

CURRICULUM VITAE

Name: James Patrick Cummins

Rank: Full Professor

Status: Tenured

Member of Graduate Faculty: Full

Date of Preparation: April 2010

DEGREES

- Ph.D. University of Alberta, Educational Psychology, 1974.
- Diploma Applied Psychology (Postgraduate one-year program, second class, honours, grade one), The National University of Ireland, 1971.
- B.A. Psychology, National University of Ireland (first class honours), 1970.

EMPLOYMENT HISTORY

- 2006 – present Canada Research Chair (Tier 1), Ontario Institute for Studies in Education, The University of Toronto.
- 1996 - 2006 Professor, Modern Language Centre, Department of Curriculum, Teaching and Learning, OISE/UT.
- 1989 - 1996 Professor, Modern Language Centre, Department of Curriculum, OISE.
- 1992 - 1993 Head, Modern Language Centre, Department of Curriculum, OISE
- 1983 - 1989 Associate Professor, Modern Language Centre, Department of Curriculum, OISE.
- 1981 - 1983 Assistant Professor, Modern Language Centre, Department of Curriculum, OISE
- 1980 - 1981 Associated Instructor, Department of Curriculum, OISE
- 1978 - 1980 Visiting Professor, Modern Language Centre, Department of Curriculum, OISE

- 1976 - 1978 Research Associate, Centre for the Study of Mental Retardation, The University of Alberta.
- 1974 - 1976 Research Associate, Educational Research Centre, St. Patrick's College, Dublin 9.

HONOURS

- 2008 Seamus Heaney Lecture: *Diverse Futures: Immigration, Education, and Identity in Changing Times*. St. Patrick's College, Dublin Ireland. November 17, 2008.
- 2008 R.H. B. Jackson Lecture: *Brave New Schools: Identity and Power in Canadian Education*. Ontario Institute for Studies in Education, University of Toronto. November 11, 2008.
- 2005 Joan Pedersen Memorial Distinguished Lecture: *Diverse Futures: Rethinking the Image of the Child in Canadian Schools*. Faculty of Education, University of Western Ontario, April 26, 2005.
- 2000 Article selected for Harvard Educational Review (HER) Classics Series; article selected: Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56, 18-36. (The Classics Series consists of 12 articles published in the HER between 1931 and 2000 that were selected by the journal editors for the importance of their contribution to education);
- 1997 Doctorate in Humane Letters (honorary)
Bank Street College of Education, New York, May.
- 1992 Los Angeles County Bilingual Directors Association Award
- 1990 English-Speaking Union's Duke of Edinburgh English Language Book Competition (highly commended) *The development of second language proficiency*. (B. Harley, P. Allen, J. Cummins, M. Swain [Eds.], Cambridge University Press, 1990).
- 1979 International Reading Association, Albert J. Harris Award for best paper on detection and remediation of reading disability; (J. Cummins and J.P. Das, Cognitive processing and reading difficulties: A framework for research. *Alberta Journal of Educational Research*, 1977, 23, 245-256).

SCHOLARLY AND PROFESSIONAL ACTIVITIES

Research Grant Adjudication Committees

Member of the SSHRC Initiative on the New Economy Collaborative Research Initiatives Adjudication Committee, February – September 2003.

Editorial/Advisory Board Memberships

Journals:

