

CURRICULUM VITAE, September 2017

Alister Cumming

STATUS

RANK: Professor Emeritus, University of Toronto

Retired, June 30, 2016

DEGREE	UNIVERSITY	DEPARTMENT	YEAR
Ph.D., H.C.	University of Copenhagen	English, Germanic and Romance Studies	2009
Ph.D.	University of Toronto	Education	1988
M.A.	University of British Columbia	English	1979
B.A.	University of British Columbia	English	1975

ACADEMIC AND PROFESSIONAL APPOINTMENTS INCLUDING ACADEMIC ADMINISTRATION

Date	Rank and Position	Department	Institution
2016-now	Professor Emeritus	Curriculum, Teaching & Learning	University of Toronto
1998-2016	Professor	Curriculum, Teaching & Learning	University of Toronto
1993-2013	Head, Centre for Educational Research on Languages and Literacies (formerly the Modern Language Centre until 2010)	Curriculum, Teaching & Learning	University of Toronto
1996-2004	Graduate Program Coordinator, Second Language Education	Curriculum, Teaching & Learning	University of Toronto
1991-1998	Associate Professor	Curriculum, Teaching & Learning	OISE
1988-1991	Assistant Professor	Language Education	University of British Columbia
1988	Assistant Professor	Education in Second Languages	McGill University
1984-1987	Senior Research Officer	Centre for Applied Cognitive Science, Educational Evaluation Centre	OISE
1984	Lecturer in English	Faculty of Engineering	University of Toronto
1981-1984	Coordinator/Instructor 1	Centre for Applied Language Studies	Carleton University
1984	Instructor	Borden High School	Ottawa Board of Education
1984	Instructor	Journalist Training Program	Inuit Tapirisat of Canada
1979-1981	Lecturer	TESL Centre	Concordia University
1980	Lecturer	Indian Federated College	University of Regina
1979-1980	Instructor	Continuing Education	Vanier College
1978-1979	Teaching Assistant/Lecturer	English	University of British Columbia
1976-1979	Coordinator/Instructor	English Language Institute	University of British Columbia
1975-1976	Instructor	ESL Program	Vancouver Community College

HONORS: ACADEMIC, SCHOLARLY AND PROFESSIONAL

2017	Fellow (elected), Asian Association for Language Assessment
2016	TÜBİTAK scholarship for 8 lectures, Yeditepe University, Istanbul, Turkey, May 2016
2014-2017	Changjiang (Yantze River) Scholarship, Ministry of Education of China, research on writing in English at a consortium of 10 universities across China through the National Research Centre for Foreign Language Education, Beijing Foreign Studies University
2014	APPLE Lecturer, Teachers College, Columbia University, March 2014
2013	Lansdowne Lecturer, Department of Linguistics, University of Victoria, March 2013
2012	Language and Literacy Researchers of Canada's Award for best Master's thesis of the year, to Melanie Pothier, which I supervised to completion in 2011.
2011	Educational Testing Service–Beijing Foreign Studies University Foreign Language Research Fellowship, China, October to December 2011
2009	Honorary Doctorate, Honoris Causa, University of Copenhagen, November 2009
2008	Jacqueline A. Ross Dissertation Award for best Ph.D. thesis of the year internationally on language testing, awarded by Educational Testing Service to Usman Erdosy, which I supervised to completion in 2005
2007	Honorary Member, Japan Association of College English Teachers
2006	Japan Science Foundation Research Fellowship, Nagoya University
1999	University of Auckland Visiting Research Fellowship, University of Auckland
1995	R.B. Jackson Award, Canadian Educational Researchers' Association, Best article appearing in the <i>Canadian Journal of Education</i> – for Cumming, Mackay & Sakyi (1994).

