University of Ottawa – uoCV

Department/School: Faculty of Education April 15th, 2024

|  |  |  |
| --- | --- | --- |
| **CURRICULUM VITAE (lifetime)** |  |  |

FLEMING, Douglas, Full Professor/Professeur titulaire

DEGREES AND CREDENTIALS

Degrees, Diplomas and Certificates:

2007 Ph.D. Language and Literacy Education (Second Language Education), University of British Columbia, Canada, British Columbia

1997 Master of Arts (Second Language Education), University of Toronto, Canada, Ontario

1984 TESL Teaching Certificate (English as a Second Language), Vancouver Community College, Canada, British Columbia

1982 Bachelor of Arts English Literature (Honors), Simon Fraser University, Canada, British Columbia

Professional Development:

Digital Self-Defense Training, Office of Risk Management, University of Ottawa, Canada, Ontario, April, 2020

Violence Prevention Certificate, Office of Risk Management, University of Ottawa, Canada, Ontario, September 2015

- September 2015

Respect in the Workplace Certificate, Office of Risk Management, University of Ottawa, Canada, Ontario, September

2015 - September 2015

Working Together, Office of Risk Management, University of Ottawa, Canada, Ontario, August 2015 - August 2015

Accessibility Standards for Customer Service Certificate, Office of Risk Management, University of Ottawa, Canada,

Ontario, August 2015 - August 2015

Supervisor Health and Safety Awareness Certificate, Office of Risk Management, University of Ottawa, Canada,

Ontario, August 2015 - August 2015

Worker Health and Safety Awareness Certificate, Office of Risk Management, University of Ottawa, Canada, Ontario,

August 2015 - August 2015

Blended Course Design Certificate Part 2: Designing Learning Activities, Teaching and Learning Support Service,

University of Ottawa, University of Ottawa, Canada, Ontario, March 2015 - March 2015

Blended Course Design Certificate Part 1: Starting the Design Process, Teaching and Learning Support Service,

University of Ottawa, Canada, Ontario, February 2015 - February 2015

Blackboard Learn Certificate: Essentials, Teaching and Learning Support Service, University of

Ottawa, Canada, Ontario, January 2015 - January 2015

Business Leadership Course Certificate, Toronto Board of Education Staff Development, January 1994 - January 1994

Intercultural Communication Course Certificate, Toronto Board of Education Staff Development, January 1991 –

January 1991

EMPLOYMENT HISTORY

Academic Work Experience:

2012 – 2020 Associate Professor, Associate Professor, Education, University of Ottawa, Canada, Ontario

2007 – 2012 Assistant Professor, Assistant Professor, Education, University of Ottawa, Canada, Ontario

2007 – 2007 Faculty of Education, University of British Columbia, Sessional Instructor, Faculty of Education

2004 – 2005 Teacher-Trainer: International Teacher TESL Training Program, Surrey College, Surrey School District; Surrey, British Columbia

2002 – 2005 Teacher-Trainer: Special Teacher Certification Course, Surrey School District, British Columbia Ministry of Education, Surrey, British Columbia

2002 – 2003 Materials Writer and Consultant GED Achievement, N/A, Michener Institute; Toronto, Ontario

2001 – 2007 Graduate Teaching Assistant/Research Assistant, Faculty of Education, University of British Columbia, Canada, British Columbia

1999 – 2007 Teacher, Continuing Education, Surrey School District, Surrey, British Columbia

1988 – 1998 Teacher and Administrator, Continuing Education, Toronto School District, Toronto, Ontario

**Professional Work Experience:**

2004-2005 Teacher-Trainer; International Teacher TESL Training Program Surrey College/Surrey School District; Surrey, British Columbia

2002-2005 Teacher-Trainer; Special Teacher Certification Course British Columbia Ministry of Education/Surrey School District

2002 Materials Writer and Consultant; GED Achievement/Michener Institute; Toronto, Ontario

1999-2007 Public School Teacher; Surrey School District, British Columbia

1999 Curriculum Writer; United Chinese Community Enrichment Services Society; Vancouver, British Columbia

1988-1998 Public School Teacher and Administrator; Toronto Board of Education; Toronto, Ontario

**Professional Association Officership and Activism:**

2000-2007 British Columbia Teachers Federation, Adult Provincial Specialist Association/Newsletter Editor; Chair, Scholarship Adjudication Committee; Chair, Adult Educators’ Committee Executive; Executive Committee At-large Member-Local Staff Representative; Local Professional Development Representative; Annual General Meeting Delegate

1998 Ontario Secondary School Teachers Federation. Local organizing and negotiating team for lead instructors at the Toronto Board of Education.

HONOURS

2010 New Scholar Fellowship Award

SCHOLARLY and PROFESSIONAL ACTIVITIES

Administrative Duties:

2022- 2023 Coordinator, Department of Language Studies (B.A. in Second Language Education)

2015-2018 Supervisor, West China Professional Development Project

Editorial Activities:

Tinnefeld, T. & **Fleming, D.** (Eds.)(2023). Saarbrücken Series on Linguistics and Language

Methodology Vol 15. Saarbrücken: Die Deutsche Nationalbibliothek. <https://katalog.slub-dresden.de/id/0->

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Bangou, F., Waterhouse, M. & **Fleming, D.** (Eds.)(2019). Deterritorializing language, teaching and

learning: Deleuzo-Guattarian perspectives on Second Language Education. Rotterdam: Brill/Sense.

**Fleming, D**. & Fleuret, C. (Eds.)(2015). Education review: Special issue on Second Language Education, 4,

2, University of Ottawa, Ottawa, ON.

Editorial Advising:

2023-present Editorial Advisory Board, *Journal of Linguistics and Language Teaching*

2019- present Senior Advisor, *International Journal of TESOL Studies*

Mentoring Activities:

2008 – present Second Language Education Graduate Student Adviser (MEd. English)

2019 – 2019 Student Mentor, Practicum in University Teaching

2013 – 2013 Student Mentor, Practicum in University Teaching

2011 – 2012 Student Mentor, Faculty of Arts

2008 – 2010 Co-Chair, New Professor Mentoring Seminars

**External Review Activities:**

2023 University of Ontario Institute of Technology; Promotion Application

2021 Springer Nature

2021 Colima University, Mexico; Graduate Program Review

2020 - 2021 United Arab Emirates University; Tenure Application

2017 – 2017 University of Ontario Institute of Technology; Tenure Application

Journal/Book Review Activities:

