). Teaching minoritized students: Are additive approaches legitimate? *Harvard Educational Review*, 87(3), 404–425.
- Cummins, J. (2017). Teaching for transfer in multilingual school contexts. *Bilingual and Multilingual Education*, 3, 103–115.
- Li, J., Cummins, J., & Deng, Q. (2017). The effectiveness of texting to enhance academic vocabulary learning: English language learners' perspective. *Computer Assisted Language Learning*, 30(8), 816–843.
- Cummins, J. (2019). The emergence of translanguaging pedagogy: A dialogue between theory and practice. *Journal of Multilingual Education Research*, 9(13), 19–36.
- Cummins, J. (2019). Multilingual literacies: Opposing theoretical claims and pedagogical practices in the Canadian context. *Cahiers internationaux de sociolinguistique*, 2, 75–94.

Margaret Early

- Norton, B., & Early, M. (2011). Researcher identity, narrative inquiry, and language teaching research. *TESOL Quarterly*, 45(3), 415–439.
- Kendrick, M., Chemjor, W., & Early, M. (2012). ICTs as placed resources in a rural Kenyan secondary school journalism club. *Language and Education*, 26(4), 297–313.
- Early, M., & Norton, B. (2014). Revisiting English as medium of instruction in rural African classrooms. *Journal of Multilingual and Multicultural Development*, 35(7), 674–691.

Eunice Eunhee Jang

- Jang, E. E., Wagner, M., & Stille, S. (2010). Democratic validation of the Steps to English Proficiency Assessment Framework. *English Language Assessment*, 4, 35–50.
- Cassar, A. G., & Jang, E. E. (2010). Investigating the effects of a game-based approach in teaching word recognition and spelling to students with reading disabilities and attention deficits. *Australian Journal of Learning Difficulties*, 15(2), 193–211.
- Jang, E. E., Dunlop, M., Wagner, M., Kim, Y. H., & Gu, Z. (2013). Elementary school ELLs' reading skill profiles using cognitive diagnosis modeling: Roles of length of residence and home language environment. *Language Learning*, 63(3), 400–436.

- Jang, E. E., Wagner, M., & Park, G. (2014). Mixed methods research in language testing and assessment. *Annual Review of Applied Linguistics*, 34, 123–153.
- Botelho, M. J., Kerekes, J., Jang, E. E., & Peterson, S. S. (2014). Assessing multiliteracies: Mismatches and opportunities. *Language and Literacy*, 16(1), 1–20.
- Jang, E. E. (2014). Assessing English language learners in K–12 schools. *Education Matters: The Journal of Teaching and Learning*, 2(1), 72–80.
- Jang, E. E., Dunlop, M., Park, G., & Van Der Boom, E. H. (2015). How do young students with different profiles of reading skill mastery, perceived ability, and goal orientation respond to holistic diagnostic feedback? *Language Testing*, 32(3), 359–383.
- Jang, E. E., Cummins, J., Wagner, M., Stille, S., & Dunlop, M. (2015). Investigating the homogeneity and distinguishability of STEP proficiency descriptors in assessing English language learners in Ontario schools. *Language Assessment Quarterly*, 12(1), 87–109.
- Van Viegen Stille, S., Jang, E., & Wagner, M. (2016). Building teachers' assessment capacity for supporting English language learners through the implementation of the STEP Language Assessment in Ontario K-12 schools. *TESL Canada Journal*, 32(9), 1–23.
- Jang, E. E., Lajoie, S. P., Wagner, M., Xu, Z., Poitras, E., & Naismith, L. (2017). Person-oriented approaches to profiling learners in technology-rich learning environments for ecological learner modeling. *Journal of Educational Computing Research*, 55(4), 552–597.
- Jang, E. E., & Sinclair, J. (2018). Ontario's educational assessment policy and practice: A double-edged sword? *Assessment in Education: Principles, Policy & Practice*, 25(6), 655–677.
- van der Boom, E. H., & Jang, E. E. (2018). The effects of holistic diagnostic feedback intervention on improving struggling readers' reading skills. *Journal of Teaching and Learning*, 12(2), 54–69.
- Sinclair, J., Jang, E. E., & Vincett, M. (2019). Investigating linguistically diverse adolescents' literacy trajectories using latent transition modeling. *Reading Research Quarterly*, 54(1), 81–107.