SCHOLARLY AND PROFESSIONAL ACTIVITIES DURING LAST SEVEN YEARS

Editorial positions on scholarly journals

Series Editor (1994 to 2011)	<i>Best of Language Learning</i> . Wiley-Blackwell Publishers: 9 volumes published (1994, 1996, 1999, 2001, 2003, 2005, 2007, 2009, 2011)
Editorial Boards	<i>Asian Journal of English Language Teaching</i> (1996 to 2007) <i>Assessing Writing</i> (2002 to present) <i>Canadian Modern Language Review</i> (2006 to present) <i>Curriculum Inquiry</i> (2006 to 2014) <i>Iranian Journal of Language Teaching Research</i> (2012 to present) <i>Journal of Second Language Writing</i> (1991 to present) <i>Language Assessment Quarterly</i> (2003 to present) <i>Language Learning</i> (1998 to 2016) <i>Language Testing</i> (2000 to 2012) <i>New Perspectives on Language Assessment</i> , Routledge (2012 to present) <i>Present Tense: A Journal of Rhetoric in Society</i> (2010 to present) <i>Prospect: A Journal of Australian TESOL</i> (2001 to 2009) <i>Routledge Encyclopedia of Second Language Acquisition</i> (2009 to 2012) <i>TESL Canada Journal</i> (2012 to 2015) <i>TESOL Quarterly</i> (2004 to 2007) <i>Writing and Pedagogy</i> (2008 to present)

Invited speaker/visiting professor

2017	* Invited lecture, Connecting writing assessments to teaching and learning: Distinguishing alternative purposes. University of Macau, March 2017. * Invited plenary address, Connecting writing assessments to teaching and learning: Distinguishing alternative purposes. 6 th Annual MeLT (Meeting on Language Teaching),
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Current trends in the Teaching and Learning of Written Proficiency, L'Université du Québec à Montréal, April 2017.

* Invited plenary address, Developing abilities to write from sources in English at universities in China. Open Forum on Teaching English Writing at Universities in China. Beijing Foreign Studies University, May 2017.

* Invited discussant, The First International Forum on Innovative Foreign Language Education in China: Appraisal of the POA. Beijing Foreign Studies University, May 2017.

* Invited plenary address, Purposing writing assessments: Complex constructs in variable contexts, 7th symposium of The Canadian Association of Language Assessment (CALA), York University, Toronto, May 2017.

* Invited plenary address, Purposing writing assessments: Complex constructs in variable contexts. Invited workshop, Verbal reports on writing assessments. 4th International Conference of Asian Association for Language Assessment, Taipei, Taiwan, June 2017.

* Invited workshop, Verbal reports on writing assessments, Listening and Writing Conference, University of Macau, November 2017

* Invited plenary address, Developing abilities to write from sources in English at universities in China, Assessing World Languages Conference, University of Macau, November 2017

2016 * Invited plenary address, Connecting assessment, teaching, and learning. Second International Conference on Language Testing and Assessment, Zhejiang University, Hangzhou, November 2016

* Invited lecture, Expertise in studies of second-language writing. Beijing Foreign Studies University, November 2016

* Invited plenary address, A jack(al) of all trades? Expertise in studies of SLW. Symposium on Second Language Writing, Arizona State University, October 2016

* Invited workshop, How to read and report statistics in SLW. Symposium on Second Language Writing, Arizona State University, October 2016

* Invited lecture series, TÜBITAK scholarship, Yeditepe, Sakarya, and Bogazici Universities, May 2016

* Invited plenary address, Conceptualizing language proficiency for assessment purposes: English standards at universities in China, National Conference on College English Requirements at Universities in China, Beijing, April 2016

* Invited lecture, Connecting writing assessments to curricula, teaching and learning, Hebei University, Baoding, China, April 2016

* Two invited lectures, Connecting writing assessments to teaching and learning, Publishing in international journals, Guangdong University of Foreign Studies, Guangzhou, China, February 2016

2015 *Invited plenary address, Connecting writing assessments to teaching and learning, Second Language Writing Forum, Jilin University, Changchun, June 2015

*Invited lecture series (6 lectures) at Beijing Foreign Studies University and also at Shandong University, East China Normal University, and Shanghai Jiaotong University, May-June 2015

* Invited symposium paper, Theoretical orientations to L2 writing. American Association for Applied Linguistics, Toronto, March 2015

* The Alan Davies Lecture, Connecting writing assessments to teaching and learning: Distinguishing alternative purposes, Language Testing Research Colloquium, Toronto, March 2015

* Invited lecture, Outcomes-based Language Curricula: Concepts, Issues, and Directions, Chinese University of Hong Kong, February 2015

2014 * Workshop for graduate teaching assistants, Assisting and evaluating L2 writing, Faculty of Arts and Sciences, University of Toronto, November 2014

* Invited plenary address, Writing from sources for academic purposes, Atlantic Writing Centres' Conference, St. Mary's University, Halifax, October 2014