2023 Multilingua: Journal of Cross-Cultural and Interlanguage Communication

2022 Routledge Press

2022 Journal of Multilingual and Multicultural Development

2021 TESL Canada Journal

2021 Journal of Canadian and International Education

2022 Cambridge University Press

2019 - 2019 Canadian Scholars Press

2019 - 2019 Interchange

2019 - 2019 Language Teaching Research

2018 - 2020 Critical Inquiry in Language Studies

2018 - 2018 Readings in Language Studies

2017 - 2019 TESL Canada Journal

2017 - 2017 Journal of Language and Identity in Education

2016 - 2016 Journal of Language and Identity in Education

2014 - 2014 Journal of Language and Identity in Education

2014 - 2014 Language Teaching Research

2013 - 2013 Journal of Globalization, Societies and Education

2012 - 2012 Journal of Canadian and International Education

2012 - 2012 Contact: Teachers of English as a Second Language of Ontario Journal

2012 - 2012 Teachers of English as a Second or Other Language Quarterly

2011 - 2011 Oral History Forum

2011 - 2011 Literacy and Language Journal

2011 – 2011 Language Policy

2011 - 2011 Working Papers: Official Languages and Bilingualism Institute

2010 - 2023 Citizenship Education Research Journal

2010 - 2010 Teachers of English as a Second or Other Language Quarterly

2010 - 2010 Contact: Teachers of English as a Second Language of Ontario Journal

2010 - 2010 Canadian Journal of Education

2008 - 2008 Journal of Educational Research

2008, 2020 Canadian Modern Language Review

Conference Participation Activities:

2015 – 2015 Discussant, Language and Literacy Researchers of Canada

2013 – 2013 Session Chair, International Conference on Education, Research and Innovation

2013 – 2013 Session Chair, International Conference on Education, Research and Innovation

2011 – 2022 Session Chair, Citizenship Research Network

2011 – 2011 Symposium Chair, American Association for the Advancement of Curriculum Studies

2009 – 2009 Round-table Discussant, Canadian Committee of Graduate Students in Education

2008 – 2008 Session Chair, Canadian Association for Applied Linguistics

Conference Review Activities:

2121 American Association for Applied Linguistics

2020 Canadian Association for Curriculum Studies

2020 Canadian Association of Foundations of Education

2019 – 2021 International Society for Language Studies

2017 – 2017 International Society for Language Studies

2017 – 2017 Canadian Association for Applied Linguistics

2016 – 2024 Jean-Paul Dionne Symposium

2010 – present Citizenship Education Research Network

2008 – 2012 Canadian Society for the Study of Education

2008 - 2008 American Association for Applied Linguistics

1996 – 1996 American Association for Applied Linguistics

Graduate Examination Activities:

2023 PhD External Examiner, Faculty of Education, University of Regina

2021 PhD External Examiner, Graduate Research School, St Luke’s, Exeter University

2020 – 2021 PhD External Examiner, Faculty of Education, Ontario Technical University

2020 – 2021 PhD External Examiner, Faculty of Education, Memorial University

2020 – 2020 PhD External Examiner, Faculty of Education, University of Calgary

2018 – 2018 PhD External Examiner, Graduate School of Education, University of Alberta

2018 – 2018 PhD External Examiner, Graduate School of Education, Memorial University

2015 – 2015 PhD External Examiner, Graduate School of Education, University of Melbourne

2014 – 2014 PhD External Examiner, Department of Languages, Literatures and Linguistics, York University

2012 – 2012 PhD External Examiner, Faculty of Education, University of Calgary

2010 - 2010 PhD External Examiner, Graduate School of Education, University of Alberta

Research Funding Application Assessment Activities:

2014 – 2014 Adjudicator, Prime Minister’s Awards for Teaching Excellence, Industry Canada

2012 – 2012 Panel Chair, Ontario Graduate Scholarship Fund, University of Ottawa, Ontario

2012 – 2012 Adjudicator, Canadian Society for Studies in Education New Scholar Fellowship

2011 – 2011 Research Grant Reviewer, Alberta Centre for Child, Family, and Community Research

2011 - 2011 Panel Member, Ontario Graduate Scholarship Fund, University of Ottawa, Ontario

2010 – 2010 External Reviewer, SSHRC Grant, Social Sciences and Humanities Research Council of Canada

2013 – 2013 External Reviewer, SSHRC Grant, Social Sciences and Humanities Research Council of Canada

MEMBERSHIPS

Faculty Committee Memberships:

2007 – present Graduate Education Program Council

2007 – present Department of Language Studies Program Council

2007 – present Teacher Education Program Council

2024 Nominations Committee: Faculty Directors

2023 Grade/Practica Appeals Committee

2021 Nominations Committee: FTPC

2020 - 2021 Grade Appeals Committee

2019 - 2023 Graduate Admissions Committee

2018 - 2018 Strategic Planning Committee

2016 – 2018 Equity Committee

2015 - 2015 Part-Time Professor Award Selection Committee

2014 – 2018 Executive Committee

2014 – 2018 Program Council

2014 – 2018 Education Policy Committee

2013 – 2013 Hiring Committee (Second Language Education)

2011 – 2013 Program Council

2011 – 2013 Executive Committee

2011 – 2013 Program Council

2010 – 2011Graduate Admissions Committee

2009 – 2009 Faculty/School District Dialogue

2008 – 2010 Research Committee

2008 – 2010 Department of Language Studies Steering Committee

2008 - 2009 Office and Space Committee

**University-wide Committee Memberships:**

2022 Association of Professors at the University of Ottawa (APUO) Student Bursary Awards Committee

2016 – 2016 Dean Selection Committee

2010 – 2012 Quality of Student Experience Committee

**Research Groups and Units:**

2016 -present Research Group in Languages and Education/Groupe de recherche en langues et education (EDUCLANG) Faculty of Education, University of Ottawa

2007-2012 Multiple Literacies Research Unit/Unité de recherche en alphabétisations multiples; Faculty of Education, University of Ottawa

Association Officership:

2016 - 2017 President, *Citizenship Education Research Network*

2016 – 2017 Member, *Canadian Society for Studies in Education Nominations Committee*

2014 - 2015 Program Chair, *Citizenship Education Research Network*

2009 - 2010 Program Chair, *Citizenship Education Research Network*

2014 - 2017 Graduate Award Committee, *Citizenship Education Research Network*

2008 - 2013 Secretary-Treasurer, *Citizenship Education Research Network*

SUPERVISION

Completed (9)

|  |  |  |
| --- | --- | --- |
|  | Principal Supervisor   * 2 PhD’s * 5 Masters’ * 2 Interim Reports |  |

In Progress (3)

|  |  |  |
| --- | --- | --- |
|  | Principal Supervisor   * 3 PhD’s; 1 MRP |  |

Co-Supervisor

* 1 PhD

Supervision detail; Current:

Mariana Dominguez, PhD TBD, Principal Supervisor (Enrolled September 2016)

Kelly Holmes, PhD TBD, Principal Supervisor (Enrolled September 2016)

Limin Liu, PhD *TBD*, Co-Supervisor (Enrolled April 2018)

Hollie Liu, PhD *TBD*, (Enrolled September 2023)

Essra Masri MRP *TBD* (Enrolled January 2024)

Hannah Adam PhD *TBD*

**Supervision detail; Completed:**

Chuan Li, (Master’s Thesis), Masters of Arts *The influence of a group of Chinese EFL teachers’ beliefs on lesson planning*

*with video-based synchronous computer mediated communication: A qualitative multiple case study,*

Principal Supervisor (Enrolled March, 2020. Graduated April 2022)

Dima Zaid-Kilani, MRP, *Career Path and Advancement for Arabic Speaking Non-Native ESL Teachers: A Case Study,*

Principal Supervisor (Enrolled September 2018. Graduated December 2020)

