

AAAL 2025 Colloquium

Uniting theory and practice:

Jim Cummins' contributions to transformative pedagogy as justice for minoritized students

Presenter Biographies (in order of presentations)

Colloquium Organizers

- **Shelley Taylor** (taylor@uwo.ca)

Dr. Shelley K. Taylor is a professor of TESOL/Applied Linguistics at Western University. She has guest-edited special issues of several journals and publishes in English, French and Danish. She currently holds federal funding to investigate pluralistic approaches to teaching in partnership with ILEA/the International Language Educators Association (Canada) and researchers from Italy, the Czech Republic and Japan. She was involved in implementing MLE in Nepal and in introducing the CEFR in French as a second language in Ontario. She also served on an advisory group for the Government of Greenland (K-12 trilingual language policy). She convened an AILA research network on migrant learners (2011-2021) and served as TESOL President (2023-2024).

- **Ryuko Kubota** (ryuko.kubota@ubc.ca)

Dr. Ryuko Kubota is a professor in the Department of Language and Literacy Education in the Faculty of Education at the University of British Columbia. Her research draws on critical approaches to language education, focusing on antiracism, intersectional justice, language ideologies, and critical pedagogies. She is a co-editor of *Race, culture, and identities in second language: Exploring critically engaged practice* (Routledge 2009); *Discourses of identity: Language learning, teaching, and reclamation perspectives in Japan* (Palgrave 2023); *Race, racism, and antiracism in language education* (Routledge 2025), and others. Her publications also appear in such journals as *Applied Linguistics*, *Critical Inquiry in Language Studies*, *ELT Journal*, *Journal of Second Language Writing*, *TESOL Quarterly*, and *World Englishes*. She was AAAL's President-elect and First Vice-President (2024-2025).

1st Paper: *Language policy provocations, Indigenous/Tribal/Minoritized education, and the work of Jim Cummins: Comparative perspectives*

- **Ajit Mohanty** (ajitmohanty@gmail.com)

Dr. Ajit Mohanty is a former Professor and ICSSR National Fellow, Jawaharlal Nehru University. He has been a Fulbright Visiting Professor (Columbia), Fulbright Senior Scholar (Wisconsin), Killam Scholar (Alberta) and Fellow of the Association of Psychological Science, USA. He contributed to Multilingual Education Policy for Nepal and Odisha. He is the author of the book *The Multilingual Reality: Living with Languages* (2019: Multilingual Matters).

- **Minati Panda** (minatip@gmail.com)

Dr. Minati Panda is Professor of Psychology and Education at Jawaharlal Nehru University. She has been a Fulbright Visiting Scholar (Columbia University), Commonwealth Senior Fellow (Manchester University), Fulbright Senior Fellow (UCSD), Fellow of the Association of Psychological Science (USA) and Fellow of the National Academy of Psychology (India). She was the advisor to the Tribal Ministry, Government of India and Sri Lankan Government for Multilingual Education. She has co-directed major programmes like Multilingual Education Plus, Multilingualism and Multiliteracy and National Multilingual Education Resource Consortium. Her major publications are in the areas of multilingual education, critical and reflexive pedagogy, linguistic and educational rights, mathematics education and creativity etc. Her forthcoming book is entitled, "Interactions Between Linguistic Theories, Language Learning and Pedagogy" (Springer, Europe).

- **Teresa McCarty** (teresa.mccarty@ucla.edu)

Dr. Teresa L. McCarty is an educational anthropologist and applied linguist. At the University of California, Los Angeles, she is Distinguished Professor and G.F. Kneller Chair in Education and Anthropology, and Faculty in American Indian Studies. A member of the National Academy of Education, she has published extensively on Indigenous education and language reclamation, language planning and policy, and the critical ethnography of education. Her most recent book, with K. Tsianina Lomawaima, is a new, revised edition of their seminal book, *“To Remain an Indian”—Lessons in Democracy from a Century of Native American Education* (Teachers College Press). Teresa is currently engaged in a multi-university, U.S.-wide study of Indigenous-language immersion schooling.

2nd Paper: “A scholar who finally gets what we do”: Cummins and the centrality of teachers’ agency

- **Margaret Early** (margaret.early@ubc.ca)

Dr. Margaret Early is an Associate Professor in the Department of Language and Literacy Education (LLED) at the University of British Columbia. Her research focuses on newcomer multilingual learners in K-12 schools. She has been the principal investigator on large-scale collaborative research projects and a member of an LLED team undertaking research in schools and teacher education institutions in Canada and East Africa. Currently, she is conducting research in Greater Vancouver with Dr. Maureen Kendrick, UBC, and a team of graduate students, to address language and literacy learning among newcomer children and youth, including with refugee experience, in Canadian classrooms.