* Invited plenary addresses, Writing from sources for academic purposes; Writing development and instruction for English language learners, Symposium at Chinese University of Hong Kong and presentation to faculty, October 2014

- * Invited symposium speaker, Writing from sources for academic purposes, University of Copenhagen, September 2014
 - * Invited Changjiang lectures, Beijing Foreign Studies University, Writing from sources for academic purposes: A synthesis of recent research; Studies of second language writing in Canada: Three generations, May 2014
 - * APPLE Invited Lectures, Teachers College, Columbia University, New York, April 2014
 - * Invited presentation, Advice on non-objective evidence of language proficiency, Ontario College of Pharmacists, May 2014
- 2013
- * Invited plenary address, Studies of second language writing in Canada: Three generations, 12th Symposium on Second Language Writing, Shandong University, Jinan, China, October 2013
 - * Invited lecture, How should language proficiency be conceptualized for assessment purposes? Skills, abilities, or capacities? World University Research Network, Zhejiang University, Hangzhou, China, July 2013
 - * Discussant for invited symposium, The future of diagnostic language assessment, Language Testing Research Colloquium, Seoul, Korea, July 2013
 - * Lansdowne Invited Lectures, 3 lectures at University of Victoria, March 2013
 - * Invited lecture, Where do language, literacy, and culture intersect? And what should educational researchers do about it? Department of Languages, Literacy, and Literatures, York University, January 2013
- 2012
- * What does dynamic assessment reveal about language and literacy abilities that conventional assessments do not? TESL Ontario Research Symposium, Toronto, November, 2012.
 - * Invited seminar, Assessing multiple dimensions of adolescent literacy development in a multicultural context: Research perspectives and policy implications. Collaborative Educational Policy Program, OISE, October 2012
 - * Invited plenary address, Doctoring yourself: Seven steps. Symposium on Second Language Writing, Purdue University, September 2012
 - * Invited lecture, Where do language, literacy, and culture intersect? And what should educational researchers do about it? Currents in Language Learning Symposium, University of Michigan, April 2012
 - * Invited plenary address, Where do language, literacy, and culture intersect? Second Language Acquisition Graduate Student Symposium, University of Wisconsin, Madison, April 2012
- 2011
- * Visiting research fellowship, National Research Centre on Foreign Language Education, Beijing Foreign Studies University, Oct. to Dec., Lecture series on Language Assessment weekly in November
 - * Lecture series on teaching, assessing, and researching L2 writing, School of English, Beijing Foreign Studies University, November, 2011
 - * 2 invited lectures, School of Foreign Language Education, Jilin University, Changchun, China
 - * Invited lecture, Department of Foreign Languages and Literatures, Tsinghua University, Beijing, China
 - * Invited lecture, Zhejiang University, Hangzhou, China
 - * How should assessment relate to curricula, teaching, and learning in language programs? Keynote Speaker, 7th International Symposium on Teaching English at the Tertiary Level, Hong Kong Polytechnic University
 - * Teaching multiple aspects of writing: Modeling and assessing. Invited workshop and plenary panel. TESOL Conference on Putting Research into Practice, Doha, Qatar
 - * Linking curricula, assessment, and learning in second-language education. Invited plenary address, Symposium on Innovations and Challenges of Second Language Pedagogy, University of Toronto, Mississauga

Consulting

2015 to 2020 Consultant, Seneca Project, University of Murcia, Spain

2014	Program Review, English Language Teaching Unit, Chinese University of Hong Kong Academic Review Committee, Department of English, Iowa State University
2012 to 2015	TOEFL Frameworks Revision Committee, Educational Testing Service Advisory Committee, English Learning and Teaching Study, Educational Testing Service (ETS) and International Association for the Evaluation of Educational Achievement (IEA)
2013	Consultant, Course on Humanities for Science and Business Majors, Hong Kong University of Science and Technology
2008 to now	Consultant on language proficiency tests, Ontario College of Pharmacists
2007 to 2011	Consultant, Learning Potential of EFL Writing, University of Murcia, Fundación Séneca, Spain
2004 to now	Member of Review Panel for English and French Proficiency Tests, Citizenship and Immigration Canada