Carene Pierre Rene, PhD “Hey G!” An Examination of how Black English Language Learning High School Students

from Immigrant Families Experience the Intersection of Race and Second Language Education, Principal Supervisor (Enrolled: September 2012. Graduated: December 2018)

Gloria Romero, PhD English as a Foreign Language (EFL) K-12 Novice Teachers: Experiencing Teaching English as

a Global Language in Public and Private Schools, Principal Supervisor (Enrolled: September 2012, Graduated: November, 2017)

Jessica Durepos (Master’s Thesis), Masters of Arts The Linguistic Positionings of the French Immersion Speaker: A

Post-secondary Context, Principal Supervisor (Enrolled: April 2011, Graduated October 2016)

David Pratt (Master’s Thesis), Masters of Arts Linguistic, Socio-Cultural, and Academic Experiences of Chinese

International Students, Principal Supervisor (Enrolled: January 2014, Graduated: September 2015)

Carene Pierre Rene (Master’s Equivalent: IRP), Masters of Arts Educational Success: Understanding How the

Integration Process of Newcomer Parents Affects Their Children’s Educational Success, Principal Supervisor (Enrolled: August 2011. Graduated: August 2012)

Gloria Romero (Master’s Thesis), Masters of Arts Volunteer English Teaching Experiences in a Foreign Country: A

Case Study, Principal Supervisor (Enrolled: May 2009, Graduated: August 2012)

Alexis Maltais (Master’s Thesis), Masters of Arts Student Motivation and Identity Construction in an Intensive U.S.

French Immersion Program, Principal Supervisor (Enrolled: January 2010, Graduated: July 2012)

COURSES TAUGHT: University of Ottawa

2007- 2012

(EDU7141) Current Research in Second Language Education

(EDU6290) Research in Education

(EDU6241) Second Language Program and Policy Development

(EDU6426) Citizenship and Global Education

(EDU6146) Theories of Second Language Learning Applied to Instructional Contexts

(EDU5190) Introduction to Research in Education

(EDU5146) Social, Political and Cultural Issues in Second Language Education

(PED3124) Equity in Education: Theory and Practice

(PED3115) English as a Second Language for Ontario Classrooms

(DLS4105) Language Education in Multicultural and Minority Settings: from Theory to Practice

(DLS4100) Special Topics in Second Language Teaching: Theories of Language Related to Current Issues in ESL

(DLS3110) Teaching Grammar

2012

* (DLS4104) Curriculum and Teaching Materials in Second Language Education (Section A)
* (EDU6241) Second Language Program and Policy Development (Section A)
* (EDU6290) Research in Education (Section A)
* (PED3129) Second Language Perspectives in Education (Section A)
* (DLS3110) Teaching Grammar (Section A)

2013

* (EDU7141) Current Research in Second Language Education (Section A)
* (PED3129) Second Language Perspectives in Education (Section B)
* (PED3124) Equity in Education: Theory and Practice (Section A)

2014

* (EDU6241) Second Language Program and Policy Development (Section F)
* (DLS4104) Curriculum and Teaching Materials in Second Language Education (Section A)

2015

* (PED3129) Second Language Perspectives in Education (Section A)
* (EDU5146) Social, Political and Cultural Issues in Second Language Education (Section A)
* (EDU5190) Introduction to Research in Education (Section F)
* (EDU5244) Bilingual, Multilingual and Minority Contexts in Education (Section A)
* (EDU6241) Second Language Program and Policy Development (Section F)

2016

* (EDU5199) Synthesis Seminar (Section A)
* (EDU6241) Second Language Program and Policy Development (Section A)
* (DLS4104) Curriculum and Teaching Materials in Second Language Education (Section A)
* (EDU5244) Bilingual, Multilingual and Minority Contexts in Education (Section A)
* (EDU6426) Citizenship and Global Education (Section T)
* (N/A) West China Professional Development Project for Visiting Chinese EFL Teachers

2017

* (PED3129) Second Language Perspectives in Education (Section A)
* (EDU5244) Bilingual, Multilingual and Minority Contexts in Education (Section A)
* (EDU6241) Second Language Program and Policy Development (Section A)

2018

* (DLS3110) Teaching Grammar
* (PED3148) Writing Across the Curriculum (Section A)

2019

* (EDU5146) Social, Political and Cultural Issues in Second Language Education (Section A)
* (PED3129) Second Language Perspectives in Education (Section A)
* (EDU6111) Teaching and Learning of Literacies in a Second Language (Section A)

2020

* (PED3129) Second Language Perspectives in Education (Section A)
* (EDU5244) Bilingual, Multilingual and Minority Contexts in Education (Section A)
* (EDU5199) Synthesis Seminar (Section A)
* (EDU6111) Teaching and Learning of Literacies in a Second Language (Section A)

2021

• (PED3129) Second Language Perspectives in Education (Sections A & B)

• (EDU5244) Bilingual, Multilingual and Minority Contexts in Education (Section A)

• (EDU6111) Teaching and Learning of Literacies in a Second Language (Section A)

2022

• (PED3129) Second Language Perspectives in Education (Section B)

• (DLS1101) Introduction to Second Language teaching (Part 2)

• (EDU6111) Teaching and Learning of Literacies in a Second Language

2023

• (EDU5146) Social, Political and Cultural Issues in Second Language Education

* (EDU5244) Bilingual, Multilingual and Minority Contexts in Education

• (PED3129) Second Language Perspectives in Education

* (DLS2102) Speaking and Writing in a Second Language

COURSES TAUGHT: University of British Columbia

* (LLED478) Introduction to Teaching English as a Second Language: K- 7
* (LLED478) Introduction to Teaching English as a Second Language: Adults
* (LLED315) Curriculum and Instruction in English as a Second Language: Secondary
* (LLED301) Language across the Curriculum
* (LLED230) Academic Skills and Writing
* (EDUC399) Faculty Adviser for Additional Qualification Candidate (Special Needs)
* (EDUC329) Faculty Adviser for Teacher Candidates on Practicum (Secondary Humanities)
* (EDUC316) Communication Skills in Teaching: Secondary

LIFETIME FUNDING

Total amount of funding received $462,707.00

External….……………………………………………………………………………………………………………………………………………... $431,957.00

Internal…………………………………………………………………………………………………………………………………….……….……...$30,750.00

RESEARCH FUNDING

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date(s)** | **Source** | **Type** | **Role** | **Amount** |
| 2021-2025 | Social Science and Humanities Research Council of Canada  Insight Grant | External Grant | My role: Co-investigator  Principal Investigator: Dr. Francis Bangou | $294,224 |
| 2019- 2021 | Research Dissemination Grants | Internal Grant | Principal Applicant | $750 each Total: $2250 |
| 2008- 2023 | Research Dissemination Grants | Internal Grant | Principal Applicant | $1,000 each Total: $13,000 |
| 2015 | Teaching and Learning Support Services Funding Program for Blended Course Design | Internal Grant | Principal Applicant | $5,000 |
| 2008-2014 | Social Science and Humanities Research Council of Canada  Supplementary Research Dissemination Grants | External Grant | Principal Applicant | $500 each  Total: $3,500 |
| 2012 | University of Ottawa  Undergraduate Research Opportunities Program | Internal Grant | Principal Applicant | $500 |
| 2010 | Canadian Society for the Study of Education  New Scholar Fellowship | External Grant | Principal Applicant | $1,000 |
| 2009-2013 | Social Science and Humanities Research Council of Canada  Standard Research Grant | External Grant | My role: Co-investigator  Principal Investigator: Dr. Diana Masny | $133,233 |
| 2007 | University of Ottawa  New Faculty Support | Internal Grant | Principal Applicant | $10,000 |
| 2021 | Social Science and Humanities Research Council of Canada  Insight Grant | External Grant | My role: Co-investigator  Principal Investigator: Dr. Francis Bangou | $294,224 |

