

**Hetty Roessingh, PhD, Professor Emerita**  
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**Research expertise:** My research program focuses on the instructional needs of learners (k – 12) for whom English is a second language (ESL). Published works have included tracking studies for ESL high school dropout and achievement outcomes in grade 12; **rates of English language acquisition; ESL curriculum and program and materials design; early language and literacy development.** Current interest includes research on the transitional supports from high school to university that can produce better academic outcomes for English language learners (ELLs), and insights into the development of early to academic literacy among young learners.

**Academic background:**

BEd (1974) University of Calgary  
MA (1975) University of Calgary  
PhD (1996) University of Calgary

**Positions held:**

Professor Emerita, Werklund School of Education, University of Calgary, 2021  
Professor, Werklund School of Education, 2010 - 2021  
Associate Professor, Faculty of Education, University of Calgary, 2005 -2009  
Assistant Professor, Faculty of Education, University of Calgary, 2000 – 2005  
School teacher: 1971 – 2000, with a 3year secondment to the Alberta Education (1985 – 1988)  
to work on program design and development in the Curriculum Branch.

**Awards:**

Province of Alberta, Excellence in Teaching Award, 1992  
Teaching Excellence Award, Students' Union, University of Calgary 2001  
Outstanding Instructors' Award, Education Students' Association, University of Calgary, 2001  
Recognition: President's 'Celebrating Excellence' Reception (September 2002)  
Faculty of Education, Teaching Excellence Award, 2002  
Calgary Immigrant Aid Society (CIAS) Immigrant of Distinction Award, Calgary, 2004  
(Professional category).  
Women's Resource Centre, University of Calgary, Faculty of Education, 'Wisdom, Resilience and Compassion' October 18, 2007.  
Dawn Seabrook DeVargas Fellowship, 2011. (ATESL) Lifetime achievement and service.  
TESL Canada. Honorary Life Member Award in recognition of professional service. 2017

## **Funded Research and Projects:**

Mitacs summer student scholarship (\$6000) 2020 (Bonnie Travis). Early written literacy outcomes among grade 3 students.

Alberta Education Partnership Grant (\$50,000) 2019. Supplementing early learning with a play-based, sensorimotor and language development program in preschool and kindergarten (with Werklund School of Education, Foothills School Division and Calgary Separate School Division).

SSHRC Connections Grant (\$38,000) 2019. Play based learning and literacy development. May 6 – 7, 2019. Events at UofC further enhanced through a grant from VP Research Office (\$5000), Werklund Community Engagement Event Funding, and internal support from our Associate Dean, Research. TOTAL: \$50,000.

AACES grant (\$6500). 2016. Academic vocabulary learning in Grade 3 – 4: Which words? How many?

SSHRC Enhancement Funding (\$3000). 2014. Available on a competitive basis to 4A ranked SSHRC applications to prepare for a re-submission in Fall 2014.

Travel Grant, University of Calgary (\$500.00). 2013. Present at TBLC, Banff, Nov. 2013. Additional Travel Grant (\$1000) for having published an article evolving from presentation at TBLC, to attend/present at TESL Canada, Regina, May, 2014.

SSHRC Insight Development Grant (#159720): \$75,000. 2012 – 2014. Corpus linguistics: Investigating the development of academic literacy in grades 4 – 6.

University of Calgary, Centre for Community-Engaged Learning, Service Learning and Civic Engagement. Teaching Innovation Award in Service-Learning and Student Engagement (\$4700) 2012. Awarded for Dual Language Book Project, Studies in Pedagogy and Schooling (SIPS). Partnering with Almadina Language Charter Academy, Calgary Islamic School and Westmount Charter School.

SSHRC (\$103,432). 2011 – 2014. From high school to university: Academic language proficiency and the impact of intensive English for academic purposes: EAP programming for English language learners.

University of Calgary, Centre for Community-Engaged Learning, Service Learning and Civic Engagement. Teaching Innovation Award in Service-Learning and Student Engagement (\$5000) 2011. Awarded for Dual Language Book Project, Studies in Pedagogy and Schooling (SIPS). Partnering with Almadina Language Charter Academy.

Alberta Employment and Immigration, Language Training Programs (\$150,000). 2009. Language learning support for first-year post-secondary ELLs: Curriculum Design and Development.

TELUS grant (\$20,000). 2009. Grandma's Soup: Dual language book project with young ELLs. Website: [www.duallanguageproject.com](http://www.duallanguageproject.com)

Alberta Advisory Committee for Educational Studies (AACES) (\$6000). 2009. Developing vocabulary profiles and benchmarks for student writing k – 12: A look at the writing of ESL students.