"Cultura & Educación" (<http://www.fia.es>) (2009 -
 Multiple Voices for Ethnically Diverse Exceptional Learners (2008 -
 Education, Citizenship and Social Justice (2005 -
 Critical Inquiry in Language Studies (2004 -
 RELC Journal (2003 -
 The International Journal of Multilingualism (2003 -
Skolio ke zoi (School and Life) (2000 -
 The International Journal of Educational Policy, Research and Practice (2000 -
Glossikos Hypologistes (1999 -
 Journal of Postcolonial Education (2001 -
 Educational Researcher (1999 –2000)
 Asia Pacific Journal of Language in Education (1998 –
 Language Learning and Technology (1997 – 2000)
 Language, Speech, and Hearing Services in Schools (1997-2000)
 Indian Journal of Applied Linguistics (1978 - 1980)
 International Education Journal (1984 - 1986)
 International Journal of Bilingual Education and Bilingualism (1997 -
 Bilingual Research Journal (1991 -
 Canadian Modern Language Review (Advisory Committee 1990 -)
 College ESL (1990 -)
 Journal of Multilingual and Multicultural Development (1980 -)
 Language Culture and Curriculum (1987 -)
 NABE Journal (1980 - 1984)
 Our Schools, Our Selves (1988 -)
 TESOL Quarterly (1990 - 1994)

Monograph Series:

OISE Monograph Series on "Language and Literacy"
 (Series editors: J. Cummins, S. Lapkin and M. Swain) (1980-1990)

Newsletter:

Heritage Language Bulletin (1984 - 86)

Appointments to Commissions/Boards of Directors/Adjudication/ Advisory Committees

Member of the Advisory Board of the Alliance for the Advancement of Heritage Languages (2008 – 2010).

Member of the Learning Disabilities Association of Ontario Advisory Committee on the development of a Web Based Teaching Tool (WBTT), (2005 - 2007).

Member of the National Advisory Committee for the *Project to Develop an Online Self-assessment Tool Aligned to the Canadian Language Benchmarks 1-10*. (2005-2006).

Member of Inner City Schools Task Force Committee, Toronto District Board of Education. (2004-2005).

Member of the Ontario Provincial Task Force on Learning Disabilities, Screening and Assessment Subcommittee charged with developing procedures for early identification and assessment of learning disabilities. (2000 – 2002).

Advisory Editorial Board, Swets & Zeitlinger Publishers, *Multilingualism and Linguistic Diversity* book series (1999 -

Advisory Committee for Centre for Education and Training project: *Providing New Media Solutions for Foreign-Trained Immigrant Professionals in the Pharmaceutical Industry* (1999 – 2001).

Advisory Board, Dushkin/McGraw-Hill, Annual Editions, Teaching English as a Second Language (1998 –

Panel of Judges, 1999 Outstanding Dissertation Competition, National Association for Bilingual Education, 1998.

Advisory Board, Su Lin Foundation on Global Education (1996 -

Language Advisory Board, Scholastic Publishers (1992-94)

Multiculturalism Canada Adjudication Committee on Heritage Language Innovative Projects (1992).

Multicultural History Society of Ontario Encyclopedia Project Board of Advisors (1991-1998) (*The Peoples of Canada: An Encyclopedia for the Country*).

Member of the Scientific Board, University Language Teaching Resource Unit, University of Toronto (1991 -).

Ontario Ministry of Education Heritage Language Program Resource Guide Advisory Committee (1989).

The Board of Directors, International Centre for Ethnic Studies, Sri Lanka (1988).

Organization for Economic Cooperation and Development (OECD) (1985-1991) (Member of Expert Team for Case Studies project, *Education and Cultural and Linguistic Pluralism*, Centre for Educational Research and Innovation, OECD.

Study/Lecture Tours

Lecture Series on Bilingual/Immersion Education and the Implications of International Research for Irish-medium schooling in Ireland. Organized by Gaelscoileanna, November 2002, Ireland.

Lecture Series on Bilingualism, Technology, and Literacy, The University of the Aegean, Rhodes, Greece, May 1997 and May 1998.

Lecture Series on Language Learning and Bilingualism at the invitation of the Sophia Institute for International Communication, Sophia University, Tokyo, Japan, December 1990. (Published as a monograph in *Sophia Linguistica*, 29, 1991).

Study/Lecture tour of Maori bilingual programs and New Settler education programs at invitation of New Zealand Department of Education (February 1989).

Lecture Series/Consultancy to the Basque Government on development and evaluation of Basque/Spanish bilingual education programs (1986-1987).

