

# Ensuring Full Literacy

## Appendices

October 2023



## APPENDIX A

### Ensuring Full Literacy in a Multicultural and Digital World Outputs

Peer-reviewed Publications (EFL members in bold; \*HQP) (C = Core, R = Related)

<b>Arredondo, M.M.</b> , Aslin, R.N., & <b>Werker, J.F.</b> (2022). Bilingualism alters infants' cortical organization for attentional orienting mechanisms. <i>Developmental Science</i> , 25(2), e13172. <a href="https://doi.org/10.1111/desc.13172">https://doi.org/10.1111/desc.13172</a>	R
Athari, P., Dey, R., & <b>Rvachew, S.</b> (2021). Vocal imitation between mothers and infants. <i>Infant Behavior and Development</i> , 63, 101531. <a href="https://doi.org/10.1016/j.infbeh.2021.101531">doi.org/10.1016/j.infbeh.2021.101531</a>	R
<b>Ball, M.C.</b> , Bhattacharya, J., Akpe, H., Zhao, M., Brogno, S. & <b>Jasińska, K.</b> (Accepted Aug 19, 2023). Effective bilingual education in Francophone West Africa: Constraints and possibilities. <i>International Journal of Bilingual Education and Bilingualism</i> . Preprint. <a href="https://doi.org/10.31730/osf.io/tjuwz">https://doi.org/10.31730/osf.io/tjuwz</a>	R
<b>*Burchell, D.</b> , <b>Hipfner-Boucher, K.</b> , <b>Deacon, H.</b> , Koh, P. W., & <b>Chen, X.</b> , (2023). Syntactic awareness and reading comprehension in emergent bilingual children. <i>Languages</i> , 8(1), 62. <a href="https://doi.org/10.3390/languages8010062">doi.org/10.3390/languages8010062</a> [Open Access]	C
<b>*Burchell, D.</b> , <b>Hipfner-Boucher, K.</b> , Selvachandran, J., Cleave, P., & <b>Chen, X.</b> , (2020). A mixed-methods analysis of oral language skills of English-stream and French immersion students. <i>Canadian Journal of Applied Linguistics</i> , 23, 118-140. <a href="https://doi.org/10.37213/cjal.2020.30461">doi.org/10.37213/cjal.2020.30461</a> [Open Access]	C
Cross, A. M., Lammert, J. M., Peters, L., Frijters, J. C., Ansari, D., Steinbach, K. A., Lovett, M. W., Archibald, L. M. D., & <b>Joanisse, M. F.</b> (2023). White matter correlates of reading subskills in children with and without reading disability. <i>Brain and Language</i> , 241, 105270. <a href="https://doi.org/10.1016/j.bandl.2023.105270">doi.org/10.1016/j.bandl.2023.105270</a>	R
Cross, A. M., Ramdajal, R., Peters, L., Vandermeer, M. R., Hayden, E. P., Frijters, J. C., Steinbach, K. A., Lovett, M. W., Archibald, L. M. D., & <b>Joanisse, M. F.</b> (2021). Resting-state functional connectivity and reading subskills in children. <i>Neuroimage</i> , 243, 118529. <a href="https://doi.org/10.1016/j.neuroimage.2021.118529">doi.org/10.1016/j.neuroimage.2021.118529</a>	R
Desmeules-Trudel, F., & <b>Joanisse, M. F.</b> (2022). Learning unfamiliar words and perceiving non-native vowels in a second language: Insights from eye tracking. <i>Acta Psychologica</i> , 226, 103590. <a href="https://doi.org/10.1016/j.actpsy.2022.103590">doi.org/10.1016/j.actpsy.2022.103590</a> [Open Access]	R