Seung Won Jun

- Jun, S. W., Ramirez, G., & Cumming, A. (2010). Tutoring adolescents in literacy: A meta-analysis. *McGill Journal of Education*, 45, 219–238.
- Jeon, H. J., Lee, J.-Y., Lee, Y. M., Hong, J. P., Won, S.-H., Cho, S.-J., Kim, J.-Y., Chang, S. M., Lee, S. W., & Cho, M. J. (2010). Unplanned versus planned suicide attempters, precipitants, methods, and an association with mental disorders in a Korea-based community sample. *Journal of Affective Disorders*, 127(1–3), 274–280.
- Jeon, H. J., Lee, J.-Y., Lee, Y. M., Hong, J. P., Won, S. H., Cho, S.-J., Kim, J.-Y., Chang, S. M., Lee, D., Lee, S. W., & Cho, M. J. (2010). Lifetime prevalence and correlates of suicidal ideation, plan, and single and multiple attempts in a Korean nationwide study. *The Journal of Nervous and Mental Disease*, 198(9), 643–646.
- Kim, J. M., Chalem, Y., di Nicola, S., Hong, J. P., Won, S. H., & Milea, D. (2016). A cross-sectional study of functional disabilities and perceived cognitive dysfunction in patients with major depressive disorder in South Korea: The PERFORM-K study. *Psychiatry Research*, 239, 353–361.

Paula Kristmanson

- Hirschhorn, M., Kristmanson, P., Sears, A., Winslow, K., & Rich, S. (2010). The perfect storm: Moving a teacher education reform from vision to reality. *Education Canada*, 50(1), 19–21.
- Kristmanson, P. L., Lafargue, C., & Culligan, K. (2011). From action to insight: A professional learning community's experiences with the European Language Portfolio. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*, 14(2), 53–67.

- Kristmanson, P., Lafargue, C., & Culligan, K. (2013). Experiences with autonomy: Learners' voices on language learning. *Canadian Modern Language Review*, 69(4), 462–486.
- Kristmanson, P., & Dicks, J. (2014). Looking in the one-way mirror: Reflections on the changing face(s) of immersion in North America and beyond. *Journal of Immersion and Content-Based Language Education*, 2(2), 273–287.
- Hirschhorn, M., Sears, A., Sloat, E., Christou, T. M., Kristmanson, P., & Lemisko, L. (2017). The relevance of prior learning in teacher education admissions processes. *in education*, 23(1), 130–149.

Ryuko Kubota

- Kubota, R. (2011). Learning a foreign language as leisure and consumption: Enjoyment, desire, and the business of eikaiwa. *International Journal of Bilingual Education and Bilingualism*, 14(4), 473–488.
- Kubota, R. (2011). Questioning linguistic instrumentalism: English, neoliberalism, and language tests in Japan. *Linguistics and Education*, 22(3), 248–260.
- Kubota, R. (2012). Memories of war: Exploring victim-victimizer perspectives in critical content-based instruction in Japanese. *L2 Journal*, 4(1).
- Kubota, R. (2013). Dislimiting second language writing. *Journal of Second Language Writing*, 22(4), 430–431.
- Kubota, R. (2013). "Language is only a tool": Japanese expatriates working in China and implications for language teaching. *Multilingual Education*, 3(4).
- Kubota, R. (2014). Conceptual confusions and contradictions: A response to Professor Xiaoming Li. *Journal of Second Language Writing*, 25, 118–120.
- Hartse, J. H., & Kubota, R. (2014). Pluralizing English? Variation in high-stakes academic texts and challenges of copyediting. *Journal of Second Language Writing*, 24, 71–82.
- Kubota, R. (2014). The multi/plural turn, postcolonial theory, and neoliberal multiculturalism: Complicities and implications for applied linguistics. *Applied Linguistics*, 37(4), 474–494.
- Kubota, R. (2014). Race and language learning in multicultural Canada: Towards critical antiracism. *Journal of Multilingual and Multicultural Development*, 36(1), 3–12.
- Kubota, R. (2014). "We must look at both sides" – But a denial of genocide too?: Difficult moments on controversial issues in the classroom. *Critical Inquiry in Language Studies*, 11(4), 225–251.
- Kubota, R. (2015). Neoliberal paradoxes of language learning: Xenophobia and international communication. *Journal of Multilingual and Multicultural Development*. 37(5), 467–489.
- Kubota, R. (2015). Introduction: Race and language learning in multicultural Canada. *Journal of Multilingual and Multicultural Development*, 36(1), 1–2.
- Garton, S., & Kubota, R. (2015). Joint colloquium on plurilingualism and language education: Opportunities and challenges (AAAL/TESOL). *Language Teaching*, 48(3), 417–421.
- Kubota, R. (2016). The social imaginary of study abroad: Complexities and contradictions. *Language Learning Journal*, 44(3), 347–357.
- Kubota, R. (2016). The multi/plural turn, postcolonial theory, and neoliberal multiculturalism: Complicities and implications for applied linguistics. *Applied Linguistics*, 37(4), 474–494.
- Kubota, R. (2016). Neoliberal paradoxes of language learning: Xenophobia and international communication. *Journal of Multilingual and Multicultural Development*, 37(5), 467–480.
- Kubota, R., & Miller, E. R. (2017). Re-examining and re-envisioning criticality in language studies: Theories and praxis. *Critical Inquiry in Language Studies*, 14(2-3), 129–157.
- Kubota, R. (2018). Unpacking research and practice in world Englishes and second language acquisition. *World Englishes*, 37(1), 93–105.