Executive and professional positions

2011 to 2017	Annual Selection Panel, Humanities and Social Sciences, Ph.D. Fellowship Scheme, Research Grants Council of Hong Kong, Chair of Panel in 2016 and 2017
2013	Adjudication Panel, Education and Social Work, Insight Research Grants, Social Sciences and Humanities Research Council of Canada
2011 to 2016	Honorary Advisor, Hong Kong Polytechnic University--Tsinghua University Joint Centre for Language Sciences (PCTLS)
2006 to 2015	Executive Director, <i>Language Learning; A Journal of Research in Language Studies</i>
2015 to 2017	Associate Executive Director in 2005 and new term 2015 to 2017, <i>Language Learning</i> (Editor of the journal, 1992 to 1998), University of Michigan, Wiley-Blackwell Publishers
2006 to 2011	Chair, TOEFL Committee of Examiners and member of its Research Sub-committee and of the TOEFL Board, Educational Testing Service, Princeton, NJ
2011	Selection Panel, Sage and ILTA (International Language Testing Association) Award for Best Book on Language Testing in Previous Three Years
2001 to 2018	Subject specialist, Hong Kong Council for Accreditation of Academic and Vocational Qualifications (term renewed, June 2015)
2001 to now	Affiliated Member, Joint Centre of Excellence for Research on Immigration and Settlement, Toronto

Membership in Professional Associations

American Association for Applied Linguistics (AAAL) and proposal reviewer for annual meetings
 American Educational Research Association (AERA)
 International Language Testing Association (ILTA) and proposal reviewer for annual colloquium (LTRC)
 Honorary member, Japan Association of College English Teachers (JACET)

SIGNIFICANT UNIVERSITY ADMINISTRATIVE DUTIES

1993 to 2013	Head, Centre for Educational Research on Languages and Literacies (CERLL, formerly the Modern Language Centre, renamed in 2010)
2009, 2010 & 2012	Decanal Promotion Committee, OISE
2012 to 2013	Chair, Faculty Council, and member, Research Standing Committee, OISE
2008 to 2011	Connaught Awards Committee (Chair of Social Sciences Review Committee 2010-2011), University of Toronto
2008 to 2011	Chair, Research Standing Committee, Faculty Council, OISE (Associate Chair of Faculty Council, 2010 to 2011)
2006 to 2011	Academic Board, Committee on Academic Policy and Programs, University of Toronto
2006 to 2009	Tenure Appeals Committee, University of Toronto
1996 to 2004 & half-years in 2006 & 2010	Coordinator, Graduate Program in Second Language Education

DURING CAREER, HAS BEEN PRINCIPAL SUPERVISOR OF THE FOLLOWING NUMBER OF:

	<u>Successfully Completed</u>	<u>In Progress</u>	<u>Inactive</u>
A. DOCTORAL THESES	32	3	1
B. MASTER'S THESES	18	0	0
C. POST-DOCTORAL FELLOWS	1	0	0
D. TOTAL NUMBER OF THESIS COMMITTEES PRESENTLY SERVING ON			<u>5</u>

GRADUATE THESES IN PROGRESS

Supervisions: Ph.D.

Conttia Lai, *Uncovering the Complexities in Writing-from-sources: Case Studies of Chinese International Graduate Students in Education*. March 2015 to present, Language and Literacies Education Program.

Hyeyoon Cho, *Synchronous Small-Group Collaborative Writing via Web-based Word Processing: What Facilitates or Constrains Learners to Achieve their Goals in Summary Reports?* February 2013 to present. Language and Literacies Education Program.

Ibtissem Knouzi, *Negotiating Opportunities for Learning in an Advanced Academic English Classroom Context: An Interactional Ethnographic Study*. August 2009 to present. Language and Literacies Education Program.

LAST SEVEN THESES SUPERVISED AND COMPLETED

Robert Kohls (PhD), *Tutoring writing, transmitting culture: Investigating tutors' and students' beliefs about good writing and a writer's voice in an afterschool literacy program*. December 2015, Language and Literacies Education Program.

Jessica Turetken (MA), *The impact of collaborative computer-mediated communications on the emergence of voice and the improvement of overall writing quality of L2 learners*. September 2015, Language and Literacies Education Program.

Gary Fogal (PhD), *Pedagogical stylistics and concept-based instruction: An investigation into the development of voice in the academic writing of Japanese university students of English*. March 2015, Language and Literacies Education Program.

Daphne Meng-Yin Lin (PhD), *Collaborative writing in a computer-supported classroom: Mediation, and self-assessed beliefs and attitudes about writing*. October 2014, Language and Literacies Education Program.