- **Emmanuelle Le Pichon-Vorstman** (e.lepichon@utoronto.ca)

Dr. Emmanuelle Le Pichon-Vorstman is Associate Professor at the University of Toronto's Ontario Institute for Studies in Education (OISE) and the head of the Centre de Recherches en Éducation Franco-Ontarienne (CRÉFO). Since 2009, she has spearheaded numerous projects focused on the inclusion of minority students in education, securing over 2 million CAD in research funding. She is a consultant, researcher, evaluator, and reviewer for various international organizations and journals. Her passion for migration policy has driven her to conduct extensive research on multilingual education, particularly for newly arrived migrant students in Europe and Canada and indigenous students in Suriname (in collaboration with the Rutu Foundation). She co-founded the Language Friendly School, which now includes 70 certified schools across four continents. These schools range from institutions in indigenous villages and refugee camps to public and private schools. In 2015, her research report sparked a debate in the Dutch parliament on migrant education, leading to the allocation of 15 million Euros to support primary schools for students with a refugee background.

- **Brian Morgan** (bmorgan@glendon.yorku.ca)

Dr. Brian Morgan is a Senior Scholar at Glendon College, York University, in Toronto. At Glendon, Brian served as Director of ESL for many years and continues as a member of the Centre for Research in Language and Culture Contact. His primary research and publication activities have been directed towards the intersections of language and identity and the development of critical literacies and pedagogies in English Language Teaching and Language Teacher Education. Brian was a co-editor of the Critical Language and Literacy Studies series for Multilingual Matters (Bristol, UK) for many years as well as a recent Board of Trustee member for the Center for Applied Linguistics in Washington, DC.

3rd Paper: Impact of linguistic interdependence hypothesis and transformative multiliteracies pedagogy in Japanese contexts

- **佐野愛子 Aiko Sano** (aiko.sano15@gmail.com)

Dr. Aiko Sano obtained an MA from the University of Toronto and a PhD from Hokkaido University and is a professor at Ritsumeikan University in Japan. Her areas of expertise are bilingual education and English

education in an EFL context, with a special focus on biliteracy development and family language policies fostering biliteracy development of heritage language learners. She has participated in a nationwide research project for creating an equitable assessment framework for culturally and linguistically diverse students studying in Japan (MEXT, in press), and is actively involved with the lawsuit for the right to education in Japanese Sign Language.

4th Paper: *Empowering education in the Global South: Leveraging Cummins' theories in multilingual Mexico*

- **Colette Despagne** (colette.despagne@gmail.com)

Dr. Colette Despagne is a transnational scholar and professor in the postgraduate program of Language Sciences at the Benemérita Universidad Autónoma de Puebla (BUAP) in Mexico, where she has resided for the past three decades. She holds a position as a member of the Mexican National Research Council (SNI) and leads the Academic Research Group titled "Racism, Identities, and Modes of Subjectivation." Born into a bilingual French/German family in France, she pursued her academic studies in language education at Western University in Canada. Her scholarly work is centered on critical applied linguistics within the Mexican context, with a particular focus on the interplay between language, power, and identities. Her research examines these dynamics in relation to Indigenous communities and migration, with a specific emphasis on return migration from the United States to Mexico.

5th Paper: *Translanguaging and raciolinguistic critiques of Jim Cummins' oeuvre: A comparative international perspective*

- **Stef Slembrouck** (Stef.Slembrouck@ugent.be)

Dr. Stef Slembrouck is a senior full professor in the Linguistics Department at Ghent University. He is also director of the University Language Centre at Ghent University. He has published extensively on language use, interaction and communication in institutional and professional contexts (education, social welfare, child protection, administration, health). A considerable part of his work concentrates on the nature and implications of globalization-affected multilingualism. He teaches courses on interactional analysis, sociolinguistics and theory and methods of second language acquisition research. Book publications include: "Globalization and Language in Contact. Scale, Migration, and Communicative Practices" (Bloomsbury 2009, with Mike Baynham and Jim Collins) and "The Multilingual Edge of Education" (Palgrave 2018, with Piet Van Avermaet, Koen Van Gorp, Sven Sierens and Katrijn Maryns).

- **Piet Van Avermaet** (Piet.vanavermaet@ugent.be)

Dr. Piet Van Avermaet is Emeritus Professor in 'Language and Diversity' at the Linguistics Department of Ghent University, Belgium. He was also Director of the Research Centre for Diversity and Learning (CDL) at the same University. Piet Van Avermaet holds the 2024-2025 Francqui Chair at the University of Hasselt, Belgium. He is appointed as extraordinary professor at CMDR, University of the Western Cape, South Africa (2025-2027). He is series co-editor (with Kathleen Heugh and Christopher Stroud) of the book series 'Multilingualisms and Diversities in Education,' Bloomsbury.

- **Stephen May** (s.may@auckland.ac.nz)

Dr. Stephen May is a Professor in Te Puna Wānanga (School of Māori and Indigenous Education) in the Faculty of Arts and Education, University of Auckland, New Zealand. He is an interdisciplinary scholar and international authority on language rights, language policy, Indigenous education, bilingual education, and critical multicultural approaches to education.