CONTRIBUTIONS

Lifetime summary count according to the following categories:

Books Authored 2

Refereed Chapters in Books 17

Refereed Journal Articles 27

Refereed Book Review……………………………………………………………………………………………………………………………………………….…1

Non-refereed Papers and Professional Workshops………………………………………….………………………………………...………………30

Conference Presentations………………………………………………………………………………………………………………...….……………………73

Conference Proceedings 1

Teaching, Assessment and Evaluation Material…………………………………………………………………………….……………….…………….6

PUBLICATIONS

Books Authored

1. **Fleming, D.** (2024). *Critical Second Language Education in Canada: Intersecting Language,*

*Citizenship, Race, Gender, Policy, Decolonization and Curriculum.* DIO Press, New York, NY.

1. **Fleming, D.** (2008). *Becoming Canadians: Racialized citizenship, ESL learners, national second language*

*policy and the Canadian language benchmarks*. Berlin: VDM Muller. 244 pp.

Chapters in Books

1. Vasilopoulos, E. & **Fleming, D.** (In Press). Epistemic dependency in global English language

teaching: Problematizing the reproduction of educational inequalities In T. Tinnefeld (Ed.), *Saarbrücken*

*Series on Linguistics and Language Methodology*. Saarbrücken: Die Deutsche Nationalbibliothek.

1. **Fleming, D.** (2024). New materialism, international teachers and the Deleuzo-Guattarian critique of the

native speaker. In *The TESOL Encyclopedia of English Language Teaching* (J.I. Liontas, T.

International Association and M. DelliCarpini, Eds.). <https://doi.org/10.1002/9781118784235.eelt1051>

1. Farzi, R., Romero, G. & **Fleming, D.** (2021). Global English teaching: The multicultural and

multilinguistic context of EFL teachers of rural China. In A. F. Selvi & B. Yazan, B. (Eds.), *Language*

*teacher education for global Englishes: A practical resource book* (pp.38-43). New York: Routledge.

14. **Fleming, D**. (2020). Decolonialization in the concrete: Honoring the expertise of local teachers in English as a foreign language contexts. In W. Tao & I. Liyanage (Eds.), Multilingual education yearbook 2020 (pp.81-94). Melbourne: Deakin University Press (pp.81-94).

13. **Fleming, D.** (2020) Problematizing language: English as an international language, the native speaker

and Deleuze’s use of the notion of becoming. In T. Tinnefeld (Ed.), *The magic of language: Productivity in linguistics and language teaching: Saarbrücken Series on Linguistics and Language Methodology.* Vol 11. Saarbrücken: Die Deutsche Nationalbibliothek (pp.109-120).

12. Bangou, F., Waterhouse, M. & **Fleming, D.** (2019). Intermezzo: Proliferating becomings with/in Second Language Education. In Bangou, F., Waterhouse, M. & **Fleming, D.** (Eds.), Deterritorializing language, teaching, and learning: Deleuzo-Guattarian Perspectives on Second Language Education (pp.224-236). Rotterdam: Brill/Sense.

11. **Fleming, D**. (2019). Rethinking the genders and becoming in Second Language Education. In Bangou, F., Waterhouse, M. & **Fleming, D**. (Eds.), Deterritorializing language, teaching, and learning: Deleuzo-Guattarian Perspectives on Second Language Education (pp.45-57). Rotterdam: Brill/Sense.

10. Bangou, F., Arnott, S., Fleuret, C., **Fleming, D.** & Vignola, M.J. (2019). The compassionate language educator: Insights from five Canadian researchers. In Jule, A. (Ed.), The compassionate educator: Understanding social issues and the ethics of care in Canadian schools (pp.113-132). Toronto: Canadian Scholars and Women’s Press.

9. **Fleming, D.** (2018). Deductive versus inductive teaching. TESOL Encyclopedia of English Language Teaching. New York: TESOL, Wiley. <http://onlinelibrary.wiley.com/book/10.1002/9781118784235>

8. **Fleming, D.** (2007). Talking back to second language education curriculum control: From nouns to verbs. In Herbert, C., Fook, N., Ibrahim, A. & Smith, A (Eds.), Internationalizing curriculum studies: Histories, environments and critiques (IAACS Manifesto Edited Edition) (pp.69-82). New Delhi: Palgrave Macmillan.

7. Broom, C., Di Mascio, A. & **Fleming, D**. (2016). Citizenship education in Canada: Past and present. In C. Broom (Ed.), Youth civic engagement in a globalized world: Citizen education in comparative perspectives (pp.15-36). New York: Palgrave, MacMillan.

6. **Fleming, D.** (2014). Justice-oriented curricula, pedagogy and national identity construction. In J. Simpson & A. Whiteside (Eds.), Challenging agendas (pp. 66-81). London: Routledge.

5. Bangou, F. & **Fleming, D.** (2010). Blogging for effective teacher education courses in English as a Second Language. In S. Mukerji and P. Tripathi (Eds.), Cases on technology enhanced learning through collaborative opportunities (pp. 41-55). Hershey, PA: IGI Global.

1. Morgan, B. & **Fleming, D.** (2009). Critical citizenship practices in ESP and ESL programs: Canadian and

global perspectives. In D. Belcher (Ed.), *English for specific purposes in theory and practice* (pp. 264-288). Ann Arbor: University of Michigan.

1. **Fleming, D.** (2008). Becoming citizens: Punjabi ESL learners, national language policy and the Canadian

language benchmarks. In M. Manteno, P. Chamness & J. Watzke (Eds.), *Readings in language studies: Language across disciplinary boundaries* (pp. 143-158). St. Louis, MO: International Society for Language Studies.

1. **Fleming, D.** & McGivern, L. (2007). Canadian lessons for United States language policy and planning: A

cautionary tale. In D. Witkosky & K. Schuster (Eds.), *Language of the land: Policy, politics and identity* (pp.133-146). Charlotte, NC: Information Age.

1. **Fleming, D.** (2007). Adult immigrant ESL programs in Canada: Emerging trends in the contexts of history,

economics and identity. In J. Cummins & C. Davison (Eds.), *The international handbook of English language teaching* (pp. 185-198)*.* New York:Springer.