Alberta Centre for Child, Family and Community Research (ACCFRC) (\$32,000). 2008. Developing growth models for the acquisition of English as a second language: A baseline study. <https://vimeo.com/18935519>

Prairie Metropolis Centre (\$11,200). 2008. ELL students at university: Loss of educational capital, a pilot study. Completed, July, 2008.

TELUS grant (\$20,000). 2008. Family Treasures: Dual language book project with young ELLs. Website: [www.duallanguageproject.com](http://www.duallanguageproject.com)

SSHRC (\$84,663). 2006 – 2009. Developing growth models for the acquisition of ESL, k – 12. .

ACCESS project funding (Alberta Education), Language Research Centre, U. of C. (\$7000). 2005 – 2006). Becoming a communicative language teacher

MT3 Award (\$5000). 2005. Developing a growth model for the acquisition of English as a second language.

MT3 Award (\$5000). 2005. Creating a web based tool to illustrate learning trajectories for ESL students. [www.apollo.ucalgary.ca/eslrw/](http://www.apollo.ucalgary.ca/eslrw/)

MT3 Award (\$5000). 2003. LearningByDesign: An evaluation of technology supported curriculum decision making. [www.learningbydesign.ucalgary.ca](http://www.learningbydesign.ucalgary.ca)

Cultural Diversity Institute, Research Award (\$5000). 2003 - 2004. ESL students and the loss of educational capital for the workplace of the future.

Learning Commons Fellowship (\$15,000). 2002. To develop (and enhance) the website, [www.LearningByDesign.ucalgary.ca](http://www.LearningByDesign.ucalgary.ca)

AACES award (\$3500). 2002: Effective High School ESL Programs.

University International Grants Committee award (\$10,000). 2001. To develop an ESL curriculum website. [www.LearningByDesign.ucalgary.ca](http://www.LearningByDesign.ucalgary.ca)

AACES award (\$5000). 1997. Tracking ESL student achievement.

### Articles in refereed journals:

- Watt, D., & Roessingh, H. (1994). ESL dropout: The myths of educational equity. *Alberta Journal of Educational Research*, *XL*(3), 283-296.
- Watt, D., & Roessingh, H. (1994). Some you win, most you lose: Tracking ESL student drop out in high school (1988-1993). *English Quarterly*, *26*(3), 5-7.
- Roessingh, H., & Watt, D. (1995). ESL and inclusive education: The search for equity. *Exceptionality Education Canada*, *5*(1), 1-3.
- Roessingh, H. (1995). Teaching to diversity: Meaningful inclusion of ESL students in high school mainstream settings. *Exceptionality Education Canada*, *5*(1), 65-83.
- Watt, D., Bosetti, L., & Roessingh, H. (1996). Success and failure: Stories of ESL students' educational and cultural adjustment to high school. *Urban Education*, *31*(2).  
<https://doi.org/10.1177/0042085996031002005>
- Watt, D., Bosetti, L., & Roessingh, H. (1997). Educational experiences of ESL students: Unraveling the role of English language proficiency. In K. McLeod (Ed), *Multicultural Education: The State of the Art National Study Report #4*. A study sponsored by the Canadian Association of Second Language Teachers, Winnipeg, Manitoba R2V 0N3.
- Roessingh, H. (1999). Adjunct support for high school ESL Learners in mainstream English classes: Ensuring success. *TESL Canada Journal*, *17*(1), 72-85.  
<http://teslcanadajournal.ca/index.php/tesl/article/view/881>
- Roessingh, H., & Field, D. (2000). Time, timing, timetabling: Critical elements of successful graduation of high school ESL learners. *TESL Canada Journal*, *18*(1), 17-31.  
<http://teslcanadajournal.ca/index.php/tesl/article/view/897>
- Watt, D., & Roessingh, H. (2001). The dynamics of ESL dropout: Plus ca change... *Canadian Modern Language Review*, *58*(2), 203- 222. <https://doi.org/10.3138/cmlr.58.2.203>
- Roessingh, H., & Kover, P. (2002). Working with younger arriving ESL learners in high school English: Never too late to reclaim potential. *TESL Canada Journal*, *19*(2), 1 – 19.  
<http://teslcanadajournal.ca/index.php/tesl/article/view/926>
- Roessingh, H., & Kover, P. (2003). Variability of ESL learners' acquisition of cognitive academic language proficiency: What can we learn from achievement measures? *TESL Canada Journal*, *21*(1), 1 – 21.  
<http://teslcanadajournal.ca/index.php/tesl/article/view/271>
- Roessingh, H., & Johnson, C. (2004). Teacher prepared materials: A principled approach. *TESL Canada Journal*, *22*(1), 44 – 63.  
<http://www.teslcanadajournal.ca/index.php/tesl/article/view/165>