Alison Altidor-Brooks (MA), *Citation use and identity construction: Discourse appropriation in advanced academic literacy practices*. September 2014, Language and Literacies Education

Program.

Yuko Watanabe (PhD), *Collaborative and independent writing: Japanese university English learners' processes, texts, and opinions*. April 2014, Language and Literacies Education Program.

Choongil Yoon (PhD), *Web-based concordancing and other reference resources as a problem solving tool for L2 writers: A mixed methods study of Korean ESL graduate students' reference resource consultation*. November 2013, Language and Literacies Education.

GRADUATE COURSES TAUGHT IN LAST SEVEN YEARS

CTL 3807	Research Methods in Second Language Education
CTL 3013	Language Assessment
CTL 3020	Writing in a Second Language
CTL 3003	Planning and Organizing the Second Language Curriculum
CTL 3001	Research Colloquium in Language and Literacies Education (Masters and Doctoral levels)

EXTERNALLY-AWARDED GRANTS, CONTRACTS AND AWARDS DURING LAST SEVEN YEARS

Year	Individual Or Group	Grantor	Purpose (e.g. research, travel, contract)	Amount
2014-2017	Individual	Ministry of Education of China	Research	\$17,458 plus travel and accommodation
2006-2010	P.I. for Group	Social Sciences and Humanities Research Council of Canada	Research	\$151,396

PUBLICATIONS:

CAREER TOTALS -	Books Edited or Authored	<u>19</u>
	Chapters in Books	<u>56</u>
	Articles in Refereed Journals	<u>72</u>
	Papers in Refereed Conference Proceedings	<u>13</u>
	Technical Reports	<u>42</u>
	Papers Read at Conferences	<u>140</u>
	Popular Articles	<u>6</u>
	Book Reviews and Other Publications	<u>45</u>

DETAILS FOR THE LAST SEVEN YEARS OF:

BOOKS

- Qian, D. & Cumming, A. (Eds.) (2017). Special issue of *Language Assessment Quarterly*, 14 (2), 97-188: *High-stakes English language testing in China*.
- Ortega, L., Cumming, A. & Ellis, N. (Eds.) (2013). *Agendas for language learning research*. Vol. 1 of *Currents in language learning*. Supplement 1 to *Language Learning* 63. Malden, MA: Wiley-Blackwell.
- Cumming, A. (Ed.) (2012). *Adolescent literacies in a multicultural context*. New York: Routledge.

CHAPTERS IN BOOKS

- Cumming, A. (2016). Theoretical orientations to L2 writing. In R. Manchón & P. K. Matsuda (Eds.), *Handbook of second and foreign language writing* (pp. 65-88). Berlin: Walter de Gruyter.
- 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). Beijing: Foreign Language Teaching and Research Press.
- Cumming, A. (2016). Doctoring yourself: Seven steps. In K. McIntosh, C. Pelaez-Morales, & T. Silva (Eds.), *Graduate studies in second language writing* (pp.57-70). Anderson, SC: Parlor Press.
- Cumming, A. (2016). Writing development and instruction for English language learners. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research, 2nd edition* (pp. 364-376). New York: Guilford Press.
- Cumming, A. (2014). Linking assessment to curricula, teaching, and learning in language education. In D. Qian & L. Li (Eds.), *Teaching and learning English in East Asian universities: Global visions and local practices* (pp. 2-18). Newcastle, UK: Cambridge Scholars Publishing.
- Cumming, A. (2014). Assessing integrated skills. In A. Kunnan (Ed.), *Companion to language assessment* (pp. 216-229). Malden, MA: Wiley-Blackwell. DOI: 10.1002/9781118411360.wbcla131
- Cumming, A. (2013). Writing development in second language acquisition. In A. Ohta (Vol. Ed.), *Social, dynamic and complexity theory approaches to second language acquisition*, C. Chapelle (Series Ed.), *Encyclopedia of applied linguistics*. Malden, MA: Wiley-Blackwell. DOI: 10.1002/9781405198431.wbeal1299
- Cumming, A. (2013). Validation of language assessments. In C. Chapelle (Vol. Ed.), *Assessment and evaluation*, C. Chapelle (Series Ed.), *Encyclopedia of applied linguistics*. Malden, MA: Wiley-Blackwell. DOI: 10.1002/9781405198431.wbeal1242
- Cumming, A. (2013). Writing. In P. Robinson (Ed.), *Routledge encyclopedia of second language acquisition* (pp. 703-707). London: Routledge.
- Cumming, A. (2012). Goal theory and second-language writing development, two ways. In R. Manchón (Ed.), *L2 writing development: Multiple perspectives* (pp. 135-164). Berlin: Mouton de Gruyter.
- Cumming, A. & Geva, A. (2012). Purpose and scope of the research. In A. Cumming (Ed.) *Adolescent literacies in a multicultural context* (pp. 1-22). New York: Routledge.
- Cumming, A. & Geva, A. (2012). Summary and recommendations for policies and practices. In A. Cumming (Ed.) *Adolescent literacies in a multicultural context* (pp. 133-148). New York: Routledge.
- Cumming, A., Al-Alawi, M. & Watanabe, Y. (2012). Issues in socialization, literacy learning, and educational processes. In A. Cumming (Ed.) *Adolescent literacies in a multicultural context* (pp. 87-101). New York: Routledge.
- Cumming, A. (2011). Preface. In R. Manchon (Ed.), *Writing-to-learn and learning-to-write in an additional language* (pp. IX-XII). Amsterdam: John Benjamins.