Kubota, R. (2019). Review of the book *Mapping genres, mapping culture: Japanese texts in context* by Elizabeth A. Thomson, Motoki Sano, & Helen de Silva Joyce. *Journal of Japanese Linguistics*, 35(1), 137–140.

Heike Neumann

- Trofimovich, P., McDonough, K., & Neumann, H. (2013). Using collaborative tasks to elicit auditory and structural priming. *TESOL Quarterly*, 47(1), 177–186.
- Neumann, H. (2014). Teacher assessment of grammatical ability in second language academic writing: A case study. *Journal of Second Language Writing*, 24, 83–107.
- Neumann, H., & McDonough, K. (2014). Exploring student interaction during collaborative prewriting discussion and its relationship to L2 writing. *Journal of Second Language Writing*, 27, 84–104.
- Neumann, H., & McDonough, K. (2014). Exploring the relationships among student preferences, prewriting tasks, and text quality in an EAP context. *Journal of English for Academic Purposes*, 15, 14–26.
- McDonough, K., & Neumann, H. (2014). Using prewriting tasks in L2 writing classes: Insights from three experiments. *TESL Canada Journal*, 31(8), 132.
- Neumann, H. (2015). The role of information management in the assessment of grammar in L2 academic writing. *Writing and Pedagogy*, 2(2–3), 329–354.
- Neumann, H., & McDonough, K. (2015). Exploring student interaction during collaborative prewriting discussions and its relationship to L2 writing. *Journal of Second Language Writing*, 27, 84–104.
- McDonough, K., Neumann, H., & Trofimovich, P. (2015). Eliciting production of L2 target structures through priming activities. *Canadian Modern Language Review*, 71(1), 75–95.
- McDonough, K., Neumann, H., & Hubert-Smith, N. (2018). How accurately do English for academic purposes students use academic word list words? *BC TEAL*, 3(1), 77–89.
- Neumann, H., Padden, N., & McDonough, K. (2019). Beyond English language proficiency scores: Understanding the academic performance of international undergraduate students during the first year of study. *Higher Education Research & Development*, 38(2), 324–338.
- Neumann, H., Leu, S., & McDonough, K. (2019). L2 writers' use of outside sources and the related challenges. *Journal of English for Academic Purposes*, 38, 106–120.