Refereed Journal Articles

1. Bangou, F., Smith, C., Savard, C., Koziol, H., Arnott, S., **Fleming, D**., Fleuret, C. & Thibeault, J. (In Press). Using

digital technologies with immigrant plurilingual language learners: A research synthesis. *OLBI Journal*

1. Vasilopoulos, E., Romero, G., Farzi, R. & **Fleming, D.** (2018, September). International English teacher

professional development in the interests of decolonization and peace. Critical Inquiry in Language

Studies. doi: 10.1080/15427587.2018.1520599

25. **Fleming, D.,** Waterhouse, M., Bangou, F, & Bastien, M. (2017, June). Agencement, second language education and becoming: A Deleuzian take on citizenship in schools. Critical Inquiry in Language Studies. doi:http://www.tandfonline.com/doi/full/10.1080/15427587.2017.1365237

24. **Fleming, D.** (2016, December). Canadian bilingualism, multiculturalism and neo-liberal imperatives. Journal of Language and Literacy Education. doi:http://jolle.coe.uga.edu/wp-content/uploads/2014/01/SSO-December\_Fleming.pdf

23. René, M.C. & **Fleming, D.** (2015, December). Understanding how the integration process of newcomer parents affect their children's educational success. Education Review, 4(2), 16-21.

22. **Fleming, D.,** René, M.C., Bangou, F. & Shahzad, G. (2015, December). The intersections of ESL and literacy education. TESL-Electronic Journal, 19(1), 1-14.

21. Romero, G. & **Fleming, D.** (2015, December). Volunteer second language English teaching experiences in a foreign country. Education Review, 4(2), 28-33.

20. **Fleming, D.** (2015, April). Engaging the hidden curriculum within the Canadian language benchmarks as a complicated conversation. Working papers: Official Languages and Bilingualism Institute, 7, 29-40.

19. **Fleming, D.** (2015, March). Second language research, the construction of gendered identity and the Deleuzian concept of becoming woman. Journal of Language, Identity and Education, 14(3), 206-214.

18. **Fleming, D.** (2015, February). Citizenship, race and second language education. R. Kubota (Ed.), Special Issue on race and language learning in multicultural Canada: Towards critical antiracism. Journal of Multilingual and Multicultural Development, 36(1), 42-52.

17. **Fleming, D.** (2014, December). A ''complicated conversation'' with the Canadian language benchmarks. Citizenship Education Research Journal, 2, 44-55.

16. Bangou, F. & **Fleming, D**. (2014, December). Deleuze and becoming-citizen: Exploring newcomer films in a Franco-Canadian secondary school. Citizenship, Teaching and Learning, 10(61), 63-77.

15. **Fleming, D.** (2013, May). Justice-orientated citizenship and the history of Canadian ESL and literacy instruction. Citizenship Education Research Collection, 1, 90-104.

14. **Fleming, D.** (2013, May). Citizenship, literacy and ESL: Two recent studies. Contact, 39(2), 33-49.

13. **Fleming, D**. & Morgan, B. (2012, January). Discordant anthems: ESL and critical citizenship education. Citizenship Education Research Collection, 1, 28-40.

12. **Fleming, D.,** Bangou, F. & Fellus, O. (2011, December). ESL teacher candidate beliefs about language. *TESL Canada Journal,* (29)1, 39-56.

11. Bangou, F., **Fleming, D.** & Goff-Kfouri, C. (2011, September). Pre-service teachers' beliefs related to ESL and EFL: Where is the difference? *Theory and Practice in Language Studies,* 1(9), 1031-1040.

10. **Fleming, D.** (2010, September). Racialized forms of citizenship and the Canadian language benchmarks. *Canadian Journal of Education*, 33(3), 588-616.

9. **Fleming, D**. (2009). Contrasting functional and generative linguistics and the implications for ESL teaching. The Adult Educator 13/3, 9-10.

8. **Fleming, D.** & Bangou, F. (2009). Linking the concept of teachers’ knowledge base to professionalism in second language teacher education. The Adult Educator 13/2, 10-12.

7. **Fleming, D**. (2009). Literacy education, ESL instruction and Canadian nation-building. Literacies: Researching Practice, Practicing Research 10, 34-40.

6. **Fleming, D.** (2008). ESL, literacy and nation building: Implications for policy-makers and adult education

practitioners. The Adult Educator 13/1, 12-15.

5. **Fleming, D.** (2008). A thumbnail sketch of teacher education in Ontario. The Adult Educator 12/ 5, 10-12.

4. **Fleming, D.** (2005). Perspectives: Our responsibilities as anti-racist educators. TESL Canada Journal, 23/1, 89-90.

3. **Fleming. D**. & Walter, P. (2004). Linking teacher professionalism and learner autonomy to experiential learning and task design. TESL Canada Journal Special Issue 4, 58-72.

2. **Fleming, D**. (2003). Building personal and nation-state identities: Research and practice. TESL Canada Journal, 20/2, pp. 65-79.

1. **Fleming, D**. (1998). Autonomy and agency in curriculum decision making: A study of instructors in a Canadian adult settlement ESL program. TESL Canada Journal, 16/1, 19-35.

Refereed Conference Proceedings

1. **Fleming, D**. (2013, October). Lessons for novice second language teachers: Justice-orientated citizenship. In

International Conference on Education, Research and Innovation (p. 20) International Conference on Education, Research and Innovation. Seville, Spain.

Non-refereed Papers and Professional Workshops

30. Arnott, S., **Fleming, D**., Vasilopolous, E., Shekarian, M. (2018). Debunking English-only and grammar-focused instructional myths: Practical implications. Ottawa Carleton District School Board ESL Association.

1. **Fleming, D**. (2015). *Workshop: Bilingual education: Theory and models.* Universidad Nacional Autónoma de

México en Canada. Gatineau, Quebec.

28. **Fleming, D.** (2015). *Workshop: Teaching process writing in second language education*. Universidad Nacional Autónoma de México en Canada. Gatineau, Quebec.

27. **Fleming, D.** (2014). *Workshop: Socio-constructivist approaches to ESL instruction*. Universidad Nacional Autónoma de México en Canada. Gatineau, Quebec.

26. Bangou, F. & **Fleming, D**. (2009). Workshop: How to increase reading and writing opportunities. Initiative de partenariat Maroco-Canadienne pour l’éducation et la formation. Casablanca, Morocco.

25. **Fleming, D**. (2009). Workshop: ESL teaching material: A hands-on look. Transitions to Practice: University of Ottawa Faculty of Education.

24. **Fleming, D.** (2008). Paper: ESL and literacy: Similarities and differences/ Similitudes et differences. Joint Seminar Series: University of Ottawa Faculty of Education; Multiple Literacies & Adult Workplace Learning Research Units.

23. **Fleming, D**. (2008). Poster: Racialized forms of citizenship and the Canadian Language Benchmarks. Faculty Research Forum, University of Ottawa Faculty of Education.

22. **Fleming, D.** (2007). Controlling curricula: Teacher agency and second language education processes. AdEdPros(e); The BCTF Adult Educators’ Provincial Specialist Association Newsletter, 19-22.

21. **Fleming, D.** (2007). Paper: Citizenship in second language education. Joint Seminar Series: University of British Columbia Departments of Educational Studies and Language and Literacy Education.