- Roessingh, H. (2004). Effective high school ESL programs: A synthesis and meta-analysis. *Canadian Modern Language Review*, 60 (5), 611-636.  
<https://doi.org/10.3138/cmlr.60.5.611>
- Roessingh, H. (2005). The Intentional Teacher. *Journal of Educational Thought*, 39(2), 111-134.
- Roessingh, H., & Johnson, C. (2005). Online Teaching and Learning in TESL Professional Development: Creating a community of learners through distance delivery of MED TESL course work. *Quarterly Review of Distance Education*, 6\_(2).
- Roessingh, H., & Johnson, C. (2005). An online graduate class in Curriculum Design: Creating a sense of community. *TESOL Quarterly*, Professional development in language education series, 4, 105 – 113.
- Roessingh, H., Kover, P., & Watt, D. (2005). Developing cognitive academic language proficiency: The journey. *TESL Canada Journal*, 23(1), 1- 27.  
<http://files.eric.ed.gov/fulltext/EJ844660.pdf>
- Roessingh, H. (2006). BICS-CALP: An introduction for some, a review for others ... *TESL Canada Journal*, 23 (2), 91-96.  
<http://teslcanadajournal.ca/index.php/tesl/article/view/57/57>
- Roessingh, H. (2006). The teacher is the key: Reclaiming trust in ESL high school programs. *Canadian Modern Language Review*, 62(4), 563-590.  
<https://doi.org/10.3138/cmlr.62.4.563>
- Roessingh, H. (2008). Variability in ESL outcomes: The influence of AOA and LOR on achievement in high school. *TESL Canada Journal*, 26(1), 87-107.  
<http://teslcanadajournal.ca/index.php/tesl/article/view/392/231>
- Roessingh, H., & Elgie, S. (2009). Early language and literacy development among young ELL: Preliminary insights from a longitudinal study. *TESL Canada Journal*, 26(2), 24-45.  
<http://www.teslcanadajournal.ca/index.php/tesl/article/view/413>
- Roessingh, H. (2010). Vocabulary profiling of oral and written discourse: An assessment tool for working with ELLs K-12. In P. Dam & M. Cowart (Eds.) *Teaching English language learners: An international perspective* (pp. 417-441). Denton, TX: The Federation of North Texas Universities. <https://twu-ir.tdl.org/handle/11274/306>  
<http://hdl.handle.net/11274/306>
- Roessingh, H., & Chambers, W. (2011). Project based learning and pedagogy in teacher preparation: Staking out the theoretical mid-ground. *International Journal of Teaching and Learning in Higher Education*, 23(1), 60-71.  
<http://www.isetl.org/ijtlhe/pdf/IJTLHE996.pdf>

- Roessingh, H. (2011). Family Treasures: A dual language book project for negotiating language, literacy, culture and identity. *Canadian Modern Language Review*, 67(1), 123-148. <https://doi.org/10.3138/cmlr.67.1.123>
- Roessingh, H., & Douglas, S. (2012). English Language Learners' transitional needs from high school to university: An exploratory study. *Journal of International Migration and Integration*, 13(3), 285 – 301. <https://doi.org/10.1007/s12134-011-0202-8>
- Roessingh, H., & Douglas, S. (2012). Educational outcomes of English language learners at university. *Canadian Journal of Higher Education*, 42(1), 82 – 97. <https://doi.org/10.47678/cjhe.v42i1.182449>
- Roessingh, H. (2012). The importance of the prompt for eliciting language samples: Insights from research and considerations for practice. *TexELT: Texas English Language Teaching*, 1(1), 37-56. Retrieved from <http://textesolv.org/wp-content/uploads/2015/07/TexELT-v1n1.pdf>
- Roessingh, H., & Douglas, S. (2012). Generation 1.5 in Canada: Multiple perspectives on a shifting demographic landscape. *TESL Canada Journal*, 29, Special Issue 6. <http://www.teslcanadajournal.ca/index.php/tesl/article/viewFile/1108/927>
- Roessingh, H. (2012). The Grade 3 Provincial Achievement Tests: In need of revamping? *Alberta Journal of Educational Research*, 58 (3), 425- 443. <http://ajer.synergiesprairies.ca/ajer/index.php/ajer/article/view/1057>
- Roessingh, H. (2012). Service learning and student engagement: A dual language book project with young English language learners and the Faculty of Education. *Canadian Journal of Education*, 35 (4), 284-307. <http://www.cje-rce.ca/index.php/cje-rce/article/viewFile/896/1389>
- Roessingh, H. (2013). A look at Grade 2 Writing: Successes and challenges in early literacy development. *Learning Landscapes*, 7(1), 269-281. <http://learninglandscapes.ca/index.php/learnland/article/view/642/642>
- Roessingh, H. & Douglas, S. (2013). Raising the lexical bar: The potential of teacher talk to support learning academic vocabulary. In M. Cowart & G. Anderson (Eds.) *Teaching and Leading in Diverse Schools*. Denton, TX: The Federation of North Texas Universities. <https://twu-ir.tdl.org/handle/11274/120>
- Roessingh, H. (2014). Grandma's Soup: Thematic instruction for dual language learners, K – 2. *Young Children*, September, 2014, 86-93. <https://www.jstor.org/stable/ycyoungchildren.69.issue-4>  
<https://www.jstor.org/stable/pdf/ycyoungchildren.69.4.86.pdf>

