

Gail L. Prasad

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## EDUCATION

- 2009- present **Doctor of Philosophy Candidate**, Second Language Education,  
Ontario Institute for Studies in Education at the University of Toronto (OISE/UT)  
Title: *Constructing Pluri-literate Identities: A multiple case study of children's plurilingualism in English and French schools in Canada and France*  
Supervisor: Dr. Normand Labrie, Language & Literacies Education  
Committee Members: Dr. Jim Cummins, Language & Literacies Education  
Dr. Enrica Piccardo, Language & Literacies Education  
Dr. Diane Farmer, Humanities, Social Sciences and Social Justice Education
- 2007-2009 **Master of Arts**, Second Language Education, and collaborative program in Comparative, International & Development Education, Ontario Institute for Studies in Education at the University of Toronto (OISE/UT)  
Title: *Alter(n)ative Literacies: Elementary teachers' practices with Culturally and Linguistically Diverse learners in one French-language school in Ontario.*  
Supervisor: Dr. Normand Labrie, Language & Literacies Education  
Committee Members: Dr. Jim Cummins, Language & Literacies Education
- 1998-2004 **Bachelor of Education**, Primary-Junior Divisions,  
French-as-a-Second Language Focus Track Specialisation,  
Queen's University, Kingston, ON, CANADA
- 1998-2003 **Bachelor of Arts Honours**, English Literature  
Queen's University, Kingston, ON, CANADA

## ADDITIONAL TEACHING QUALIFICATIONS

- 2011 **English as a Second Language Part 1 (AQ)**  
Queen's University, Kingston, ON
- 2007 **Senior English Additional Qualification (ABQ)**  
Queen's University, Kingston, ON
- 2006 **Reading Part 1 (AQ)**  
OISE/UT, Toronto, ON

**HONOURS**

- 2014 **Doctoral Completion Award**, OISE/UT, \$14, 300
- 2014 **Scholarship Recognition Award**, OISE/UT, \$10 000
- 2013 **MITACS Accelerate Internship**, MITACS with Region of Waterloo, Overlap Associates & ArtsSmarts Waterloo Region, \$15 000
- 2013 **Best Graduate Student Paper**, International Superdiversity Conference, University of Jyvaskyla, Finland, 300 Euros
- 2013 **Massey College Junior Fellow Travel Grant**, Massey College, University of Toronto, \$1000
- 2013 **School of Graduate Studies Graduate Student Conference Grant**, University of Toronto, \$ 250
- 2010-2013 **Joseph-Armand Bombardier Canada Graduate Scholarship (SSHRC)**, \$105, 000
- 2010 **Best Master's Research Award**, Language and Literacy Researchers of Canada (LLRC), \$500
- 2010 **CERIS Graduate Student Research Grant**, \$500
- 2010-2011 **Ontario Graduate Scholarship**, \$ 15, 000  
(declined to accept Canada Graduate Scholarship – SSHRC)
- 2009-2010 **Ontario Graduate Scholarship**, \$ 15, 000
- 2008-2009 **Ontario Graduate Scholarship**, \$ 15, 000
- 2008-2009 **Keith Mcleod Fellowship**, Ontario Institute for Studies in Education, \$2,500  
Awarded to graduate student for travel and research in Burkina Faso, West Africa
- 2008-2009 **Massey College Travel Grant**, \$1 000
- 2007-2008 **Joseph-Armand Bombardier Master's Canadian Graduate Scholarship (SSHRC)**, \$ 17, 500
- 2007-2008 **William Pakenham Fellowship in Education**, OISE/UT, \$ 5, 000
- 2007-2008 **Ontario Graduate Scholarship**, \$ 15, 000  
(declined to accept Canada Graduate Scholarship - SSHRC)
- 2007-2008 **Junior Fellow**, Massey College (renewed for 2008-2011; 2012-2013)