20. **Fleming, D**. (2006). The role of adult education in the modern multicultural nation state. AdEdPros(e); The BCTF Adult Educators’ Provincial Specialist Association Newsletter, 3-5.

19. **Fleming, D.** (2005). Learning from history: Emerging and historical trends in adult education. Adult Education

Connection, 4-15.

18. **Fleming, D**. (2004). Putting Freire’s theory into practice in North America. AdEdPros(e); The Adult Educators’ Provincial Specialist Association Newsletter, 2-8.

17. **Fleming, D.** (2004). Workshop: Controversies and Krashen: Putting current trends in applied linguistics into practical and historical contexts for the classroom teacher. Surrey School District International Teacher TESL Training Program.

16. **Fleming, D**. (2003). Workshop: Grammar in the communicative approach: Making curriculum decisions. Delta School District International TESL Program.

15. **Fleming, D**. (2003). Workshop: Grammar in the communicative approach: Making curriculum decisions. North Vancouver School District International TESL Program.

14. **Fleming, D.** (2002). Workshop: The Canadian Language Benchmarks: Policy issue and usage. University of British Columbia Department of Educational Studies.

13. **Fleming, D.** (2000). Comparing the ESL teaching job markets in Ontario and British Columbia. Teachers of English as a Second Language Toronto Newsletter, Fall, 2-5.

12. **Fleming, D.** (1999). Workshop: Precision lesson planning and assessment. Peel Board of Education. Mississauga. ON.

11. **Fleming, D**. (1998). Workshop: National Language Benchmarks: An orientation. Surrey School District Staff Development.

10. **Fleming, D.** (1997). Workshop: Instructional software: Orientation for adult ESL instructors. Toronto Board of Education Staff Development.

9. **Fleming, D.** (1995). Workshop: Using the Ontario LINC Curriculum Guidelines. Toronto Board of Education Staff Development.

8. **Fleming, D.** (1994). Workshop: Job prospects in Adult ESL. Toronto Board of Education Learners Conference.

7. **Fleming, D**. (1992). Workshop: Useful aspects of adult ESL methods for secondary school teachers. Toronto Board of Education Staff Development.

6. **Fleming, D.** (1992). Workshop: Racial incident procedures. Toronto Board of Education.

5. **Fleming, D**. (1991). Workshop: Goals and objectives in multicultural workplace programs. Toronto Board of Education Staff Development.

4. **Fleming, D.** (1991). Workshop: Anti-racist education. Toronto Board of Education Learners Conference.

3. **Fleming, D.** (1991). Workshop: Anti-racist education in the adult ESL classroom. Toronto Board of Education Staff Development.

2. **Fleming, D**. (1990). Workshop: Wife-Assault prevention education. Toronto Board of Education Staff Development.

1. **Fleming, D**. (1989). Workshop: Curriculum writing: Some basic steps. Toronto Board of Education Staff Development.

**CONFERENCE PRESENTATIONS**

1. Bangou, F., Smith, C., Fleming, D. (August, 2024). Using digital technologies to mobilize plurilingual and inclusive teaching practices. International Association of Applied Linguistics. Kuala Lumpur, Malaysia.
2. Bangou, F., ​Thibeault, J., Fleuret, C., ​ **Fleming, D. ​**(April 2024). Using digital technologies to mobilize plurilingual and inclusive teaching practices: The case of Ontario, Canada. *American Association for Applied Linguistics* Houston TX.
3. Bangou, F., Smith, C., Kosiol, H., Savard, C., **Fleming, D.** & Fleuret, C. (May, 2023). Using digital technologies with (im)migrant bi/Plurilingual students: A systemic review of current research. *Canadian Centre for Studies and Research on Bilingualism and Language Planning Conference.* Ottawa, ON.
4. **Fleming, D**. (February 2023). Exploring false consciousness and ideological norms through the Deleuzian critique of the native speaker. *Comparative and International Education Society.* Washington, D.C.
5. **Fleming, D.** (September, 2022). Breaking colonization in the teaching of English as an international language: The native speaker and Deleuze’s becoming. *Taboo in Language, Culture and Communication.* Rome, Italy.
6. Vasilopoulos, G. & **Fleming, D.** (2021). Epistemic dependency in Global ELT: Problematizing the reproduction of educational inequalities. *The 6th Saarbrücken conference on Linguistics and Language Methodology*. Saarbrücken, Germany (on line).
7. Holmes, K & **Fleming, D.** (2021). Constructing the self-sufficient citizen: Neoliberalism, citizenship, and language learning in the Canadian Language Benchmarks. *Language Policy and Planning*. Montreal, QC. (on-line).
8. Vasilopoulos, E. & **Fleming, D**. (2021). Breaking the Cyclical Reproduction of Educational Inequalities and Epistemic Dependency in Global ELT. *American Educational Research Association*. Orlando, FL. (On-line).
9. **Fleming, D.** (2021). Deleuze and the native speaker. *International Conference on Second Language Pedagogies.* Montreal, QC. (on-line).
10. **Fleming, D.** (2020). Deleuze: Language as a “problem” in the West China Project. *Language and Literacies Researchers of Canada Pre-Conference*. London, ON (accepted; conference cancelled).
11. **Fleming, D.,** Vasilopoulos, G. (2020). A critical decolonial peace approach to international second language teacher professional development. *American Educational Research Association*. San Francisco, CA. (accepted; conference cancelled).
12. **Fleming, D.** (2019).Problematizing Language: The native speaker and Deleuze. The 5th Saarbrücken conference on Linguistics and Language Methodology. Saarbrücken, Germany.
13. **Fleming, D.,** Vasilopoulos, G., Wang, S. & Deng, N. (2019). Deleuze: Language as a 'problem' in the West

China Project. *International Society for Language Studies*. Hong Kong.

1. Shekarian. M., Farzi R., **Fleming, D.,** Vasilopoulos, G. & Romero, G. (2019). The pedagogy of kindness in an

EFL teacher training professional development program: Applications and implications. *Canadian Society for the Study of Education.* Vancouver, BC.

1. **Fleming, D**. (2018). International second language teacher professional development in multilingual communities: A decolonial historical approach. *International Association of Applied Linguistics: History of Language Learning and Teaching Research Network.* University of Reading, UK.
2. **Fleming, D.,** Bangou, F., Fleuret, C., Romero, G., Vasilopoulos, E., Farsi, R. (2018). Linking activism to innovation and epistemological challenges in language education: Canadian perspectives. *International Society for Language Studies*. Waterloo, ON.
3. **Fleming, D.** (2017). International EFL Teacher Professional Development in the Interests of Decolonization and Peace. *International Society for Language Studies*. Honolulu, HI.
4. **Fleming, D.** & Romero, G. (2017). Internationalization in the concrete: The professional development experiences of Chinese ESL teachers. *Language and Literacy Educators of Canada.* Toronto, ON.
5. **Fleming, D.** (2016). Deleuze, becoming, gender, second language research and citizenship. *Canadian Society for the Study of Education/Citizenship Education Research Network.* Calgary, AB.
6. **Fleming, D.** (2015). Ideology, the hidden curriculum and a “complicated conversation” with the *Canadian*

*language benchmarks*: Two studies. *American Association for Applied Linguistics/ Canadian Association for Applied Linguistics.* Toronto, ON.