ARTICLES IN REFEREED JOURNALS

- Cumming, A. (submitted). Design and directions for research. For *Chinese Journal of Applied Linguistics*.
- Cumming, A. (in preparation). Connecting writing assessments to teaching and learning: Distinguishing alternative purposes. For *Assessing Writing*.
- 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. (submitted, under review). Developing abilities to write from sources in English at universities in China.

- Qian, D., & Cumming, A. (2017). Researching English language assessment in China: Focusing on high-stakes testing. Introduction to special issue, *High-Stakes English Tests in China*, of *Language Assessment Quarterly*, 14, 2, 97-100. DOI: 10.1080/15434303.2017.1295969
- 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. DOI: <http://dx.doi.org/10.1016/j.jeap.2016.06.002>
- Cumming, A. (2015). Design in four diagnostic language assessments. *Language Testing*, 32, 3, 407-416. DOI: 10.1177/0265532214559115
- Cumming, A. (2013). Assessing integrated writing tasks for academic purposes: Promises and perils. *Language Assessment Quarterly* 10, 1, 1-8. DOI: 10.1080/15434303.2011.622016
- Zhou, 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. <http://dx.doi.org/10.1080/09658416.2012.758127>
- Cumming, A. (2013). Multiple dimensions of academic language and literacy development. In L. Ortega, Cumming & N. Ellis (Eds.) *Agendas for language learning research*. Supplement 1 to *Language Learning*, 63, 130-152. DOI: 10.1111/j.1467-9922.2012.00741.x
- Cumming, A. (2012). Comparative research, research synthesis, and adopting instruments in second-language writing. In D. Atkinson (Ed.) *Disciplinary dialogues*, *Journal of Second Language Writing*, 21, 3, 298-299.

PAPERS IN REFEREED CONFERENCE PROCEEDINGS

- Cumming, A. (2013). What can dynamic assessments and conventional tests reveal about language and literacy abilities? In H. McGarrell & D. Wood (Eds.), *Special Research Symposium Issue*, *Contact*, 39, 2, 50-58.

TECHNICAL REPORTS

- Adamson, J., Cumming, A., Fisher-Wirth, A., Keith, W., & Miller, T. (March, 2014). *Review of the Department of English*. Report submitted to the Dean of the College of Liberal Arts and Sciences, Iowa State University.
- Cumming, A., Cho, Y., Burstein, J., Everson, P., Kantor, R. & Powers, D. (December, 2013). *New TOEFL iBT writing framework*. Report submitted to Educational Testing Service.
- Sawaki, Y., Chalhoub-Deville, M., Cumming, A., Davies, A., & Taylor, L. (March, 2012). *Content review of volumes 1 through 8 (2004-2011) of Language Assessment Quarterly*. Report submitted to the Editorial Board of *Language Assessment Quarterly*.