**HONOURS (cont'd)**

- 2007-2008 **Award for Academic Excellence**, \$ 2, 000 (renewed for 2008-2013)  
OISE/UT award to recipients of major external awards
- 2005-2006 **Ontario Graduate Scholarship**, \$ 15, 000  
(declined to teach at Lycée Français de Toronto)
- 1998-2003 **Weston Loran Scholar**, \$ 47,500, Canadian Merit Scholarship Foundation  
Awarded for academic, leadership and community service
- 1998-2002 **Independent Order of Foresters Award**, \$ 4, 000  
North American award for community service and academic achievement
- 1998-2000 **Principal Scholarship**, Queen's University, \$ 8, 000
- 1998 **Phi Delta Kappa International Award for Prospective Educators**, \$ 1, 500

**RESEARCH EXPERIENCE**

- 2013-2014 **Expert Meeting Participant**, Diversity in Majority Language Education – Supporting Teacher Development (MALEDIVE), European Modern Language Centre (EMLC), Graz, Austria : <http://maledive.ecml.at/>  
Project Coordinator: Eija Aalto, University of Jyvaskyla
- Invited participant to Expert meetings in Sept. 2013 and Jan. 2014
  - Co-developed teacher training modules for developing plurilingual pedagogy across content areas with Dr. Nathalie Auger, Université Montpellier 3 – Paul-Valéry : ex. [https://prezi.com/hfd5xvixplgh/maldives-profile-1/?utm\\_campaign=share&utm\\_medium=copy](https://prezi.com/hfd5xvixplgh/maldives-profile-1/?utm_campaign=share&utm_medium=copy)
  - Contributed to design and implementation of first teacher training workshop in January 2014
  - Invited to present doctoral inquiry as part of plenary address with Dr. Patricia Lamarre, Université de Montréal
- June 2013-  
April 2014 **MITACS Accelerate Research Internship**  
Academic Supervisor: Dr. Normand Labire  
Field Supervisors: Brock Hart, Overlap Associates; Lorie Fouzie, Waterloo Region; Gabrielle Clermont, ArtsSmarts Waterloo
- Developed and implemented research protocol to document “equity” and “inclusion” through learning through the arts
  - Organized and facilitated teacher and artist training with research tools using ipads
  - Conducted school visits to monitor data collection tools and to interview project participants
- May 2011-  
April 2013 **Research Assistant**, Ontario Institute for Studies in Education, UT  
Supervisor: Jim Cummins
- Completed training for website development with Education Commons
  - Reorganized Language-as-resource (LAR) website as a database for researchers and teachers and recruited and uploaded website resources

**RESEARCH EXPERIENCE (cont'd)**

- May 2008 **Research Assistant**, CREFO, Ontario Institute for Studies in Education  
 To present Directrice: Diane Famer (Director, Centre de Recherches en Éducation Franco-Ontarienne (CRÉFO))
- conducted a literature review for successful SSHRC research grant proposal on children and youth's mobilities in an age of transnationalism and their effect on schooling in francophone minority communities
  - developed arts-informed research tools for multi-site ethnography
  - conducted small group interviews with students and teachers
  - assisted in the organization and analysis of qualitative data using NVivo9
  - co-authored publications (2) and co-presented conference papers (3); single-authored publications (1) and presented conference papers (1)
- Sept. 2008 **Comparative, International and Development Education Literacy Research Practicum**, Careforce International, Canada & Village of Hope, Burkina Faso  
 Director: Dr. Jennifer Bridgman-Wilson and Dr. Vandra Masemann
- assessed literacy practices of teachers and students at the Village of Hope and Burkinabe Ministry of Education policy on French literacy instruction at elementary level
  - initiated trilingual book-making project with teachers and students in French, Mooré and English and the creation of individual language portraits