- Roessingh, H. (2014). Teachers' roles in designing meaningful tasks for mediating language learning through the use of ICT: A reflection on authentic learning for young ELLs. *Canadian Journal of Learning and Technology, Special Issue on ICT mediated language tasks*, 40 (1), 1 – 24.  
<http://files.eric.ed.gov/fulltext/EJ1030386.pdf>
- Roessingh, H. (2014). TBL and teacher preparation: Towards a curriculum for pre-service teachers. *TESL Canada Journal*, 31 (8), 157-175.  
<http://www.teslcanadajournal.ca/index.php/tesl/article/view/1192>
- Roessingh, H., Elgie, S., & Kover, P. (2015). Using lexical profiling tools to investigate children's written vocabulary development in Grade 3: An exploratory study. *Language Assessment Quarterly*, 12 (1), 67-86.  
<http://dx.doi.org/10.1080/15434303.2014.936603>
- Roessingh, H., & Elgie, S. (2015). From thought, to words, to print: Early literacy development in Grade 2. *Alberta Journal of Educational Research*, 60 (3), 576 – 597.  
[http://ajer.journalhosting.ucalgary.ca/index.php/ajer/article/view/1508/pdf\\_16](http://ajer.journalhosting.ucalgary.ca/index.php/ajer/article/view/1508/pdf_16)
- Roessingh, H., Douglas, S., & Wojtalewicz, B. (2016). Lexical standards for expository writing at Grade 3: The transition from early literacy to academic literacy. *Language and Literacy*, 18(3), 123-144.  
<https://ejournals.library.ualberta.ca/index.php/langandlit/issue/view/1919>
- Roessingh, H. (2016). Language 'By Hand': Why printing and spelling are important to early literacy learning. *Education Canada, Fall, 2016*.  
<https://www.edcan.ca/articles/language-by-hand/>
- Roessingh, H. (2016). LEA for young ELLs: More than just telling stories. Academic Achievement for English Language Learners: Essential Elements of Teaching and Leadership, tenth in the monographic series, *Critical issues in the Education of English Language Learners*, TWU. Melina Cowart, Series Ed.
- Roessingh, H. (2016). Academic language in K - 12: What is it, how is it learned, and how can we measure it? *BC TEAL Journal*, 1(1), 67 - 81.  
<https://ojs-o.library.ubc.ca/index.php/BCTJ/article/view/235>
- Roessingh, H., & Bence, M. (2017). Intervening in early written literacy development for gifted children in Grade 2: Insights from an action research project. *Journal for the Education of the Gifted*, 40(2), 168-196.  
<https://doi.org/10.1177/0162353217701201>
- Roessingh, H., & Bence, M. (2018). Guided physical play in kindergarten: Building foundations for literacy and numeracy. *Education Canada, Spring, 2018*.  
<https://www.edcan.ca/articles/guided-physical-play-kindergarten/>