PAPERS READ AT CONFERENCES (in addition to Invited Lectures and Keynotes, pages 2 and 3)

- Cumming, A., Yang, L., Shi, L., Zhan, J., Zhang, F., Zhang, L., & Yu, L. (July, 2017). Developing abilities to write from sources in English at universities in China. Colloquium at Symposium on Second Language Writing, Chulalongkorn University, Bangkok, Thailand.
- Cumming, A. (March, 2015). Current trends in writing assessment. Workshop invited for Adult Education Day, Annual TESOL Convention, Toronto.
- Cumming, A., Yoon, C., Fogal, G. & Lai, C. (March, 2013). Writing for language education research: Knowledge construction, professional identities, activity systems, and discourse engagement. Annual meeting of the American Association for Applied Linguistics (AAAL), Dallas, TX.
- Cumming, A. (July, 2012). Adolescent literacies in a multicultural context. Writing SIG of European Association for Research on Learning and Instruction (EARLI), Porto, Portugal.
- Cumming, A. (April, 2011). A Canadian perspective on the Common European Framework of Reference for Languages. Invited Roundtable Organizer and Speaker, CCERBAL (Centre canadien d'études et de recherches en bilinguisme et aménagement linguistique) Annual Conference, University of Ottawa.
- Cumming, A. (April, 2011). How do proficiency frameworks influence assessment practices? Invited speaker in symposium, CCERBAL (Centre canadien d'études et de recherches en bilinguisme et aménagement linguistique) Annual Conference, University of Ottawa.

- Cumming, A., Jun, S., & Kohls, R. (April, 2011). Issues in socialization, literacy learning, and educational processes. International symposium on language and literacy in immigrant children. Department of Human Development and Applied Psychology, OISE, University of Toronto.
- Cumming, A. (March, 2011). Complementary perspectives on literacy development among culturally diverse, at-risk adolescents in two cities. Colloquium organizer, plus paper in colloquium, co-authored with Seung Won Jun, Robert Kohls, Mohammed Al-Alawi, & Yuko Watanabe, Case studies of culturally-diverse adolescents' socialization, literacy learning, and educational processes during one on-one tutoring, Annual Meeting of the American Association for Applied Linguistics, Chicago, IL.
- Cumming, A. (March, 2011). Linking assessment effectively with learning, writing, and teaching. Paper invited for SLWIS Academic Session, Annual TESOL Convention, New Orleans, LA.
- Cumming, A. (March, 2011). Writing in universities and colleges: What is really needed? Paper invited for IEP Academic Session, Annual TESOL Convention, New Orleans, LA.

BOOK REVIEWS AND OTHER PUBLICATIONS

- Shvidko, E. (2017). Meet the expert: An interview with Professor Alister Cumming. *Newsletter of the Second Language Writing Interest Section, TESOL*, 22 (2), 5.
<http://newsmanager.commpartners.com/tesolslwis/issues/2017-02-22/5.html>
- Cumming, A. (2015). Mastering the skill of L2 writing? *Contact* 41 (3), 44-46. Toronto: TESL Ontario.
- Cumming, A. (2015). Associate partner in the project, Encouraging the culture of evaluation among professionals. In R. Clement (Ed.), *Canada and European Centre for Modern Languages (ECML): Canadian participation in ECML projects, 2008 to 2015* (pp. 50-52). Ottawa: Official Languages and Bilingualism Institute, University of Ottawa.
- Cumming, A. (2014). 6 CERLL Policy Briefs: Status and Distribution of Languages for Education in Canada. Programs for English and French Language Education in Schools in Canada. Programs for English and French Language Education for Adults in Canada. Programs for Indigenous Language Education in Canada. Programs for Education in Immigrant, Heritage, or International Languages in Canada. Programs for Education in Sign Languages in Canada. Toronto: CERLL (Centre for Educational Research on Languages and Literacies), OISE, University of Toronto.
<http://www.oise.utoronto.ca/cerll/>
- Cumming, A. (2013). [Review of Macqueen, S., *The emergence of patterns in second language writing: A sociocognitive exploration of lexical trails.*] *Studies in Second Language Acquisition*, 35 (3), 555-556.
- Cumming, A. (2013). [Review of A. Inoue & Poe, M. (Eds.), *Race and writing assessment.*] *Assessing Writing* 18 (3), 239-240. dx.doi.org/10.1016/j.asw.2013.01.002
- Cumming, A. (2011). [Review of Knoch, U., *Diagnostic writing assessment: The development and validation of a rating scale.*] *The Modern Language Journal*, 95 (3), 476-477.