Rahat Naqvi

- Jardine, D. W., Naqvi, R., Jardine, E., & Zaidi, A. (2010). "A zone of deep shadow": Pedagogical and familial reflections on "The Clash of Civilizations." *Interchange*, 41, 209–232.
- Naqvi, R., & Pfitscher, C. (2011). Living linguistic diversity in the classroom: A teacher inductee explores dual language books. *Diaspora, Indigenous, and Minority Education*, 5(4), 235–244.
- Naqvi, R., Thorne, K., Pfitscher, C., Nordstokke, D. & McKeough, A. (2013). Reading dual language books: Improving early literacy skills in linguistically diverse classrooms. *Journal of Early Childhood Research*, 11, 3–15.
- Naqvi, R., McKeough, A., Thorne, K., & Pfitscher, C. (2013). Dual-language books as an emergent-literacy resource: Culturally and linguistically responsive teaching and learning. *Journal of Early Childhood Literacy*, 13(4), 501–528.
- O'Brien, M. G., Curtin, S., & Naqvi, R. (2014). Understanding multilingualism and its implications. *Frontiers in Psychology*, 5, 1464.
- Naqvi, R., Schmidt, E., & Krickhan, M. (2014). Evolving 50–50% bilingual pedagogy in Alberta: What does the research say? *Frontiers in Psychology*, 5, 413.

- Zaidi, Z., Verstegen, D., Naqvi, R., Morahan, P., & Dornan, T. (2016). Gender, religion, and sociopolitical issues in cross-cultural online education. *Advances in Health Sciences Education, 21*, 287–301.
- Zaidi, Z., Verstegen, D., Naqvi, R., Dornan, T., & Morahan, P. (2016). Identity text: An educational intervention to foster cultural interaction. *Medical Education Online, 21*(1), 33135.

Merrill Swain

- Lapkin, S., Swain, M., & Psyllakis, P. (2010). The role of languaging in creating zones of proximal development (ZPDs): A long-term care resident interacts with a researcher. *Canadian Journal on Aging/La Revue canadienne du vieillissement, 29*(4), 477–490.
- Lenchuk, I., & Swain, M. (2010). Alise's small stories: Indices of identity construction and of resistance to the discourse of cognitive impairment. *Language Policy, 9*, 9–28.
- Knouzi, I., Swain, M., Lapkin, S., & Brooks, L. (2010). Self-scaffolding mediated by languaging: Microgenetic analysis of high and low performers. *International Journal of Applied Linguistics, 20*(1), 23–49.
- Brooks, L., Swain, M., Lapkin, S., & Knouzi, I. (2010). Mediating between scientific and spontaneous concepts through languaging. *Language Awareness, 19*(2), 89–110.
- Swain, M. (2011). Canadian immersion and adult second language teaching: What's the connection? *Modern Language Journal, 73*(2), 150–159.
- Swain, M., & Lapkin, S. (2011). Languaging as agent and constituent of cognitive change in an older adult: An example. *Canadian Journal of Applied Linguistics, 14*(1), 104–117.
- Lantolf, J. P. & Swain, M. (2012). Jumping to conclusions? *Foreign Language Annals, 45*(2), 168–169.
- Barkaoui, K., Brooks, L. S., Swain, M. & Lapkin, S. (2012). Test-takers' strategic behaviors in independent and integrated speaking tasks. *Applied Linguistics, 34*(3), 304–324.
- Barkaoui, K., Swain, M., & Lapkin, S. (2011). Examining the quality of measures of change in cognition and affect for older adults: Two case studies. *Journal of Aging Studies, 25*(1), 62–72.
- Swain, M., Lapkin, S., & Deters, P. (2013). Exploring the effect of languaging activities on cognitive functioning: The case of an older adult in a long-term care facility. *Activities, Adaptation & Aging, 37*(1), 1–18.
- Swain, M. (2013). The inseparability of cognition and emotion in second language learning. *Language Teaching, 46*(2), 195–207.
- Swain, M. (2013). Cognitive and affective enhancement among older adults: The role of languaging. *Australian Review of Applied Linguistics, 36*(1), 4–19.
- Swain, M., & Lapkin, S. (2013). A Vygotskian sociocultural perspective on immersion education: The L1/L2 debate. *Journal of Immersion and Content-Based Language Education, 1*(1), 101–129.
- Barkaoui, K., Brooks, L., Swain, M., & Lapkin, S. (2013). Test-takers' strategic behaviors in independent and integrated speaking tasks. *Applied Linguistics, 34*(3), 304–324.
- Motobayashi, K., Swain, M., & Lapkin, S. (2014). Autobiographic episodes as languaging: Affective and cognitive changes in an older adult. *Language and Sociocultural Theory, 1*(1), 75–99.
- Brooks, L., & Swain, M. (2014). Contextualizing performances: Comparing performances during TOEFL iBT™ and real-life academic speaking activities. *Language Assessment Quarterly, 11*(4), 353–373.
- Poehnef, M. E., & Swain, M. (2016). L2 development as cognitive-emotive process. *Language & Sociocultural Theory, 3*(2).
- Lantolf, J. P., & Swain, M. (2019). Perezhivanie: The cognitive–emotional dialectic within the social situation of development. *Contemporary Language Motivation Theory, 60*, 80–105.