- Roessingh, H. (2018). Listening to our students: THEIR stories. *LEARNing Landscapes*, 11(2), 287 - 303.  
[https://www.learninglandscapes.ca/index.php/learnland/issue/view/Teaching%20and%20Learning%20With%20Stories/LEARNingLandscapes\\_vol11no2](https://www.learninglandscapes.ca/index.php/learnland/issue/view/Teaching%20and%20Learning%20With%20Stories/LEARNingLandscapes_vol11no2)
- Roessingh, H. (2018). Unmasking the early language and literacy needs of ELLs. *BC TEAL Journal*, 3(1), 22 – 36. <https://doi.org/10.14288/bctj.v3i1.276>
- Roessingh, H., & Bence, M. (2018). Embodied cognition: Laying the foundation for early language and literacy learning. *Language and Literacy*, 20(4), 23-39.  
<https://doi.org/10.20360/langandlit29435>
- Roessingh, H., Nordstokke, D., & Colp, M. (2019). Unlocking academic literacy in Grade 4: The role of handwriting. *Reading and Writing Quarterly*, 35(2), 65-83.  
<https://doi.org/10.1080/10573569.2018.1499160>
- Roessingh, H., Nordstokke, D., & Colp, M. (2019). Beyond presentation effects: Understanding the role of language by hand in the holistic quality rating of young students' writing in Grade 4. *Alberta Journal of Educational Research*, 65(1), 72 – 93. <https://journalhosting.ucalgary.ca/index.php/ajer/article/view/56630/pdf>
- Roessingh, H., & Nordstokke, D. (2019). Language by hand at Grade 3: More than a matter of 'neatness'. *Language and Literacy*, 21(3), 38-63.  
<https://journals.library.ualberta.ca/langandlit/index.php/langandlit/article/view/29392>
- Roessingh H. (2019). Read-alouds in the upper elementary classroom: Developing academic vocabulary. *TESOL J.* 2019;e445. <https://doi.org/10.1002/tesj.445>
- Roessingh, H. (2020). Assessment practices in the diverse class setting: A fine balance. CH 14 in *Superdiversity and teacher education: Supporting teachers in working with culturally, linguistically and racially diverse students, families and communities*, Li, G., Anderson, J., Hare, J., & McTavish, M. (Eds). University of British Columbia
- Roessingh, H. (2020). The role of performances in educational practices: Experiences of BED students preparing for the classroom. *LEARNing Landscapes*, 13(1), 189-202. <https://doi.org/10.36510/learnland.v13i1.1014>
- Roessingh, H. (2020). Culturally responsive pedagogy and academic vocabulary teaching and learning: An integrated approach in the elementary classroom. *TESL Canada Journal* 37(1), 51-62. <https://teslcanadajournal.ca/index.php/tesl/issue/view/163>



Roessingh, H. (2021). The 'big bang for your buck words': Strategic targeting and teaching of academic vocabulary for young learners. *TESOL J.* submitted June 2, 2021.

Roessingh, H., & Nordstokke, D. (2020). The words they use in their writing: Unlocking academic vocabulary in grade 3.

**Other refereed contributions in the past 5 years:**

ACLA/CAAL (2014). Brock University, St. Katherine's, ON. Early literacy: From thought, to word, to print.

Roessingh, H., Bence, M., Gillespie-Nobel, P, & Ramzy, A. (2014). Unlocking creativity: Applying Dabrowski's notions of 'inside out' vs 'outside in' to the development of children's academic literacy. Presentation, The Eleventh International Dabrowski Congress, July 24 – 26, 2014. Canmore, AB.

ACLA/CAAL (2016). Assessing early literacy: A look at Grade 2 writing. University of Calgary. June 1, 2016. University of Calgary, AB.

ACLA/CAAL (2016). Promises and perils of distance learning: The case of an online MEd program. May 30, 2016. University of Calgary, AB.

CSSE (2017). Purposeful play in kindergarten. Embodied learning. Ryerson University, ON

ATA ESL-C (2017). Academic vocabulary. Lake Louise, AB. Nov. 4 – 5, 2017

ACLA/CAAL (2018). Storytelling in the classroom. Regina, SK. June, 2018.

**Non-refereed contributions/invited keynotes:**

Saskatoon, Sask. Oct. 8 – 9, 2015. Early literacy learning K – 6.  
Teaching pronunciation to older arriving ELLs.

TESL Canada Conference 2015. Lake Louise, Alberta. Oct. 29 – 31, 2015. Keynote address.  
Graduate students' symposium. Elevating Language Learning to New Heights. Getting the most out of grad school.

New Brunswick Secondary English Teachers. May 6, 2016. Working with ESL learners in the mainstream secondary English Language Arts classroom.

Keynote speaker. TESL New Brunswick. Fredericton, NB. May 7, 2016. Effective Task-based Design for Academic Success.

TESL New Brunswick, May 7, 2016. Practical Classroom-based Strategies for Creating Content/Theme-based Tasks

Roessingh, H. (2017). Early literacy learning – Unmasking the myths. *Canadian Teacher*, (Jan/Feb) 20-22. <https://canadianteachermagazine.com/2017/01/15/early-literacy-learning-unmasking-the-myths/>

Edmonton Public School Board, Division Professional Development Day, Keynote. March 17, 2017

### **Media presentations and contributions**

Letters to the editor (Calgary Herald) on topics related to English as a second language learning, early language and literacy development, standardized testing. These generate public discussion, debate, and the potential for educating the broader community of issues related to literacy development. See for example,

No comparison to Finland, March 18, 2012.