Since 1980, I have presented, on average, 12-15 keynote/invited plenary presentations and more than 40 workshops annually to educators on topics related to language learning, bilingual education, English as a second language, multicultural education, special education, technology and education, and educational reform. In addition to North America, keynote/plenary presentations have been given in Australia, Austria, Aruba, Brazil, China, Denmark, Finland, France, Germany, Greece, Hong Kong, Ireland, Italy, Japan, The Netherlands, Netherlands Antilles (Curacao), Mexico, New Zealand, Norway, Spain (Catalonia and the Basque Country), Sweden, Switzerland, United Kingdom.

GRADUATE SUPERVISIONS

Completed

Ph.D. 34

Ed.D. 11

M.A. 19

In Progress

Ph.D. 6

Ed.D. 1

M.A. 4

Ph.D.

Amin, Nuzhat

Negotiating nativism: Minority immigrant women ESL teachers and the native speaker construct. (1992-2000).

Bahry, Stephen Arnold

Perspectives on quality in minority education in China: The case of Sunan Yugur Autonomous County, Gansu. (2002-2009).

Borg, Carmel

Hegemony, Catholicism and education as counterdiscourse: Rethinking schooling in Malta. (1991-1995).

Cachinero, Mary Carmen Romero

Bilingual narrative development among school-age Hispanic-Canadian children. (1988-2000).

Chen, Louis

Shifting powers, mediating knowledge, and creating culture: The educational potential of instant messaging for academic learning. (2003 – 2007).

Cohen, Sarah

Making visible the invisible: Dual language teaching practices in monolingual instructional settings. (2002-2008).

Dodick, David Jonathan

A tale of two schools: A comparative case study of computer networking in two schools in the Toronto Board of Education. (1993-1998).

Donitsa-Schmidt, Smadar

Language maintenance or shift? Determinants of language choice among Soviet immigrants in Israel (1996-1999).

Esquillo, Marie T.

The social and psychological determinants of language shift: The case of the Filipino immigrants in Virginia Beach, Virginia. (1984-1995).

Fiorucci, Sonia B.

Teaching a second language to dialect-speaking students: an exploratory observational study of Italian heritage language classrooms. (1986-1998).

Fuzessy, Christopher

An investigation of teacher role definitions in educating Inuit students in Nunavik. (1998-2002).

Gagné, Antoinette

A curriculum and pedagogical change: a case study of the implementation of process writing in a suburban French immersion elementary school. (1985-1994).

Kanno, Yasuko

There's no place like home: Japanese returnees' identity in transition. (1991-1996).

Katsaiti, Lilly-Thelka

Text remembering and cueing in bilinguals. (1981-1986).

Huque, Muhammad Enamul

Belonging through participation: An exploration of the Caribana, Pride, and Santa Claus Parades in Toronto, 1998-2004. (1999 – 2007).

Lau, Man Chu (Sunny)

Practising critical literacy work with English language learners: an integrative approach. (2005-2010).

Lerthirunwong, Malai

Problems and attitudes of Indochinese refugees towards their language maintenance: A case study of the Lao community in Toronto. (1982-1989).

Li, Jia

Orientations to English academic language learning among Chinese high school students in a technology-supported learning environment. (1999-2006).

López-Gopar, Mario

“What makes children different is what makes them better”: Teaching Mexican children “English” to foster multilingual, multiliteracies, and intercultural practices. (2005-2009).

(Awarded AERA L2 SIG Outstanding Dissertation Award, April 2010).

Man, Evelyn Yee-Fun

Language use and language behaviour of Hong Kong Chinese students in Toronto. (1989-1997).

Marujo, Maria Manuela Vaz

From the margins to the centre? A case study of the integration of culturally diverse students’ first language into the mainstream curriculum of an elementary school. (1989-1999).

Morgan, Brian David

Exploring critical citizenship in a community-based ESL program. (1993-1999).

Nunes, Fernando

Portuguese-Canadians and academic underachievement: A community-based, participatory research project. (1989-1999).