**TEACHING EXPERIENCE**

- Jan. 2015 to April 2015 **Course Instructor**, Ontario Institute for Studies in Education (OISE /UT),  
 Consecutive Bachelor of Education (BEEd)
- Designed a 36-hour elective course on "Teaching in French Immersion" for elementary and secondary teacher candidates (enrollment 40 students)
  - Developed multimodal assignments including having teacher candidates create visual language biography videos to reflect on their own communicative repertoires in order to foster their future students' plurilingualism and French proficiency
- Jan. 2015 to **Teacher Education Program Assistant (TEPA)**, OISE/UT,  
 Concurrent Teacher Education programme (CTEP)
- facilitated on-line course component on Blackboard, including posting readings, monitoring discussion boards and posting weekly announcements for "Social Foundations of Teaching and Learning" with Dr. Diane Farmer
  - designed hands-on activities to foster participation and to support students in bridging theory with classroom practice
  - developed rubrics for evaluation of course assignments and responsible for marking course assignments.

**TEACHING EXPERIENCE (cont'd)**

- May 2014 to present    **Course Instructor**, English Language & Writing Support Programme (ELWS), School of Graduate Studies, University of Toronto
- Delivered two sections of a 5-week non-credit graduate course, “Oral Presentation Skills for Non-Native Speakers of English” (OPS), May 2014, November 2014, Spring 2015 (date tba)
  - Developed teaching resources for OPS curriculum binder, a resource for instructors of the OPS course
- Nov. 2013    **Invited Lecturer**, Université Montpellier III – Paul Valéry, Montpellier, France
- Prepared and delivered two lectures for Prof. Nathalie AUGER’s course V36SLF3 – Le FLS, FIScol en France et au Canada, Master 2 Enseignement du Français Langue Étrangère
    - Français langue d’enseignement au Canada, Nov. 18, 2013
    - Je suis plurilingue ? ! : Quand des élèves culturellement et linguistiquement diversifié dans les écoles anglaises, de langue française et d’immersion s’engagent comme co-chercheurs de leurs pratiques plurilingues
- Nov. 2013    **Professional Development Workshop Facilitator**, CASNAV Montpellier
- Prepared and delivered interactive 2.5 hour workshop in French for teachers of French-as-a-foreign language at the elementary and high school levels addressing the theme: “Comment enseigner le français à travers les matières?”
  - Prepared training document compiling Canadian resources for teaching French across the content areas, with particular focus on using graphic organizers to scaffold learner comprehension and demonstration of learning
- Jan. 2013  
Feb. 2013    **Workshop Instructor**, English Language & Writing Support Programme (ELWS), School of Graduate Studies, University of Toronto
- Designed and delivered 4 open graduate workshops for non-native speakers of English: 1) Improving Your Confidence and Effectiveness in English Conversations; 2) Expressing your Opinion in Small Group Discussions; 3) Listening, Note-Taking, and Speaking in Large-Group Settings; 4) Avoiding Common Pitfalls of Online Academic Communication
- Sept. 2012 -  
April 2013    **Course Instructor**, English Language & Writing Support Programme (ELWS), School of Graduate Studies, University of Toronto
- Designed 6-week non-credit graduate course, “Academic Communication Skills for Non-Native Speakers of English” (ACS), Fall 2012 and Winter 2013
  - Developed teaching resources for ACS curriculum binder, a resource for instructors of the ACS course