Firoozi, T., Bulut, O., <b>Demmans Epp, C.</b> , Naeimabadi, A., & Barbosa, D. (2022). The Effect of Fine-tuned Word Embedding Techniques on the Accuracy of Automated Essay Scoring Systems Using Neural Networks. <i>Journal of Applied Testing Technology (JATT)</i> , 23(1), 21-29. <a href="https://jattjournal.net/index.php/atp/article/view/172687">https://jattjournal.net/index.php/atp/article/view/172687</a>	R
Foster, C., Williams, C. C. Krigolson, O. E., & <b>Fyshe, A.</b> (2021). Using EEG to decode semantics during an artificial language learning task. <i>Brain and Behavior</i> , 11, e2234. <a href="https://doi.org/10.1002/brb3.2234">doi.org/10.1002/brb3.2234</a> [Open Access]	R
<b>Hipfner-Boucher, K.</b> , Pasquarella, A., Prasad, S. & <b>Chen, X.</b> (2021). The development of cognate awareness in child L2/L3 learners of French in French immersion: The effects of orthographic overlap and cognate status. <i>Journal of Speech, Language and Hearing Research</i> , 64, 4390-4402. <a href="https://doi.org/10.1044/2021_JSLHR-20-00645">doi.org/10.1044/2021_JSLHR-20-00645</a>	C
<b>Jasińska, K.</b> , Akpé, H., Seri, A. B., Zinszer, B., Yoffo, R., Mulford, K., Curran, E., <b>*Ball, M.C.</b> , & Tanoh, F. (2022). Evaluating Bilingual Children's Native Language Abilities in Côte d'Ivoire: Introducing the Ivorian Children's Language Assessment Toolkit for Attié, Abidji, Baoulé, and Bété. <i>Applied Linguistics</i> , 43(6), 1116-1142. <a href="https://doi.org/10.1093/applin/amac025">https://doi.org/10.1093/applin/amac025</a>	R
<b>Jasińska, K.</b> , Zinszer, B., Xu, Z., Hannon, J., Seri, A., Tanoh, F. & Akpé, H. (2022). Home Learning Environment and Physical Development Impact Children's Executive Function Development and Literacy in Rural Côte d'Ivoire. <i>Cognitive Development</i> , 64. <a href="https://doi.org/10.1016/j.cogdev.2022.101265">https://doi.org/10.1016/j.cogdev.2022.101265</a>	R
<b>Joanisse, M. F.</b> , & Desmeules Trudel, F. (2022). How do non-native phonemes impact learning words in a second language? Evidence from eyetracking and EEG in a laboratory word learning study. <i>The Journal of the Acoustical Society of America</i> , 152(4), A237-A237. <a href="https://doi.org/10.1121/10.0016130">doi.org/10.1121/10.0016130</a> [Open Access]	R
Lau, J. C. Y., <b>Fyshe, A.</b> , & Waxman, S. R. (2022). Rhythm may be key to linking language and cognition in young infants: Evidence from machine-learning. <i>Frontiers in Psychology</i> , 13, 894405. <a href="https://doi.org/10.3389/fpsyg.2022.894405">doi.org/10.3389/fpsyg.2022.894405</a> [Open Access]	C
Leach, M., Moore, K., <b>*Matthews, T.</b> , & <b>Rvachew, S.</b> (2022). Optimizing Childhood Apraxia of Speech treatment in telepractice: A case study. <i>Cognitive Circuits</i> , 2, 78-91. <a href="https://cognitivecircuits.com">https://cognitivecircuits.com</a>	R