Lantolf, J. P., & Swain, M. (2019). On the emotion-cognition dialectic: A sociocultural response to Prior. *Modern Language Journal*, 103(2), 528–530.

Rob Simon

- Simon, R. (2011). On the human challenges of multiliteracies pedagogy (response to Sandra Hesterman). *Contemporary Issues in Early Childhood*, 12(4), 362.
- Simon, R., Campano, G., Broderick, D., & Pantoja, A. (2012). Practitioner research and literacy studies: Toward more dialogic methodologies. *English Teaching: Practice and Critique*, 11(2), 5–24.
- Simon, R. (2012). "Without comic books, there would be no me": Teachers as connoisseurs of adolescents' literate lives. *Journal of Adolescent & Adult Literacy*, 55(6).
- Simon, R., & Campano, G. (2013). Activist literacies: Teacher research as resistance to the "normal curve." *Journal of Language and Literacy Education*, 9(1), 21–39.
- Simon, R. (2013). "Starting with what is": Exploring response and responsibility to student writing through collaborative inquiry. *English Education*, 45, 115–146.
- Simon, R., Evis, S., Walkland, T., & Kalan, A. (2016). Navigating the "delicate relationship between empathy and critical distance": Youth literacies, social justice and arts-based inquiry. *English Teaching Practice & Critique*, 15(3), 430–449.
- Simon, R. (2018). "But in the end, you are all beautiful": Exploring gender through digital composition. *The English Journal*, 107(3), 39–46.
- Brennan, J., Simon, R., & Goldstein, T. (2019). "Imagining and building what could be": An intergenerational conversation inspired by Allan Luke's scholarship, teaching, and activism. *Curriculum Inquiry*, 49(2), 149–153.

Choongil Yoon

- Yoon, C. (2011). Concordancing in L2 writing class: An overview of research and issues. *Journal of English for Academic Purposes*, 10(3), 130–139.
- Yoon, C., & Choi, J. M. (2015). Lexical bundles in Korean university students' EFL compositions: A comparative study of register and use. *Modern English Education*, 16(3), 47–69.
- Yoon, C. (2015). Writing like speaking: Spoken register features in Korean EFL learners' argumentative writing. *Korean Journal of Applied Linguistics*, 31(4), 153–179.
- Yoon, C. (2016). Korean EFL learners' use of to-infinitive and gerundial verb complementation: A constructionist approach. *Journal of Language Sciences*, 23(2), 193–217.
- Yoon, C. (2016). Individual differences in online reference resource consultation: Case studies of Korean ESL graduate writers. *Journal of Second Language Writing*, 32, 67–80.
- Yoon, C. (2016). Concordancers and dictionaries as problem-solving tools for ESL academic writing. *Language, Learning and Technology*, 20(1), 209–229.
- Yoon, C. (2017). The use of this+ noun by Korean EFL writers: Focusing on shell nouns and nominalization. *어학연구 Language Research*, 53(1), 135–161.
- Yoon, C. (2018). Nominalization in Korean EFL learners' argumentative writing: A comparative study of distribution and use. *New Studies of English Language & Literature*, 69, 249–274.
- Yoon, C. (2019). On the other hand: A comparative study of its use by Korean EFL students, NS students, and published writers. *Journal of Language Sciences*, 26(2), 273–297.
- Yoon, C. (2019). Stance in the introductory it construction: A comparative study of argumentative writing by Korean EFL and English L1 students. *어학연구 Language Research*, 55(3), 601–625.