**TEACHING EXPERIENCE (cont'd)**

- Sept. 2012-  
April 2013     **Teacher Education Program Assistant (TEPA), OISE/UT**
- set-up and facilitated on-line course component on Blackboard, including posting readings, monitoring discussion boards, e-portfolio creation and weekly announcements for “Curriculum & Instruction: French-as-a-second Language” with Dr. Enrica Piccardo
  - Designed and delivered classes on lesson planning, portfolio use in the classroom, reflective practice and communicative approaches to using photos and videos in the language class
  - Co-ordinated practicum visits in the fall term and conducted 12 visits
  - Evaluated teacher candidates language e-portfolios
- Jan. 2012-  
- Apr. 2012     **Teacher Education Program Assistant (TEPA), OISE/UT**
- evaluated teacher candidate course work and provided descriptive feedback for on-line course “Mentored Teacher Inquiry” with Dr. Carolyn Wilson
  - reviewed and ranked applicant profiles for the concurrent BEd program
- Sept. 2010  
to 2012     **Graduate Student Scholarship Advisor, Ontario Institute for Studies in Education (OISE), Curriculum, Teaching & Learning Department**
- presented on panel of successful recipients of OGS and SSHRC awards on Preparing scholarship applications (approx. 50 students)
  - reviewed graduate students’ statements of interest for SSHRC and OGS scholarship applications and provided feedback on student writing
- Sept. 2009  
- Dec. 2010     **e-Portfolio Facilitator, Teacher Education Program Assistant (TEPA)**
- facilitated e-portfolio workshops for over 160 concurrent Bachelor of Education teacher candidates
  - monitored teacher candidate e-portfolios to support their reflective practice
- July 2007     **Professional Teacher Development Conference Facilitator,**  
Careforce International, Canada & Mully Children’s Family (MCF), Kenya
- Facilitated literacy workshops as part of “Engaging Learners Teacher Conference” for three MCF schools
- Sept. 2004  
to June 2007     **Elementary English Teacher, Lycée Français de Toronto**
- Instructed English language arts for linguistically and culturally diverse SK to grade 2 classes, and grades 4 and 5 English mother tongue and ESL classes
  - Coordinated development of Kindergarten to grade 5 English language program with an emphasis on Canadian studies for French International school.
  - Associate liaison for 10 IUFM Paris teacher candidates completing ESL practicum and training (2005-2006)
  - Hosted remedial tutorials for exceptional learners and workshops for parents on supporting multilingual literacy development

**PROFESSIONAL / ACADEMIC / ADMINISTRATIVE EXPERIENCE**

- Jun. 2013 **Pre-conference co-chair, LLRC/ACCCL**  
 - June 2014 Conference Theme: Beyond (Two) Solitudes: Integrating Literacy Research across Linguistic, Cultural and Disciplinary Boundaries
- Recruited plenary speakers and pre-conference participants
  - Organized pre-conference logistics, including registration, peer-review of proposals, and setting pre-conference programme
  - Designated co-editor of special issue of *Language & Literacy: A Canadian e-journal* to disseminate papers presented at the pre-conference
- Nov. 2013 **Journée de réflexion Organizer**
- Co-ordinated a “Journée de réflexion” entitled: *Recherche en contextes plurilingues: Régards de France, Canada et Autriche*
  - Invited participants including Dr. N. Auger, Université Montpellier III; Dr. M. Molonie, Université Cergy-Pontoise; Dr. N. Thamin, Université Franche-Comté; Dr. B. Busch, Universität Wien, Dr. Judith Purkarthofer
  - Set the program for the day and recruited students to attend special interactive seminar for Masters and Doctoral candidates with field experts.
  - Co-editing collective plurilingual publication with contributions from all participants with Dr. Nathalie Auger.
- Feb. 2013 **Invited Speaker, Canadian Merit Scholarship Foundation**
- Designed and delivered interactive workshop for first year scholars entitled “Crafting A Story Worth Telling: Negotiating Plot and Character Through your Undergraduate Experience”
- Sept. 2011 **Educational Panel Co-Coordinator, Loran Scholar Alumni Association**
- co-organized speaker panel for Loran Alumni Connexion weekend
  - recruited speakers and moderator and set guiding questions for discussion
- April 2009 **Comparative, International & Development Education Student Association**  
 March 2010 **CORE Executive Team**
- Organized Fall and Winter CIDE program orientations for incoming students
  - Chaired process for approving and adopting CIDESA constitution
  - Organized annual CIDE Talent show and silent charity talent auction
- October 2009 **Loran Scholarship Applicant Assessor, Loran Scholar Foundation**  
 to present
- evaluated and ranked applications for annual national Loran scholarship competition, sponsored by the Canadian Merit Scholarship Foundation
- Apr. 2008 **Massey College Tutoring and Mentorship Program Co-Chair**  
 to Apr. 2010
- Coordinated annual recruitment of volunteer tutors and students through Massey College and the Toronto District School Board
  - Facilitated training sessions for graduate student tutors and study skills workshops for high school students