Li, G., Sun, Z., <b>Zhen, F.</b> , Ji, R., Gunderson, L. (2022). Home literacy environment and Chinese-Canadian first graders' bilingual vocabulary profiles: A mixed methods analysis. <i>Sustainability</i> , 14, 15788. <a href="https://doi.org/10.3390/su142315788">https://doi.org/10.3390/su142315788</a> [Open Access]	C
Lou, C., Cross, A. M., Peters, L., Ansari, D., & <b>Joanisse, M. F.</b> (2021). Rich-club structure contributes to individual variance of reading skills via feeder connections in children with reading disabilities. <i>Developmental Cognitive Neuroscience</i> , 49, 100957. <a href="https://doi.org/10.1016/j.dcn.2021.100957">doi.org/10.1016/j.dcn.2021.100957</a>	R
Mahey, P., Toussi, N., Purnomo, G., & <b>Herdman, A.T.</b> (2023). Generative Adversarial Network for Simulating Electroencephalography. <i>Brain Topogr</i> , 36, 661–670. <a href="https://doi.org/10.1007/s10548-023-00986-5">doi.org/10.1007/s10548-023-00986-5</a>	R
<b>*Matthews, T.</b> , Barbeau-Morrison, A., & <b>Rvachew, S.</b> (2021). Application of the challenge point framework during treatment of children diagnosed with a speech sound disorder. <i>Journal of Speech, Language and Hearing Research</i> , 64, 3769–3785. <a href="https://doi.org/10.1044/2021_JSLHR-20-00437">doi.org/10.1044/2021_JSLHR-20-00437</a>	R
<b>*Moreau, C. N.</b> , <b>Joanisse, M. F.</b> , Mulgrew, J., & Batterink, L. J. (2022). No statistical learning advantage in children over adults: Evidence from behaviour and neural entrainment. <i>Developmental Cognitive Neuroscience</i> , 57, 101154. <a href="https://doi.org/10.1016/j.dcn.2022.101154">doi.org/10.1016/j.dcn.2022.101154</a>	R
<b>*Orena, A.J. &amp; Werker, J.F.</b> (2021). Infants' Mapping of New Faces to New Voices. <i>Child Development</i> , 92(5), e1048-e1060. <a href="https://doi.org/10.1111/cdev.13616">doi.org/10.1111/cdev.13616</a> [Open Access]	R
<b>*Orena, A.J.</b> , Mader, A.S., & <b>Werker, J.F.</b> (2022). Learning to recognize unfamiliar voices: An online study with 12-and 24-month-olds. <i>Frontiers in Psychology, Developmental Psychology</i> , 13, 874411. <a href="https://doi.org/10.3389/fpsyg.2022.874411">doi.org/10.3389/fpsyg.2022.874411</a> [Open Access]	C
<b>*Parks, K. M.</b> , <b>*Moreau, C. N.</b> , Hannah, K. E., <b>*Brainin, L.</b> , & <b>Joanisse, M. F.</b> (2022). The task matters: A scoping review on reading comprehension abilities in ADHD. <i>Journal of Attention Disorders</i> , 26(10), 1304-1324. <a href="https://doi.org/10.1177/10870547211068047">doi.org/10.1177/10870547211068047</a>	R
Sobers, S. M., <b>*Whitehead, H.</b> , Nana, N., <b>*Ball, M. C.</b> , Tanoh, F., Akpé, H., & <b>Jasińska, K.</b> (2023). Is a Phone-Based Language and Literacy Assessment a Reliable and Valid Measure of Children's Reading Skills in Low-Resource Settings? <i>Reading Research Quarterly</i> . <a href="https://doi.org/10.1002/rrq.511">https://doi.org/10.1002/rrq.511</a> [Open Access]	R
<b>Sohail, J.</b> , <b>Hipfner-Boucher, K.</b> , <b>Deacon, H.</b> , & <b>Chen, X.</b> , (2022). Reading comprehension in French L2/L3 learners: Does syntactic awareness matter? <i>Languages</i> , 7, 211. <a href="https://doi.org/10.3390/languages7030211">doi.org/10.3390/languages7030211</a> [Open Access]	C
<b>Weatherhead, D.</b> , & <b>Werker, J. F.</b> (2022). 20-month-olds selectively generalize newly learned word meanings based on cues to linguistic community membership. <i>Developmental Science</i> , 25, e13234. <a href="https://doi.org/10.1111/desc.13234">doi.org/10.1111/desc.13234</a> [Open Access]	C
<b>Weatherhead, D.</b> , <b>Kandhadai, P.</b> , <b>Hall, D.G.</b> , & <b>Werker, J.F.</b> (2021). Putting mutual exclusivity in context: Speaker race influences monolingual and bilingual infants' word-learning assumptions. <i>Child Development</i> . 92(5), 1735-1751. <a href="https://doi.org/10.1111/cdev.13626">https://doi.org/10.1111/cdev.13626</a>	C
<b>*Whitehead, H.</b> , <b>*Ball, M.C.</b> , <b>*Brice, H.</b> , Wolf, S., Ogan, A., Kembou, S. & <b>Jasińska, K.</b> (Accepted Aug 7, 2023). Variability in the age of schooling contributes to the link between literacy and numeracy in Côte d'Ivoire. <i>Child Development</i> . Preprint. <a href="https://doi.org/10.31730/osf.io/k4zmd">https://doi.org/10.31730/osf.io/k4zmd</a>	C