Nygren-Junkin, Lilian

The heritage language classroom as a cultural bridge with two-way traffic. (1977-1997).

Oketani, Hitomi

Subtractive to additive bilinguality: A study of relations between bilinguality, academic achievement and socio-psychological factors of second-language generation Japanese-Canadian university students. (1989-1995).

Reynard, Ruth

Internet-based distance training for adult ESL learners: A framework for dynamic language learning. (1997-2001) (co-supervisor with Dr. Miles Turnbull).

Sakamoto, Mitsuyo

Raising bilingual and trilingual children: Japanese immigrant parents’ child-rearing experiences. (1995-2000).

Shred Foley, Kathryn

Decontextualized language skills and literacy development among Spanish-speaking children. (1987-1992).

Smoor, Ellen Marie

Conjugate lateral eye movements: Indicator of cognitive activity during mental processing in a structured L1 and L2 learning environment. (1988-1995).

Snoddon, Kristin

American Sign Language and early literacy: Research as praxis. (2005-2009).

Taylor, Shelley Kathleen (Ph.D.)

Trilingualism by design? An investigation into the educational experience of Kurdish children schooled in Denmark. (1991-2001)

Tiede, Katherine Doris

Appropriating the discourse of science: A case study of a grade eight science class. (1989-1996).

Wong, Ruth Yeang Lam

Strategies for the construction of meaning: Chinese students in Singapore writing in English and Chinese. (1988-1992).

Wynnckyj, Oksana

Learning Ukrainian as a second language. (1987-1993).

Ed.D.

Au, Doris

Programming for mother-tongue maintenance and heritage language education for elementary students of Chinese ethnic origin in Toronto. (1987-1995).

Bismilla, Vicki

Creating space for students' mother tongues in college classrooms: A collaborative investigation of process and outcomes. (2005-2010).

Chan, Ivy

The process of mother-tongue maintenance among Chinese adolescent students. (1980-1989).

Corson, Patricia

Anti-bias education in early childhood: Preparing teachers for cultural, linguistic, and racial diversity. (1994-1998).

Faries, Emily Jane

Language education for Northern Native children. (1987-1991).

Gavigan, William

Evaluation of genre-based grade 9 narrative writing. (1991-1999).

Kietprawat, Kanchana

English as a foreign language instruction in Phrae province, Thailand. (1980-1984).

Kim, Young Gon

The role of attitudes/motivation in learning a heritage language: A study of Korean language maintenance in Toronto. (1985-1992).

O'Donoghue, Fiona Mary

Hunger for learning: Developing a professional development model for Nunavut education. (1990-1998).

Shapka, Brenda

Evolution of an inquiry: The application of reflection to my practice. (1985-1993).

St. Pierre, Veronica

Leadership practices in diverse elementary school communities: Reflections of ten principals regarding the literacy learning of English language learning students. (2002-2009).

Tompkins, Joanne

Listening to all the voices: Inuit conceptions of education leadership. (1998 – 2006).

M.A.

Charania, gulzar raisa

Encounters with Northern development workers: Reflections from the “field”. (1999-2001)

Chitiri, Helena-Fivi

Language use patterns and Greek proficiency of the Greek-Canadian child. (1983-1986)

Corcoran, James

L1 in the L2 classroom: Framing Brazilian teacher beliefs and practices. (2006-2008).

Drever, Nicholas

Frustrated learners: An ethnographic study of the Spanish-speaking students at an inner-city high school in Toronto. (1994-1996).

Fiorucci, Sonia

Attitudes of Italian heritage language teachers towards linguistic variation. (1983-1987).

Fogarasi, George

Loanwor(l)ds: Delineating English in Japan. (1997-1998).

Jailall, Peter

The challenge of language and literacy in Guyanese schools. (1997-2002).

Lee, Tony

The debate on change of medium of instruction in Hong Kong secondary schools. (1998 – 2002).