**PROFESSIONAL / ACADEMIC / ADMINISTRATIVE EXPERIENCE (cont'd)**

- Feb. 2008     **Conference Session Chair** on Global Citizenship Education, Dean's Graduate Research Conference, OISE/UT, Toronto
- Sept. 2007     **Member** of French-As-A-Second-Language research group, Modern Language Centre, OISE/UT, Toronto
- Sept. 2007     **Second Language Education department CTLSA representative** to OISE to Graduate Student Council, OISE/UT, Toronto
- advocated on behalf of SLE students to OISE GSU
  - communicated monthly meeting outcomes and events to CTLSA

**INVITED PRESENTATIONS**

Prasad, G. (2014, Jan.) Creating Plurilingual "Identity Texts" in the Mainstream Classroom: A multisite study in Toronto's English and French schools. Invited plenary presentation at the MALEDIVE Network Workshop, European Centre for Modern Languages, Graz, Austria.

Prasad, G. (2014, Jan.) Equity through the Arts: Documenting "Moments of Equity" in the classroom. Workshop delivered for ArtSmarts Waterloo Region Teacher & Artists Training Day, Waterloo, ON.

Farmer, D & Prasad, G. (2013, Dec.) Mise en récits de la mobilité chez les élèves plurilingues: expériences canadiennes. Invited conference at "Accompagner et valoriser l'expérience de la mobilité et de la migration dans la cité" hosted by Université Cergy-Pontoise et la Mairie de Paris.

Prasad, G. (2013, Nov.) Nous sommes tous plurilingues ! Quand des élèves culturellement et linguistiquement divers à Toronto s'engagent comme co-chercheurs dans leurs pratiques plurilingues. Invited paper at Laboratoire ICAR, l'Université de Lyon.

**REFEREED PRESENTATIONS**

Prasad, G. & Tombe, J. (2014, Oct.) Creative strategies for fostering students' self-reflection as plurilingual learners. Workshop to be delivered at Multilingualism: The Foundation of Global Leadership, 47<sup>th</sup> Annual Conference hosted by Massachusetts Foreign Language Association, Boston, MA, USA.

Prasad, G. (2014, May.) Un collage de nos représentations: Qu'est-ce que les approches créatives pourraient-ils apporter à la recherche en didactique des langues? Workshop delivered at Créativité et apprentissage : un tandem à ré-inventer ? Laussane, Switzerland.

Prasad, G. (2014, Apr.) Looking beyond the mirror through a plurilingual prism: A comparative study of the creation of identity texts as a research methodology with children in Toronto's English and French schools. Celebrating Cultural and Linguistic Diversity Conference in honour of Dr. Jim Cummins, Toronto, Ontario, Canada.

Prasad, G. (2013, Jun.) Critical Intersections: An applied discourse analysis of language and education policies in Toronto's culturally and linguistically diverse classrooms. Paper co-presented at Language and Super-diversity: Explorations and interrogations, Jyväskylä, Finland.



**REFEREED PRESENTATIONS (cont'd)**

Farmer, D. & Prasad, G. (2013, Jun.) Co-Researching and Co-Producing Knowledge with Plurilingual Students: Reflecting on Research Collaboration with Children and Youth across Ontario Schools in Canada. Paper co-presented at Language and Super-diversity: Explorations and interrogations, Jyväskylä, Finland.

Prasad, G. (2013, Feb.) Lost and Found in Translation: Reflecting on the affordances of poetic inquiry in language education research. Paper presented at Provoking Curriculum Studies Conference, Ottawa, ON, CANADA.

Prasad, G. (2012, Dec). Construire des identités "pluri-litraciées":Un étude comparative en collaboration avec les élèves de milieux culturellement et linguistiquement diversifiées à Toronto, Canada. Paper presented at ARIC, Delhi, India.

Farmer, D. & Prasad, G. (2012, Dec.) Jeunes, mobilité et socialisation scolaire : l'influence des élèves sur les enseignants dans le développement de compétences relationnelles. Paper co-presented at ARIC, Delhi, India.