Growth causes spending, May 22, 2015.

Students aren't making the grade, Oct. 16, 2017.

<https://calgaryherald.com/opinion/letters/your-letters-for-monday-oct-16;>

Handwriting first, then keyboarding, Oct. 15, 2018.

<https://www.pressreader.com/canada/calgary-herald/20181015/281681140843715>

Early school testing benefits kids. July 4, 2019, A13

Letter to the editor, *The Economist*, July 10, 2021, p. 20. The ABCs of Education: A response to The Reading Wars, June 12, 2021, p. 23.

Media presentations: CBC radio and other local stations on topics related to early language and literacy, age cut offs for school entrance. See for example:

CBC Eye Opener program. March 29, 2016. School age entrance.

<https://www.cbc.ca/news/canada/calgary/alberta-kindergarten-age-changes-1.3510613>

Global TV news program, June 30, 2019. Play based learning for literacy development.

<https://www.msn.com/en-ca/news/video/tips-to-keep-your-childs-reading-skills-strong-during-the-summer/vp-AADCf0U>

Global TV news program, Sept. 2, 2019. The importance of cursive handwriting.

<https://globalnews.ca/video/5847024/the-lost-art-of-handwriting-why-a-calgary-professor-believes-its-so-important>

September 3, 2019 The BIG Story podcast, Toronto, talk with Jordan Heath Rawlings. What happens to kids' brains when they don't learn handwriting?

<https://thebigstorypodcast.ca/2019/09/04/what-happens-when-we-stop-learning-how-to-write/>  
<https://toronto.citynews.ca/2019/09/04/children-education-handwriting/>

Consultations to journalists who are developing content on immigrant education/ESL. See Andrew Duffy, Marcello Di Cintio (*Alberta Views*, Oct. 1, 2015:

<https://albertaviews.ca/language-limbo/> )

- Public presentations: see for example, a summary of research findings available at:  
[https://policywise.com/video\\_library/early-childhood-development-developing-growth-models-for-the-acquisition-of-english-as-a-second-language-a-baseline-study/](https://policywise.com/video_library/early-childhood-development-developing-growth-models-for-the-acquisition-of-english-as-a-second-language-a-baseline-study/)
- Conversation CANADA. January 18, 2019. Boost kids' skills and memory with week game night. <https://theconversation.com/boost-kids-skills-and-memories-with-weekly-game-night-109386>
- Conversation CANADA. June 25, 2019. Summer play that enriches kids' reading skills — 8 fine motor activities for little fingers. <https://theconversation.com/summer-play-that-enriches-kids-reading-skills-8-fine-motor-activities-for-little-fingers-118673>
- Conversation CANADA. August 23, 2019. Why cursive handwriting needs to make a school comeback. <https://theconversation.com/why-cursive-handwriting-needs-to-make-a-school-comeback-121645>
- Conversation CANADA. August 30, 2019. Voici pourquoi il faut réintroduire l'écriture cursive à l'école. <https://theconversation.com/voici-pourquoi-il-faut-reintroduire-lecriture-cursive-a-lecole-122348>
- Stephen Hurley, In Conversation. September 4, 2019. Why cursive needs to make a school comeback. <https://podcasts.apple.com/us/podcast/dr-hetty-roessingh-cursive-writing/id1447178053?i=1000448600513>
- Conversation CANADA. Nov. 4, 2019. Writing and reading starts with hands on play. <https://theconversation.com/writing-and-reading-starts-with-childrens-hands-on-play-125182>
- Conversation CANADA. November 20, 2019. Lire et écrire: Tout part des mains. <https://theconversation.com/lire-et-ecrire-tout-part-des-mains-126461>
- Conversation CANADA. Feb. 4, 2020. Handwritten Valentine's create a legacy of love and literacy. <https://theconversation.com/handwritten-valentines-create-a-legacy-of-love-and-literacy-130365>
- Conversation Canada. Feb. 7, 2020. Les cartes de Saint-Valentin : pourquoi elles sont si importantes!  
<https://theconversation.com/les-cartes-de-saint-valentin-pourquoi-elles-sont-si-importantes-131271>
- Valentinsdag: Det betaler sig at skrive kortet i hånden  
<https://videnskab.dk/kultur-samfund/valentinsdag-det-betaler-sig-at-skrive-kortet-i-haanden>
- Conversation CANADA, Aug. 31, 2020. Note taking by hand: A powerful tool to support memory. <https://theconversation.com/note-taking-by-hand-a-powerful-tool-to-support-memory-144049>  
<https://www.bbc.com/worklife/article/20200910-the-benefits-of-note-taking-by-hand>