Maxwell, Wendy

Evaluating the effectiveness of the accelerative integrated method for teaching French as a second language. (1998-2001)

Mizuta, Ai

Images of English in Japan as reflected in advertisements in English conversation schools. (2001-2003)

Morita, Shoko

Japanese university students' perceptions and attitudes to native and nonnative English-speaking teachers. (2003-2004).

Motobayashi, Kyoko

Ideological orientations towards different forms of bilingualism: An analysis of press release documents about language policies in Japan. (2004-2006).

Pinchero, Renée

Integration as ideology: Survival ESL and the nation state. (1996-1998).

Sano, Aiko

Building a bridge: A case study of teaching for transfer of writing skills for Japanese-English bilingual students. (2008-2010).

Sadeghbeygi, Farangis

"Silence" is full of meanings: A study of non-native English-speaking students' participation in tutorial and seminar sessions. (1994-1996).

Surani, Tabish

Shaping the North-South encounter: The training of Northern development workers. (1999-2001)

Takeuchi, Miwa

Social identity negotiation in critical literacy learning: A case study in a Japanese heritage/community language classroom. (2004 - 2007)

Tanaka, Shoko

Exposure to varieties of English accent: Attitudinal changes among Japanese adult learners of English. (2004-2006)

Wu, Jen-Yi

EFL students go MOOing: A case study of project-based technology-supported language learning. (1999-2001)

External Examiner for Doctoral Dissertations and Master's Theses

Hassantafaghodtari, Marzieh. (2009). *Examination of L2 listening policies and practices of an English Intensive Program: A mixed methods study.* University of Ottawa, October 2008.

Feuer, Avital. (2007). *Who does this language belong to? Language claim and identity formation in the Hebrew language class*. York University, February, 2007.

Van Deven, Teresa L. (2006). *The native-English teaching program in Hong Kong, China: A critical ethnography*. The University of Western Ontario. January, 2006

Aylward, Marie Lynn (2006). *The role of Inuit language and culture in Nunavut schooling: Discourse of the Inuit Qaujimagatuqangit conversation*. University of South Australia. September 2006.

Iannacci, Luigi. (2005). *Othered among others: A critical narrative of culturally and linguistically diverse (CLD) children's literacy and identity in early childhood education (ECE)*. Ph.D. dissertation submitted to The University of Western Ontario, August 2005.

Basharina, Olga. (2004). *An activity system analysis of international telecollaboration: Contexts, contradiction and learning*. Ph.D. dissertation submitted to University of British Columbia, November 2004.

Brodie-Grant, Janis. (2004). *Enriching contexts: Border crossing in the early ESL classroom*. Ed.D. dissertation submitted to the University of Technology, Sydney, Australia, November 2004.

X. L. Curdt-Christiansen. *Growing up in three languages: Triliteracy practices of Chinese immigrant children in Quebec*. Ph.D., McGill University, Montreal, Canada (November 2003).

J. Ippolito. *Pedagogical responsibility as ethical engenderment: Working in linguistically diverse classrooms*. Ph.D. York University, Toronto, Canada. (November 2002).

A. Smyth. *Testing the foundations: An exploration of cognitive academic language development in an African home-language course*. Ph.D. University of the Witwatersrand, Johannesburg, South Africa (October, 2002).

K. Oriyama. *Development and maintenance of minority language literacy in Japanese-English bilingual children in Australia*. Ph.D. The University of Sydney, Australia, 2000.

D. L. Herrarte. *Creatividad y conciencia metalinguística: Incidencia en el aprendizaje del Inglés como L3*. Ph.D. University of the Basque Country, Spain, 1997

S. G. Kouritzin. *Cast-Away cultures and taboo tongues: Face[t]s of first language loss*. Ph.D. The University of British Columbia, 1997.

H. Roessingh. *ESL students and the inclusive high school science class: An investigation into the effects of curriculum restructuring*. Ph.D. The University of Calgary, 1996.