#### Publications – Submitted

<b>*Hanks, R.</b> , <b>Turin, M.</b> , & <b>Yeung, H. H.</b> (Submitted). LINCing learners to digital literacy: Supporting social integration and English language learning during COVID-19. <i>Multilingua</i> .	C
Hare, C., Johnson, B., Vlahiotis, M., <b>Panda, E.J.</b> , Tekok-Kilic, A., & <b>Curtin, S.</b> (Submitted). Children's Reading Outcomes in Digital and Print Mediums: A Systematic Review. <i>Journal of Research in Reading</i> .	C
<b>*Parks, K. M. A.</b> , <b>Joanisse, M. F.</b> (under review). Language and reading in ADHD/DLD. <i>Journal of Child Psychiatry Advances</i> .	R
<b>*Raymond, K.</b> , George, R., Cadez, R., Follows, M., Neveux, N., <b>Hipfner-Boucher, K.</b> , Genesee, F., & <b>Chen, X.</b> (Submitted). A school-based professional learning community supporting at-risk emergent readers in French immersion. <i>Canadian Journal of Applied Linguistics</i> .	C
<b>Rvachew, S.</b> & <b>*Matthews, T.</b> (Submitted). Considerations for identifying subtypes of speech sound disorder. <i>International Journal of Communication Sciences and Disorders</i> .	R

<b>*Saha, R., *Campbell, J., Werker, J.F., Fyshe, A.</b> (revision under review). Insights into early word comprehension: tracking the neural representations of word semantics in infants. <i>Neurobiology of Language</i> . <a href="https://doi.org/10.1101/2021.10.28.466334">doi.org/10.1101/2021.10.28.466334</a>	<b>C</b>
Toussi, N., Hildebrand, A.J., Rowe, J., Takai, O., Bann, S., & <b>Herdman, A.T.</b> (Submitted) Combined studies of N170/M170 responses to single letters and pseudoletters. <i>Brain Research</i> .	<b>C</b>
Toussi, N., Purnomo, G., Hildebrand, A.J., & <b>Herdman, A.T.</b> (Submitted). A permutation averaging method (PAM) for using event-related potentials to train deep-learning neural network classifiers.	<b>C</b>

### Edited Journal Issues

<b>*Deacon, H., *Krenca, K., &amp; Chen, X.</b> (in prep). Learning to Read in a Digital Age: Children's Contemporary Reading Experiences. <i>Journal of Research in Reading</i> , <a href="https://onlinelibrary.wiley.com/pb-assets/assets/14679817/Learning-to-Read-Digital-Age-Special-Issue-JRiR-1659426787373.pdf">https://onlinelibrary.wiley.com/pb-assets/assets/14679817/Learning-to-Read-Digital-Age-Special-Issue-JRiR-1659426787373.pdf</a>	<b>C</b>
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### Book Chapters