Prasad, G. (2012, Nov.) Children as Plural Actors: A comparative study of children's culturally and linguistically diverse (CLD) identities in English and French schools. Paper presented at Inter-Congress of IUAES, Bhubaneswar, India.

Stille, S. & Prasad, G. (2012, Oct.) Identity texts: A powerful strategy for engaging culturally and linguistically diverse students in classroom-based literacy learning? Workshop co-presented with Saskia Stille at TIES Conference, OISE, Toronto, Ontario.

Prasad, G. (2012, Jul.) Be(com)ing Plurilingual: Building Students' Language Awareness by Authoring Multilingual Stories. Paper presented at the 11<sup>th</sup> International Conference of the Association for Language Awareness (ALA), Montreal, Quebec.

Prasad, G. (2012, May) Plurilingual Children as Co-Researchers: Using arts-informed methods to access children's views of plurilingualism. Paper presented at Annual Conference of the Association Canadienne de Linguistique Appliquée (ACLA) 2012, Waterloo, Ontario.

Prasad, G. (2012, May) Collaging Plural Identities: Creating 'identity texts' with children to access their reflections on plurilingualism. Paper presented at XL Annual Conference of the Canadian Society for the Study of Education (CSSE) 2012, Waterloo, Ontario.

Prasad, G. (2012, May) Children as Multi-literacies Co-Researchers: Engaging plurilingual children as ethnographers of their own literacy practices. Paper presented at the Language and Literacy Researchers of Canada (LLRC) Pre-Conference: Multiliteracies: A closer look at practices and pedagogies, Waterloo, Ontario.

Prasad, G. (2012, Mar.) What Moves Me? Exploring Culturally and Linguistically Diverse children's representations of their mobilities through drawing and photography. Paper presented at 14<sup>th</sup> National Metropolis Conference, Toronto, Ontario.

**REFEREED PRESENTATIONS (cont'd)**

Farmer, D. & Prasad, G. (2011, Oct.) *Children and Youth on the Move! Students Redefining School Space and Research Methods in a Canadian Study*” Paper co-presented at Il Simposio Internacional, Encuentros etnográficos con niñas, niños adolescentes y jóvenes en contextos educativos 2011, Bogata, Columbia.

Farmer, D., Prasad, G. & Dykstra, N. (2011, Mar.) *L’art de la courtepoinde ou raconteur, de fil en aiguilles, l’histoire familial des enfants d’une 3e année.*” Paper co-authored for the National Metropolis Conference 2011, Vancouver, British Columbia.

Prasad, G. (2010, Apr.) Plurilingual Alter(n)atives: French-language school teachers’ practices with allophone learners. Paper presented at Individual Plurilingualism and Multilingual Communities in a Context of Official Bilingualism. Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL), University of Ottawa, Ottawa, Canada.

Prasad, G. (2010, Apr.) Multiple Minorities or Plurilingual Learners: The Case of Allophone Immigrant Children’s Language Education Rights in Canada. Invited paper presented at Berlin Roundtables on Transnationality: Cultural Pluralism Revisited, Irmgard Coninx Foundation & Humbolt University, Berlin, Germany.

Prasad, G. (2010, Mar.) Alter(n)ative Research Practices: Methodological considerations for working with children as co-researchers. Paper presented at Annual Comparative International Education Society Conference. Chicago: University of Chicago.

Prasad, G. (2010, Mar.) Let me (re)tell you my story: Bridging literacies in Burkina Faso.” Paper presented at Annual Comparative International Education Society Conference. Chicago: University of Chicago.

Prasad, G. (2009, Oct.) Poetic Alternatives: Poetry as a mode for second language education research and representation. Paper presented at Poetry as a Way of Knowing: 2<sup>nd</sup> International Symposium on Poetic Inquiry. Charlottetown, Prince Edward Island.