Conversation CANADA. September 3, 2020. Ecrire, un excellent moyen de renforcer la mémoire. <https://theconversation.com/ecrire-un-excellent-moyen-de-renforcer-la-memoire-145354>

Conversation CANADA. March 23, 2021. 7 Read aloud tips for parents to help prevent children's covid-19 pandemic learning loss. <https://theconversation.com/7-read-aloud-tips-for-parents-to-help-prevent-childrens-covid-19-pandemic-learning-loss-154343>

Newstalk 1010 Program with host Dave Trafford. March 28, 2021. Read alouds. <https://www.iheartradio.ca/newstalk-1010/audio/podcasts/march-28-the-benefits-of-reading-aloud-to-kids-1.14860434>

Joey Roselli | Producer  
NEWSTALK 1010 | Bell Media  
cell 514-660-5598

Spice Radio with host Suzanne Pasch. March 31, 2021 (10:30 AM Calgary time).

CHQR Morning Show with Sue Deyell and Andrew Shultz. April 8, 2021 (8:42 AM).

Conversation CANADA, May 31, 2021. New Alberta curriculum would overload young learners when what they need is balance. <https://theconversation.com/new-alberta-curriculum-would-overload-young-learners-when-what-they-need-is-balance-151336>

Conversation CANADA, September 13, 2021. How addressing our young kids' COVID-19 learning loss is a matter of child's play. <https://theconversation.com/how-addressing-our-young-kids-covid-19-learning-loss-is-a-matter-of-childs-play-166149>

### **Projects and websites:**

- Vp4kids: an online tool developed in collaboration with Tom Cobb (UQAM) for profiling the vocabulary output from narrative data of children aged 5 – 7). Available at [www.lexutor.ca/vp/kids](http://www.lexutor.ca/vp/kids)
- Family Treasures: A dual language website. Project with kindergarten children at Almadina Language Charter Academy, 2008; funded for 2009 and 2010 by TELUS (\$20,000 and \$20,000). [www.Duallanguageproject.com](http://www.Duallanguageproject.com)
- Boyadjieva, G. & Petreus, M. (2013). Tresors de Famille. <http://www.elodil.umontreal.ca/videos/presentation/video/projet-tresors-de-famille-et-ecriture/>

<http://www.elodil.umontreal.ca/guides/des-histoires-familiales-pour-apprendre-a-ecrire/>

Écrivez à Michèle Vatz-Laaroussi pour recevoir une version du guide : [michele.laaroussi@usherbrooke.ca](mailto:michele.laaroussi@usherbrooke.ca)

Armand, F., Combes, E., Boyadjieva, G., Petreus, M. & Vatz-Laaroussi, M. (2014). Écrire en langue seconde : les textes identitaires plurilingues. Québec français, (173), 25–27. <https://id.erudit.org/iderudit/72928ac>

- Thematic units, curriculum design. [www.esllearningbydesign.com](http://www.esllearningbydesign.com)

## Teaching:

### BEd Program

Specialization (ESL) seminar 1 and 2

EDUC 430      Pragmatics  
 EDUC 440      Field supervision 1  
 EDUC 465      Field supervision 2

### GDER

EDER 669.50 Methods in Teaching English as a Second Language  
 EDER 669.51 Materials Design and Development in TESL  
 EDER 669.53 Curriculum Design and Development in TESL  
 EDER669.      Second Language Learning (online)  
 EDER669.      Collaboratory (online)

### Graduate student supervision:

I supervise both course based (30 completed) and thesis based:

- Sylvia Kennedy, MA, 2003. *Emotional competence and strategy use among late French immersion learners.*
- Monica Leong, MA, 2004. *LearningByDesign: An evaluation of technology supported curriculum decision making for teachers of English as a second language.*
- Vicky Liang, MA, 2006. *Thematic Organization of Instruction for an Adult ESL/EAP Curriculum: A Qualitative Study of an EAP Program.*
- Andreea Cervatiuc, PhD, 2007. *Highly proficient adult non-native English speaker's perceptions of their second language learning process.*  
<https://prism.ucalgary.ca/handle/1880/102285?show=full>
- Scott Douglas, PhD, 2010. *Non-Native English Speaking Students at University: Lexical Richness and Academic Success.*  
[https://prism.ucalgary.ca/bitstream/handle/1880/48195/2010\\_Douglas.pdf?sequence=1](https://prism.ucalgary.ca/bitstream/handle/1880/48195/2010_Douglas.pdf?sequence=1)
- Katie Crossman, PhD, 2014. *Intensive English for Academic Purposes: A curriculum designed and developed for local English language learners entering university.*  
<https://prism.ucalgary.ca/handle/11023/1707>
- Joan Miles, MA, 2014. *Lost in transition? The impact of early inclusion on the transitional high school experiences and distal academic outcomes of ELLs.*  
<http://dx.doi.org/10.11575/PRISM/26789>
- Lena Bishop, MA, 2014. *Effect of text structure instruction with integrated discourse structure graphic organizers on development of reading comprehension of expository texts in advanced ESL students.*
- Brock Wojtalewicz, MA, 2016. *Corpus Linguistics: Investigating the development of academic literacy in grades 4 – 6.*  
[https://prism.ucalgary.ca/bitstream/handle/11023/2995/ucalgary\\_2016\\_wojtalewicz\\_brock.pdf;jsessionid=1162AB919E4D88362E26F90076863FC7?sequence=5](https://prism.ucalgary.ca/bitstream/handle/11023/2995/ucalgary_2016_wojtalewicz_brock.pdf;jsessionid=1162AB919E4D88362E26F90076863FC7?sequence=5)