1. **Fleming, D.** (2015). Academic freedom, politics and the nature of second language curriculum and assessment documents. *International Association for the Advancement of Curriculum Studies.* Ottawa, ON.
2. Durepos, J., Pierre René, M.C., Pratt, D., Romero, G. & **Fleming, D.** (2015). Identity, race, ethnicity, globalization, social class and second language education. *Canadian Society for Studies in Education/Language and Literacy Researchers of Canada*. Ottawa, ON.
3. **Fleming, D.** (2014). A complicated conversation with the Canadian Language Benchmarks. *Canadian Centre for Studies and Research on Bilingualism and Language*. Ottawa, ON.
4. **Fleming, D.** (2013). Lessons for novice second language teachers: Justice-orientated citizenship*. International Conference on Education, Research and Innovation*. Seville, Spain.
5. **Fleming, D.** (2013). Citizenship and Canadian second language policy: Two studies. *Multidisciplinary Approaches in Language Planning and Policy*. Calgary, AL.
6. **Fleming, D.** (2013). Citizenship, becoming, literacy and schools: A study of second language immigrant students in a Canadian high school. *Canadian Society for the Study of Education/Citizenship Education Research Network*. Victoria, B.C.
7. **Fleming, D.** (2013). Active citizenship and critical literacy: The voices of experienced second language teachers. *International Society for Language Studies.* San Juan, Puerto Rico.
8. Pratt, D., Khire, H., van Gijn, R. **& Fleming, D.** (2012). The linguistic, cultural and academic challenges experienced by Chinese international graduate students. *Jean-Paul Dionne Symposium*, University of Ottawa.
9. **Fleming, D.** (2012). Deleuze and Guattari: Becoming, gendered subjectivity and the immigrant experience. *Teachers of English as a Second Language Canada*. Kamloops, B.C.
10. **Fleming, D.** (2012). Second language education research, the construction of gendered identity and *becoming*. *American Education Research Association.* Vancouver, B.C.
11. **Fleming, D.** (2012). Active citizenship and critical literacy: The voices of experienced second language teachers. *Canadian Society for the Study of Education/Citizenship Education Research Network*. Kitchener, ON.
12. Pratt, D., Khire, H., van Gijn, R. **& Fleming, D.** (2012). The linguistic, cultural and academic challenges experienced by Chinese international graduate students. *TESL Ontario*. Toronto, ON.
13. **Fleming, D.** (2011). Gender, ESL and *becoming*. *American Association for the Advancement of Curriculum Studies*. New Orleans, LA.
14. Bangou, F. & **Fleming, D.** (2010). Power, ESL teacher candidates and knowledge base construction. *Canadian Association for Applied Linguistics.* Montréal, QC.
15. **Fleming, D**. & Morgan, B. (2010). Critical citizenship practices in English for Special Purposes and ESL programs. *Canadian Society for the Study of Education/Citizenship Education Research Network*. Montréal, QC.
16. **Fleming, D**. (2009). English as a second language, citizenship and multiple literacies. Canadian Society for the Study of Education/Citizenship Education Research Network. Ottawa, ON.
17. **Fleming, D**. (2009). English as a second language, citizenship and multiple literacies. American Educational Research Association. San Diego, CA.
18. **Fleming, D.** & Bangou, F. (2009). Preservice teachers knowledge base related to ESL: A case study. International Society for Language Studies. Orlando, FL.
19. Bangou, F. & **Fleming, D**. (2009). Preservice teachers knowledge base related to ESL: A case study. American

Association for Applied Linguistics. Denver, CO.

1. **Fleming, D**. (2008). Racialized forms of citizenship and the Canadian Language Benchmarks. Canadian Society for Studies in Education. Vancouver, B.C.
2. **Fleming, D.** (2008). Second language learners and hierarchical forms of citizenship: A qualitative case study. Canadian Association for Applied Linguistics. Vancouver, B.C.
3. **Fleming, D.** (2008). Language policy implementation and assessment instruments: A critical critique of the Canadian Language Benchmarks. American Association for Applied Linguistics. Washington, DC.
4. **Fleming, D.** (2007). Citizenship definitions and second language education: A qualitative case study. American Association for Applied Linguistics. Costa Mesa, CA.
5. **Fleming, D.** (2007). Citizenship definitions in second language education. International Society for Language Studies. Honolulu, HI.
6. **Fleming, D.** (2006). Linking identity to citizenship in second language education: A qualitative case study. Second Language Research Forum. Seattle, WA.
7. **Fleming, D.** (2006). Conceptualizations of citizenship, ESL programming and the integration of immigrants. Canadian Society for the Study of Education/Citizenship Education Research Network. North York, ON.
8. **Fleming, D.** (2006). The challenges of immigration: The voices of ESL learners. American Educational Research Association. San Francisco, CA.
9. **Fleming, D.** (2005). Nation, citizen, and identity: A study of immigrant learners in a Canadian adult ESL program. Canadian Society for the Study of Education/Citizenship Education Research Network. London, ON.
10. **Fleming, D.** (2005). Nation, citizen, and identity: A study of working-class immigrants enrolled in a Canadian adult ESL Program. American Educational Research Association. Montréal, QC.
11. **Fleming, D.** (2005). Citizenship and identity for second language learners. University of British Columbia Faculty of Education Research Day. Vancouver, B.C.
12. **Fleming, D.** (2005). Nation, citizen, and identity: A study of immigrant learners in a Canadian adult ESL program. University of British Columbia Language Education Graduate Student Conference. Vancouver, B.C.
13. **Fleming, D.** (2004). Language policy and identity in North America. American Association for Applied Linguistics. Portland, OR.
14. **Fleming, D.** (2004). Identity and second language education provision in Canada: A critical juncture. Canadian Society for the Study of Education. Winnipeg, MB.
15. **Fleming, D.** (2004). Language policy and identity in North America. Teachers of English as a Second or Other Language. Orlando, FL.
16. **Fleming, D.** (2004). Language policy in North America. University of British Columbia Faculty of Education Research Day. Vancouver, B.C.
17. **Fleming, D.** (2003). Paper: Building personal and nation-state identities: Research and practice. Canadian Association for Applied Linguistics. Halifax, N.S.
18. **Fleming, D.** (2003). Building personal and nation-state identities: Research and practice. Teachers of English as a Second Language Canada. Vancouver, B.C.
19. **Fleming, D**. (2003). Building personal and nation-state identities: Research and practice. British Columbia Teachers of English as an Additional Language. Vancouver, B.C.
20. **Fleming, D.** (2003). Building personal and nation-state identities: Research and practice. University Of British Columbia Faculty of Education Research Day. Vancouver, B.C.
21. **Fleming, D.** (2002). Self-reflection and power in TESL training programs. British Columbia Teachers of English as an Additional Language. Vancouver, B.C.
22. **Fleming, D.** (2002). Instructor autonomy and agency in curriculum decision-making. University Of British Columbia Language Education Graduate Student Conference. Vancouver, B.C.
23. **Fleming, D.** (2001). Assessing learners using the Canadian Language Benchmarks. British Columbia Inter-district School Board ESL Conference. Coquitlam, B.C.
24. **Fleming, D.** (1999). Benchmarks in ESL Assessment. British Columbia Teachers of English as an Additional Language. Vancouver, B.C.
25. **Fleming, D**. (1998). Precision lesson planning and assessment. Continuing Education School Board Administrators of Ontario. Mississauga. ON.
26. **Fleming, D**. (1998). Instructor autonomy in curriculum decision-making. American Association for Applied Linguistics. Seattle, WA.
27. **Fleming, D**. (1997). Instructor autonomy in curriculum decision-making. Teachers of English as a Second Language Ontario. Toronto, ON.
28. Moore, H. & **Fleming, D.** (1996). Perspectives on benchmarks: Comparing Canadian and Australian Experiences. Teachers of English as a Second Language Ontario. Toronto, ON.
29. **Fleming, D.** (1996). Research data for a study in curriculum decision-making. Teachers of English as a Second or Other Languages. Vancouver, B.C.
30. **Fleming, D.** (1995). Explicit grammar instruction in adult ESL classes. Teachers of English as a Second Language Ontario. Toronto, ON.
31. **Fleming, D.** (1994). Teaching grammar in context: The implications of some recent research. Teachers of English as a Second Language Toronto. Toronto, ON.
32. **Fleming, D**. (1993). Program evaluation: A practical procedure. Continuing Education School Board Administrators of Ontario. Mississauga. ON.
33. **Fleming, D.** (1993). Managing adult ESL/ABE programs. Teachers of English as a Second Language Ontario. Toronto, ON.
34. **Fleming, D.** (1992). Handling racial incidents. Toronto Board of Education Conference on Equity and Access in ESL. Toronto, ON.