Prasad, G. (2009, Jun.) Seeking Alter(n)atives: Accessing linguistically and cultural diverse children’s perspectives as co-researchers on their multiple literacies development. Paper presented at Re/Thinking Literacies - Languages, Literatures and Cultures, IAIMTE Conference, OISE/UT.

Prasad, G. & Parker, C. (2009, Jun.) Identifying Identities: Exploring students’ conceptions of cultural identities at school. Co-presented paper at Re/Thinking Literacies - Languages, Literatures and Cultures, IAIMTE Conference, OISE/UT.

Prasad, G. (2009, May) Alter(n)ative Literacies: Towards a multiple literacies framework for linguistically and culturally diverse students in French-language schools in Ontario. Paper presented at Language and Reading Comprehension in Immigrant Children (LARCIC) Conference, OISE/UT

**REFEREED PRESENTATIONS (cont'd)**

Prasad, G. (2009, May) Passer de la nuit au jour: Bridging oral language practices to multiple literacies in Burkina Faso. Paper presented at CIESC/CSSE, Annual Congress of Social Sciences and Humanities, Carleton University, Ottawa, Canada

Prasad, G. (2009, Mar.) Bridging Literacies: A case study of teachers' and students' multilingual literacies in Burkina Faso. Paper presented at Dean's Graduate Student Research Conference, OISE/UT, Toronto

Prasad, G. (2008, Jun.) Language Ecology: From Theory into Practice. Paper presented at CIESC/CSSE, Annual Congress of Social Sciences and Humanities, University of British Columbia, Vancouver, Canada

Prasad, G. (2008, Feb.) Heritage Language Learners in the Canadian French Immersion Context. Paper presented at Dean's Graduate Student Research Conference, OISE/UT, Toronto, Canada.

**PUBLICATIONS**

Prasad, G. (invited submission). Beyond the mirror towards a plurilingual prism: Exploring the creation of plurilingual "identity texts" in English and French classrooms in Toronto and Montpellier. *Intercultural Education*. Special Issue ed. A. Gagne & C. Schmidt.

Stille, S. & Prasad, G. with S. Newmaster (invited submission). "Imaginations": Reflections on Curating an Exhibition of Plurilingual Students' Creative Works. *TESOL Quarterly*. Special Issue on Multimodality. Ed. Margaret Early & Maureen Kendrick.

Cummins, J., Ntelioglou, B. Y., Prasad, G. & Stille, S. (forthcoming). Identity Text Projects: Generating Academic Power in Multilingual Classrooms. In Blatherwick, M. & Cummings, J. *Creative Practices in Curriculum and Teaching in the 21st Century*. Toronto: Pearson.

Prasad, G. & Auger, N. (forthcoming). « Mais est-ce que ça existe une personne monolingue ? » Plurilinguisme des élèves au Canada et en France, pratiques artistiques et langagières et apprentissage du français. *Carnets d'Ateliers de Sociolinguistique*. p. 20

Prasad, G. (forthcoming). "Enfants en tant qu'ethnographe de leurs propres langues : Rendre le plurilinguisme davantage présent à l'école." In C. Domp martin, G. Galligani, M-O M. Sandoz & D-L. Simon. (Eds.) *L'enfant et ses langues à l'école : regards disciplinaires croisés à partir d'études de terrain*. Marseille, France: Riveneuve.

Prasad, G. (2014). "Portraits of Plurilingualism in a French International School in Toronto: Exploring the role of the visual methods to access students' representations of their linguistically diverse identities." *Canadian Journal of Applied Linguistics*, 17 (1), 55-71.

Farmer, D. & Prasad, G. (2014). Mise en récits de la mobilité chez les élèves plurilingues: expériences canadiennes. *Glottopol*, No. 24, pp. 24.