<b>*Burchell, D., *Al Janaideh, R., *Raymond, K., Baddour, J., &amp; Chen, X.</b> (2020). Integrating first languages in the classroom to help facilitate student success. In H. Elsherief & M. Masson (Eds.), <i>Every teacher is a language teacher, 1</i> , 55-72. University of Ottawa (Bachelor of Education) Second Language Cohort. <a href="http://dx.doi.org/10.20381/an3d-6k16">http://dx.doi.org/10.20381/an3d-6k16</a>	<b>R</b>
<b>Jasińska, K., *Ball, M. &amp; Guei, S.</b> (2023). Literacy in Côte d'Ivoire. In R.M. Joshi, C.A. McBride, B. Kaani & G. Elbeheri (Eds), <i>Handbook of Literacy in Africa. Literacy Studies Series, 24</i> , 235-254. Springer. <a href="https://doi.org/10.1007/978-3-031-26250-0_12">https://doi.org/10.1007/978-3-031-26250-0_12</a>	<b>R</b>
<b>Jasińska, K. &amp; Guei, S.</b> (2022). Interventions to Support Learning at the Bottom of the Pyramid in Côte d'Ivoire. In D. A. Wager, N. M. Castillo, and S. G. Lewis (Eds.), <i>Learning, Marginalization, and Improving the Quality of Education in Low-income Countries (Learning at the Bottom of the Pyramid), 2</i> , 343-360. <a href="https://doi.org/10.11647/OBP.0256">https://doi.org/10.11647/OBP.0256</a>	<b>R</b>
Ortega-Llebaria, M., Chu, C., & <b>Demmans Epp, C.</b> (2021). Do proficient Mandarin speakers of English exhibit an Interlanguage Speech Intelligibility Benefit when tested with complex sound-meaning mapping tasks? In Wayland Ratree (Ed.) <i>Second Language Speech Learning: Theoretical and Empirical Progress</i> , Cambridge University Press. 350-376. <a href="https://doi.org/10.1017/9781108886901.015">doi.org/10.1017/9781108886901.015</a>	<b>R</b>
<b>*Raymond, K., *Abuosbeh, Z., *Chin, M., *Burchell, D. &amp; Chen, X.</b> (2022). Best Practices for Teaching and Learning: In-Person and Online. In H. Elsherief & M. Masson, eds., <i>Every teacher is a language teacher, 2</i> , 69-88. University of Ottawa (Bachelor of Education) Second Language Cohort. <a href="http://dx.doi.org/10.20381/ehd3-2t16">http://dx.doi.org/10.20381/ehd3-2t16</a>	<b>C</b>
<b>Rvachew, S.</b> (2023). Syllable Repetition Test for differential diagnosis. In C. Bowen, <i>Children's speech sound disorders (3rd ed.)</i> . Wiley-Blackwell.	<b>R</b>
<b>Rvachew, S. &amp; Brosseau-Lapr��, F.</b> (2021). Speech Perception Intervention. In S. McLeod, L. Williams & R. MacAuley (Eds.), <i>Intervention in Speech Sound Disorders in Children</i> (2nd ed., pp. 201-224). Brookes Publishing.	<b>R</b>
<b>Shin, J., &amp; Demmans Epp, C.</b> (Accepted). Cohesion and Writing Clarity: The HYFIS Approach in Academic Writing Analysis. To appear in Alejandro Pe��a-Ayala (Ed.) <i>Educational Data Science: Essentials, Approaches, and Tendencies – Proactive Education</i> . Springer.	<b>C</b>