B. Hall. *Sorb-German bilingual education*. M.A. Thesis, The University of Adelaide, 1996.

S. Agbo. *Viewpoints of Native people on schooling: Problems and priorities of schooling in Cat Lake, Ontario*. Ph.D. The University of British Columbia, 1995.

K. Uzawa. *Translating the writing processes of adult second language learners*. Ph.D. The University of British Columbia, 1994.

A. Siu-Ping Wong. *Bilingualism in a functional perspective: The language and content learning of immigrant entrepreneurs*. Ph.D. The University of British Columbia, 1993.

N. Chiramanee. *EFL reading problems for Thai students*. Ph.D. The University of Sydney, 1993.

L. J. Keep. *French immersion attrition: Implications for model building*. Ph.D. The University of Alberta, 1993.

S. Paloma McCaleb. *Parent involvement in education during early literacy development: A participatory study with Hispanic, African American, and African parents through dialogue and co-authorship of books*. Ed.D. The University of San Francisco, 1992.

Siak-Lee Poh Chun. *Factors related to Chinese language achievement in a bilingual situation*. M.Ed. Thesis, The National University of Singapore, 1991.

GRADUATE COURSES

- Research Seminar in Multiliteracies Pedagogy (CTL3999, Special Topics, 2009)
- Foundations of Bilingual and Multicultural Education (CTL3000H: 2005 – 2009)
- Research Seminar on Second Language Literacy Education (CTL 3015: 2002-2005)
- Critical Pedagogy, Language and Cultural Diversity (CTL 3008: 2000-2010)
- Special Topics in Second Language Program: Computer-Supported Approaches to Academic Language Learning (CTL 3999: 2003-2004)
- Research Seminar on Multilingual/Multicultural Education (CTL 3802: 1983-2001)
- Critical Pedagogy, Language and Minority Students (1334:1988-1999)
- Language and the School Curriculum (1313: 1979-1984)
- Bilingualism and Bilingual Education (1337: 1978-1999)
- Literacy Development in Heritage Language Programs (1304:1985)
- Critical Approaches to Language Learning and Bilingual Education with Specific Reference to Deaf Students (1304:1995-1996)

EXTERNAL RESEARCH FUNDING

2009 – 2010 *Evaluation of the Mandarin-English Transition Program*. Contract awarded by the Hamilton Wentworth District School Board, \$69,000 (PIs Jim Cummins and Becky Chen Bumgardner).

- 2009 – 2010 *Evaluation of the Arabic-English Transition Program*. Contract awarded by the Greater Essex County District School Board, \$25,000 (PIs Jim Cummins and Becky Chen Bumgardner).
- 2008 – 2009 Validation of Steps to English Proficiency (STEP). (Co-investigator Dr. E. Jang [OISE]). Ontario Ministry of Education, Literacy and Numeracy Secretariat. (\$96,000).
- 2007 – 2008 Literacy Attainment among Newcomer Students. (Co-investigators Dr. Eunice Jang [OISE] and Dr. Margaret Early [UBC]). Canadian Language and Literacy Research Network. (\$30,770).
- 2006 – 2007 New Voices for New Times: The Changing Face of Literacy in Canadian Schools (Co-investigator: Professor Barbara Evans) SSHRC INE Outreach Grant (\$29,161)
- 2006 – 2011 Canada Research Chair (CRC) (Tier 1) (Jim Cummins) in *Language Learning and Literacy Development in Multilingual Contexts*. (\$1million+ including Canadian Foundation for Innovation [CFI] funds).
- 2002 - 2005 From Literacy to Multiliteracies: Designing Learning Environments for Knowledge Generation Within the New Economy. \$748,970. (Co-investigator with Dr. Margaret Early and Dr. John Willinsky of UBC). SSHRC Initiative on the New Economy Research Alliances competition.
- 2002 From Literacy to Multiliteracies: Exploring New Pedagogies for New Times, \$30,000. (Co-investigator with Dr. Margaret Early of UBC); SSHRC Initiative on the New Economy Research Alliances competition.
- 1998 – 2001 Conceptualizing Pedagogy in Culturally and Linguistically Diverse Classrooms, \$92,100. (A. Gagné, L. Cameron, J. Cummins [co-investigator]). SSHRC.
- 1998 – 2001 Situating Learning in Home, School, and Community: An Action Research Collaboration, \$87,130. (Collaborator; Principal investigator: Sandra Schecter, York University). SSHRC.
- 1995 – 1996 Home School Collaboration in Promoting Literacy Skills among Portuguese Background Students OISE/Ministry of Education, \$32,000. (J. Cummins, J. Lopes).
- 1993 - 1994 The Challenge of Diversity: Adjusting to the Cultural and Linguistic Realities of the Mainstream Classroom. OISE/Ministry of Education, \$55,000. (J. Cummins, G. Feuerverger, J. Lopes).