**PUBLICATIONS (cont'd)**

- Farmer, D. & Prasad, G. (2014). "Des jeunes (se) racontent! Approches créatives visuelles mises au profit d'élèves issus de la diversité linguistique et culturelle au Canada." *Diversité, L'école et les langues*, No. 176, 1.
- Prasad, G. (2013). Plurilingual children as co-ethnographers of their own language and literacy practices: an exploratory case study. *Language & Literacy: an e-journal*. 15(3): 4-30.
- Prasad, G. (2012). Multiple Minorities or Plurilingual learners? – Allophone immigrant Children's Language Education Rights in Canada. In Richter, D., Richter, I., Ulasiuk, I. & R. Toivanen (Eds.) *Language Rights Revisited*. Berlin: Berliner Wissenschafts –Verlag & Intersentia.
- Prasad, G. (2012). Finding Poetry: An alter(n)ative approach to language education research. In Cole, A., Stewart, S. & Thomas, S. (Eds.) *The Art of Poetic Inquiry*. Halifax: Backalong books.
- Prasad, G. (2012). "Multiple minorities or plurilingual learners?: Allophone immigrant children's rights and inclusion in French-language schools in Ontario" *Canadian Modern Language Review*. 68(2): 190-215.
- Prasad, G. & Dykstra, N. (2011). "Quilting our Communities: Creating personal and collective identity texts through the integration of the Arts in a Grade 3 class" in Cummins, J. & Early, M. (Eds.) *Identity Texts: the collaborative creation of power in multilingual schools*. Sterling: Trentham Books.
- Prasad, G. (2011). "Let me (Re) Tell You My Story: Creating trilingual identity texts at an orphanage school in Burkina Faso" in Cummins, J. & Early, M. (Eds.) *Identity Texts: the collaborative creation of power in multilingual schools*. Sterling: Trentham Books.
- Prasad, G. & Farmer, D. (2010, Dec). [Recension du Lire le Monde: Les littératies multiples et l'éducation dans les communautés francophones, de Masny, D.] *Recherches Sociographiques*, LI, 3, p. 595.
- Prasad, G. (2010) Mapping Identities. In DeRango-Adem, A. & Thompson, A. *Other Tongues: Mixed-Race Women Speak Out*. Toronto: Inanna Publications and Education Inc.
- Prasad, G. (2010). Alter(n)ative Identities: Elementary Teachers' Inclusive Practices with Immigrant Children in One-French Language School in Ontario. In Gallant, N. (Ed.) *Cahier de la recherche actuelle sur l'immigration dans les communautés francophones en situation minoritaire*. Quebec: CERIS.
- Prasad, G. (2009). *Alter(n)ative Literacies: Elementary teachers' practices with Culturally and Linguistically Diverse learners in one French-language school in Ontario*. Master of Arts thesis. Ontario Institute for Studies in Education, University of Toronto, Toronto. <http://hdl.handle.net/1807/18108>

## **EXHIBITIONS**

Prasad, G. (2014, Apr.) Plurilingual Prisms [Collage]. In Stille, S., Newmaster, S., & Prasad, G. Curators. (2014, Apr.). Image(in)ings 2: Showcasing teacher -student “Identity Text” creations. [Exhibition]. Toronto District School Board Celebrating Linguistic Diversity Conference. Toronto, ON.

Stille, S., Newmaster, S., & Prasad, G. Curators. (2014, Apr.). Image(in)ings 2: Showcasing teacher-student “Identity Text” creations. [Exhibition]. Toronto District School Board Celebrating Linguistic Diversity Conference. Toronto, ON.

Stille, S., Newmaster, S., & Prasad, G. Curators (2012, Apr.). Image(in)ings: Showcasing teacher-student “Identity Text” creations. [Exhibition]. Toronto District School Board Celebrating Linguistic Diversity Conference. Toronto, ON.

Prasad, G. (2010, Apr.). Alter(n)atives: A collection of poetic paintings. [Painting]. University of Toronto Art Centre. Toronto, ON.

## **MEMBERSHIPS**

2004 – present Ontario College of Teachers (OCT)

2007 – present Canadian Society for Studies in Education (CSSE)

2008 - present Comparative and International Education Society (CIES)

2010 – present Language and Literacy Researchers of Canada (LLRC)

2012 – present International Association of Language Awareness (ALA)

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