- Dora Kapoyannis, PhD, 2017. *Cultivating Literacy Engagement in Multilingual and Multicultural Learning Spaces*. <https://prism.ucalgary.ca/handle/1880/106322>
- Michelle Bence, MA, 2017. *Exploring transformative learning within a community of practice: A case study of teacher professional development in early literacy*. [https://prism.ucalgary.ca/bitstream/handle/1880/106307/ucalgary\\_2017\\_bencemathezer\\_michelle.pdf?sequence=4&isAllowed=n](https://prism.ucalgary.ca/bitstream/handle/1880/106307/ucalgary_2017_bencemathezer_michelle.pdf?sequence=4&isAllowed=n)
- <https://prism.ucalgary.ca/handle/1880/106307>
- Prama Neogi, MA, 2016 - 2022.
- Hoda Kilani, EdD, 2018. *Exploring the Linguistic Profile of Gifted ESL Students*.
- Melody Pelling, EdD. 2018. *Understanding the leadership role in literacy programming of Canadian elementary school principals*.
- Miriam Ramzy, PhD, 2019. *Instruction in the foundations of writing: A case study of grade one gifted children*. <https://prism.ucalgary.ca/handle/1880/110494>
- Christine Cheung, EdD, 2019. *Chinese-Canadian Bilingual Program: Perceptions of school culture and leadership*. [https://prism.ucalgary.ca/bitstream/handle/1880/111060/ucalgary\\_2019\\_cheung\\_christine.pdf?sequence=2](https://prism.ucalgary.ca/bitstream/handle/1880/111060/ucalgary_2019_cheung_christine.pdf?sequence=2)
- Rhonda Fisher, EdD, 2020 (candidate). Supervisory/examining committee (Kim Lenters, supervisor).
- Valdine Bjornson, EdD, 2021. Supervisory/examining committee (Kim Lenters, supervisor).
- Adam Browning, EdD, 2021. *Longitudinal patterns of language and literacy devp.t among ELLs*. <https://prism.ucalgary.ca/handle/1880/113020>
- Johnson Kunnel, EdD, 2021. *Language learners' awareness of task assessment rubrics*.

#### **Professional service:**

- Consultation to Alberta Education on the development, validation and standard setting of the Grade 3 Student Learning Assessment for English Language Arts (SLAs). 2014 – 2017.
- SSHRC reviewer. 2014 and 2015
- ACCFRC (Alberta Center for Child, Family and Community Research). Reviewer, grants. 2015
- AACES (2019 – 2021). Grants review/adjudication.
- Guest co-editor of special themed issue of *TESL Canada Journal* on Generation 1.5 (2012)
- TESL Canada Journal, editorial review board. I frequently review manuscripts for various other journals as well (*Canadian Modern Language Review, Journal of Educational Thought, TESOL Quarterly, Bilingual Research Journal, Alberta Journal of Educational Research, Language and Literacy, BC TEAL Journal*).
- Faculty committees:
- Teaching and Research Awards Committee (TRAC).
  - GPE: Travel Scholarship Committee

**Community service:**

Frequent presenter at local school professional development days.  
Consulting for AISI (Alberta Initiatives for School Improvement) project/proposal development for local schools, and for ATA small project funding.  
Volunteer tutor for ELLs weekly over the past 9 years.  
Board member: Coalition for Equal Access to Education

**Professional Organizations:**

Canadian Association of Second Language Teachers (CASLT)  
TESL Canada  
ATESL (Alberta Teachers of English as a Second Language)  
TESOL  
ATA ESL-C (Alberta Teachers' Association, ESL Council)  
CAAL/ACLA (Canadian Association of Applied Linguistics)  
Prairie Metropolis Centre (PMS): academic affiliate