- 1993 Provision and Demand for ESL/FSL Programs. Ministry of Education, Ontario, \$30,000. (A. Cumming, D. Hart, D. Corson, J. Cummins)
- 1991 - 1992 Biliteracy and ESL Students: The Impact of Encouraging First Language Literacy Development within the Mainstream Curriculum. OISE/Ministry of Education, \$29,000. (J. Cummins, G. Feuerverger).
- 1990 - 1993 Annotated Inventories of Heritage Language Provision Across Canada. Multiculturalism Canada, Secretary of State, \$140,000. (J. Cummins, M. Danesi, G. Feuerverger).
- 1989 - 1990 Assessment and Placement of Minority Students: Identification and Analysis of Significant Initiatives and Policy Options in Ontario. OISE/Ministry of Education, \$35,000.
- 1988 - 1989 The Classroom Microcomputer as a Catalyst for Interactive/ Experiential Pedagogy. SSHRC General Research Grant, \$5,000.
- 1987 - 1988 The Development of Bilingual Proficiency in the Transition from Home to School. OISE/Ministry of Education, \$31,000.
- 1986 - 1988 National Conference on Heritage Language Teacher Training. Secretary of State, \$100,000.
- 1985 - 1986 Language and Learning: Collaboration in Effecting Change in Multicultural Schools, OISE, Toronto Board of Education, Ontario Ministry of Education, \$250,000 (G. Wells, J. Cummins, M. Heller).
- 1985 - 1986 The Role of Ethnic Women in Ontario. OISE/Ministry of Education, \$38,000. (J. Scane, J. Cummins)
- 1984 - 1985 The Armenians in Ontario: A Social History Project, Wintario, \$11,121. (I. Kaprielian, J. Scane, J. Cummins).
- 1984 - 1986 Establishment of the National Heritage Language Resource Unit, Multiculturalism Directorate, \$250,000.
- 1984 - 1985 Literacy Development in Heritage Language Programs, OISE/Ministry of Education, \$42,000.
- 1983 - 1984 Feasibility Study for Heritage Language Resource Centre, Multiculturalism Directorate, \$5,000.
- 1982 - 1983 Examination of the Experiences of Educators and Researchers in Various Aspects of the Heritage Language Program, Ontario Ministry of Education, \$4,440.

1981 - 1988	The Development of Bilingual Proficiency, Social Sciences and Humanities Research Council, \$1.4 million. (P. Allen, E. Bialystok, J. Cummins, H.H. Stern, M. Swain).
1981 - 1983	Evaluation Package for French Language Programs, Saskatchewan Ministry of Education, \$190,000. (S. Lapkin, M. Swain, J. Cummins).
1981 - 1982	A War of Words: Bilingual Education and the Search for American Identity, The Ford Foundation, \$25,250.
1980 - 1981	A Study of the Effects of French Language Experience at Kindergarten Level on French Language and Other Academic Progress in French Immersion Programs, Ontario Ministry of Education, \$6,000.
1980 - 1981	A Study of the Relationship between First Language Proficiency and the Development of Second Language Proficiency among Japanese and Indo-Chinese Immigrant Students, InterAmerica Inc. under contract from the National Institute of Education, Washington DC, \$38,500. (J. Cummins, K. Nakajima, J. Handscombe, M. Swain).