Teaching, Assessment and Evaluation Material:

1. Ibrahim, A., Laurier, M. & Fleming, D. (2014). Program evaluation: Establishing a language assessment, testing and development center. *Royal Commission Colleges and Institutes at Yanbu, Saudi Arabia*, pp. 200.
2. Fleming, D. (2002) ESL Teaching Material for Foreign-Trainer Medical Practitioners. Toronto: GED Ament/ Michener Institute. 200 pp.
3. Fleming, D. (1999) ESL Curriculum. Vancouver: United Chinese Community Enrichment Services Society. 200 pp.
4. Crawford, K., McLeod, M., Sun, Y. & Fleming, D. (1996). Draft LINC curriculum guidelines. Toronto: Citizenship and Immigration Canada, Ontario Region. 100 pp.
5. Fleming, D. & O’Young, K. (1995). Bilingual and monolingual curriculum guidelines. Toronto Board of Education. 100 pp.
6. Adamczyk, A., Brown, L., Fleming, D., & O’Young, K. (1992). ESL or ESL literacy? An assessment tool. Toronto Board of Education. 150 pp.

OTHER CONTRIBUTIONS

2024 Fleming, D. Invited Speaker. The native speaker and plurilingualism: Are they useful? Universidad

Intercultural Maya de Quintana Roo, J.M. Morales, Mexico.

2024 **Fleming, D.** Invited Speaker. Series: English language learning combining structural and functional

linguistics; second language acquisition research what should be our priorities; SLE teachers as critical

thinkers. Universidad de Santiago de Chile, Chile.

2023 **Fleming, D**. Keynote speaker. Interrogating Plurilingualism: A Socialist Stance: Ghent University China Partners' Academic Forum (CPAF) Chengdu University of Technology and the University of Ghent

2023 **Fleming, D**. Invited speaker: Bilingualism and Plurlingualism in Canada. Saarbrucken University, Saarbrucken, Germany.

2022 **Fleming, D**. Biography. CERN Newsletter.

2022 **Fleming, D**. Invited seminar: Epistemic Dependency in Global English Language Research. Ontario Technical University.

2021 **Fleming, D**. Invited colloquium: *International Second Language Teacher Professional Development: De-colonial Response-able Research and Teaching Challenges in the Chinese Context*. University of British Columbia Faculty of Education, Department of Language and Literacy Education. Vancouver, British Columbia.

2017 **Fleming, D**. (2017). Invited Symposium Participation, Association, Mapping the landscape: *Colloquium on language in the Canadian university.* UBC, Vancouver, BC

2015 (reprint) **Fleming, D.** (2015). Citizenship and race in second-language education. *Cultural diversity & race in education.* Routledge, Taylor and Francis. http://explore.tandfonline.com/content/ed/culture-diversity-race#21851

2014 – 2014 **Fleming, D.** Consultant, Royal Commission for Jubail and Yanbu, Kingdom of Saudi Arabia

2014 – 2014 **Fleming, D**. Consultant, Vancouver Island Public Schools Association, Beijing, China

2014 – 2014 **Fleming, D.** Consultant, Literacy for ESL Learners, Centre for Canadian Language Benchmarks

2014 – 2014 **Fleming, D.** Invited article, Encounters with SLE bureaucrats: Misunderstandings and misgivings. *Citizenship Education Research Journal, 1*, 80-88

2014 – 2014 **Fleming, D.** Invited article, Citizenship, becoming, literacy and schools: A study of second language immigrant students in a Canadian secondary school. *Our Schools, Ourselves,* 23(3), 91-100

2013 – 2013 **Fleming, D**. Invited Keynote: The future of second language research: Priorities and challenges, *Second Language Education Forum*. University of Ottawa

2012 – 2012 **Fleming, D.** Invited Symposium Participation: Citizenship, literacy and ESL: Two recent studies, *LINC: Challenges for TESL Ontario at Forty*, Toronto, ON

2012 – 2012 **Fleming, D.** Invited Lecture: Current trends in ESL teaching methodology. *ACTUA Non-Profit Education Association Annual Meeting,* Ottawa, ON

2011 – 2011 **Fleming, D.** Consultant for Textbook Revisions: *Diversity and Social Justice* (Taylor and Francis Publishers)

2010 – 2010 **Fleming, D.** Invited endorsement for Porfilio, B. & Carr, P. (Eds.), *Youth culture, education and resistance: Subverting the commercial ordering of life*. Rotterdam: Sense

2010 – 2010 **Fleming, D.** Invited Symposium Presentation: The Hidden Curriculum, LINC and Canadian ESL Policy, *Conference on New Directions in Language Policy*. York University.

On-going Co-editor. *Astronotes.* Newsletter of the Royal Astronomical Society of Canada, Ottawa Centre.

**ON-LINE REPOSITORY TRAFFIC**

Website: http://douglasfleming.weebly.com (maintained since October, 2007). Current monthly traffic average: 220 page views (as of January 13, 2021)

Academic.edu: https://uottawa.academia.edu/DouglasFleming (maintained since September, 2015). Traffic statistics:

393 Followers, 4,533Total Views, 157 Public Mentions as of August 24, 2022.

Research Gate: https://www.researchgate.net/profile/Douglas\_Fleming4 (maintained since June, 2018). Total statistics: 4,749 reads; 154 citations as of August 24, 2022.