### Books, Book Chapters, & Dictionary & Encyclopedia Entries - Submitted

<b>Hipfner-Boucher, K., *Burchell, D., &amp; Chen, X.</b> (Submitted). Second language reading development in minority language speakers. K. Koda & R. Miller (Eds.), <i>The Routledge Handbook of Second Language Acquisition and Reading</i> . Routledge.	<b>C</b>
<b>Li, G., Yeung, H. H.,</b> Ferreira, J., Mei, Z., Inomoto, S., & Nelson, R. (under review). "Now I've Started to Like Reading!": Superdiverse Newcomer Students' Literacy Motivation and Engagement in a University-Community-School Partnership Program. In Edwards, P., Compton-Lilly, C., & Li, G. (Eds). <i>The International Handbook of Literacies in Families and Communities</i> . Edward Elgar. Cheltenham, UK.	<b>C</b>



## Encyclopedia Entry

**Rvachew, S.** (Ed) Technology and Early Childhood Education (Updated). *Encyclopedia on Early Childhood Development*. April 2021. <https://www.child-encyclopedia.com/technology-early-childhood-education> **C**

### Conference Publications (Highest impact way to publish in computer science)

**Abdul-Mageed, M.**, Elmadany, A., & Nagoudi, E. (2021). ARBERT & MARBERT: Deep Bidirectional Transformers for Arabic. In *Proceedings of the 59th Annual Meeting of the Association for Computational Linguistics and the 11th International Joint Conference on Natural Language Processing, 1*, 7088–7105, Online. <https://doi.org/10.18653/v1/2021.acl-long.551> **R**

**\*Adebara, I., & Abdul-Mageed, M.** (2021). Improving Similar Language Translation with Transfer Learning. In *Proceedings of the Sixth Conference on Machine Translation*, 273-278, Online. <https://aclanthology.org/2021.wmt-1.0/> **C**

**\*Adebara, I., & Abdul-Mageed, M.** (2022). Towards Afrocentric NLP for African Languages: Where We Are and Where We Can Go. In *Proceedings of the 60th Annual Meeting of the Association for Computational Linguistics*, 3814-3841, Online. <http://dx.doi.org/10.18653/v1/2022.acl-long.265> **C**

**\*Adebara, I., Abdul-Mageed, M., & Silfverberg, M.** (2022). Linguistically-Motivated Yoruba- English Machine Translation. In *Proceedings of the 29th International Conference on Computational Linguistics (COLING 22)*, 5066-5075. <https://aclanthology.org/2022.coling-1.449> **R**

**\*Adebara, I.**, Elmadany, A., **Abdul-Mageed, M.**, & Alcoba, A. (2022). AfroLID: A Neural Language Identification Tool for African Languages. In *Proceedings of the 2022 Conference on Empirical Methods in Natural Language Processing (EMNLP)*, 1958-1981. <https://doi.org/10.18653/v1/2022.emnlp-main.128> **R**

**\*Adebara, I.**, Elmadany, A., **Abdul-Mageed, M.**, & Alcoba, A. (2023). SERENGETI: Massively Multilingual Language Models for Africa. In *Findings of the 61st Annual Meeting on Association for Computational Linguistics (ACL)*, 1498-1537. <https://doi.org/10.18653/v1/2023.findings-acl.97> **R**

**\*Cai, M., Demmans Epp, C.** (2022). Modeling Cognitive Load and Affect to Support Adaptive Online Learning. In *Proceedings of the 15th International Conference on Educational Data Mining (EDM)*, 1, 799-804. [doi.org/10.5281/zenodo.6853020](https://doi.org/10.5281/zenodo.6853020) **R**

Cannanure, V.K., Avila-Urbe, E., Adji, Y.T., Wolf, S., **Jasińska, K.**, Brown, T. X. & Ogan. A. (June 2022). "We dream of climbing the ladder, for getting there, we have to do our job better:" Designing for Teacher Aspirations in Rural Côte d'Ivoire. *COMPASS '22: Proceedings of the 5th ACM SIGCAS Conference on Computing and Sustainable Societies*. 122-138. <https://doi.org/10.1145/3530190.3534794> **R**