PUBLICATIONS:

Career Totals

Books Authored (including translations)	18
Books Edited	11
Chapters in Books	165
Articles in Refereed Journals	114
Book Forewords/Afterwords	24
Book Reviews	26
Technical Reports	25
Non-Refereed Publications	37

ACADEMIC BOOKS AUTHORED

Cummins, J., Brown, K., & Sayers, D. (2007). *Literacy, technology, and diversity: Teaching for success in changing times*. Boston: Allyn & Bacon.

- Cummins, J., Danesi, M., Nakajima, K., Takagaki, T. (2005). *Heritage languages*. (In Japanese: Translation of J. Cummins and M. Danesi [1990] *Heritage languages: The development and denial of Canada's linguistic resources*).
- Cummins, J. (2003). *Lenguaje, poder y pedagogia. Ninos y ninas bilingues entre dos fuegos*. (*Language, power, and pedagogy: Bilingual children in the crossfire*.) Madrid: Ediciones Morata, S.L.y Ministerio de Educacion, Cultura y Deporte. (translated by Pablo Manzano).
- Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society*. 2nd Edition. Los Angeles: California Association for Bilingual Education. (ISBN: 1-889094-01-3)
- Cummins, J. (2001). *An introductory reader to the writings of Jim Cummins*. Edited by C. Baker and N. H. Hornberger. Clevedon, England: Multilingual Matters. (ISBN: 1-85359-473-3)
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Clevedon, England: Multilingual Matters. (ISBN: 1-85359-474-1)
- Cummins, J. (1999). *Taftotites ypo Diapragmatefsi (Negotiating identities)* (Greek Edition). Athens: Gutenberg. (ISBN: 960-01-0797-1).
- Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. Los Angeles: California Association for Bilingual Education. (ISBN: 1-889094-00-5)
- Cummins, J. & Sayers, D. (1995/1997). *Brave new schools: Challenging cultural illiteracy through global learning networks*. New York: St. Martin's Press. (ISBN: 0-7744-0430-2)
- Cummins, J. (1991). *Language learning and bilingualism*. Tokyo: Sophia University (Sophia Linguistica Monograph, 29). (ISSN 0287-5357)
- Cummins, J. & Danesi, M. (1990). *Heritage languages: The development and denial of Canada's linguistic resources*. Toronto: Our Schools/Our Selves and Garamond Press. (ISBN: 0-921908-05-9 [Our Schools/Our Selves]; 0-920059-69-4 [Garamond])
- Samuda, R.J., Kong, S.L., Cummins, J., Lewis, J. & Pascal-Leone, J. (1989). *Assessment and placement of minority students*. Toronto: C.J. Hofgreffe and ISSP. (ISBN: 0-88937-024-9 [hb]; 0-92113-01-3 [pb])
- Cummins, J. (1989). *Empowering minority students*. Sacramento: California Association for Bilingual Education.
- Cummins, J. & Swain, M. (1986). *Bilingualism in education: Aspects of theory, research and policy*. London: Longman. (ISBN: 0-582-55380-6)
- Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Clevedon England: Multilingual Matters. (Co-published in USA by College-Hill Press). (ISBN: 0-905028-14-7 [hb]; 0-905028-13-9 [pb]).

Cummins, J. (1983). *Heritage language education: A literature review*. Toronto: Ministry of Education. (ERIC # ED233588)

Cummins, J. (1981). *Effects of French language experience at Kindergarten level on academic progress in French immersion programs*. Toronto: Ministry of Education.

Cummins, J. (1981). *Bilingualism and minority language children*. Toronto: Ontario Institute for Studies in Education. (ERIC #ED215557)

EDITED ACADEMIC BOOKS/JOURNAL SPECIAL ISSUES

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