Cannanure, V.K., Niweteto, J.S., Adji, Y.T., Akpe Y. H., **Jasińska, K.**, Brown, T. X. & Ogan. A. (2020). "I'm fine where I am, but I want to do more:" Exploring Teacher Aspirations in Rural Côte d'Ivoire. *COMPASS '20: Proceedings of the 3rd ACM SIGCAS Conference on Computing and Sustainable Societies*. 1-12. <https://doi.org/10.1145/3378393.3403653> **R**

**\*Chen, W., & Abdul-Mageed, M.** (2021). Machine Translation of Low-Resource Indo-European Languages. In *Proceedings of the Sixth Conference on Machine Translation*, 347-353. <https://aclanthology.org/2021.wmt-1.41> **R**

**Demmans Epp, C.** (2020). Using Analytics and Artificial Intelligence to Support Language Learner Decision Making. In O. Viberg, J. Mynard, W. Peeters, & M. Saqr (Eds.). *In Proceedings of the 2020 STELLA Symposium (STELLA)*, 2828, 2–11. [http://ceur-ws.org/Vol-2828/article\\_1.pdf](http://ceur-ws.org/Vol-2828/article_1.pdf) **[Keynote]** **R**

Elmadany, A., Nagoudi, E., & **Abdul-Mageed, M.** (2023). ORCA: A Challenging Benchmark for Arabic Language Understanding. In *Findings of the Association for Computational Linguistics: ACL 2023*, 9559-9586. <http://dx.doi.org/10.18653/v1/2023.findings-acl.609> **C**

**\*Ghanem, B.**, Lutz-Coleman, L., **Rivard Dexter, J.**, **\*von der Ohe, S. M.**, & **Fyshe, A.** (2022) Question Generation for Reading Comprehension Assessment by Modeling How and What to Ask. In *Findings of the Association for Computational Linguistics: ACL 2022*, 2131-2146. <https://doi.org/10.18653/v1/2022.findings-acl.168> **C**

Hashemzadeh, M., Kaufeld, G., White, M., Martin, A. E., & **Fyshe, A.** (2020). From Language to Language-ish: How Brain-Like is an LSTM's Representation of Nonsensical Language Stimuli. In *Findings of the Empirical Methods in Natural Language Processing (EMNLP)*, 645–656. Virtual. <https://doi.org/10.18653/v1/2020.findings-emnlp.57> **R**

Khondaker, M. T. I., Nagoudi, E., Elmadany, A., <b>Abdul-Mageed, M.</b> , & Lakshmanan, L. V. (2022). A Benchmark Study of Contrastive Learning for Arabic Social Meaning. In <i>Proceedings of the Seventh Arabic Natural Language Processing Workshop (WANLP 2022)</i> , 63-75. <a href="https://doi.org/10.18653/v1/2022.wanlp-1.7">https://doi.org/10.18653/v1/2022.wanlp-1.7</a>	C
* <b>Lothian, D.</b> , Akcayir, G., Sparrow, A., McLeod, O., & <b>Demmans Epp, C.</b> (2020). SoundHunters: Increasing Learner Phonological Awareness in Plains Cree. In I. I. Bittencourt, M. Cukurova, K. Muldner, R. Luckin, & E. Millán (Eds.), <i>Lecture Notes in Computer Science: Vol. 12163. Artificial Intelligence in Education (AIED) 2020</i> (pp. 346-35). Springer International Publishing. <a href="https://doi.org/10.1007/978-3-030-52237-7_28">doi.org/10.1007/978-3-030-52237-7_28</a> [~26% acceptance rate, nominated for Best Paper Award, received Honourable Mention – Top 14% (7 of 49) accepted papers]	R
Nagoudi, E., Elmadany, A. & <b>Abdul-Mageed, M.</b> (2022). AraT5: Text-to-Text Transformers for Arabic Language Understanding and Generation. In <i>Proceedings of the 60th Annual Meeting on Association for Computational Linguistics (Volume 1: Long Papers)</i> , 628-647. <a href="https://doi.org/10.18653/v1/2022.acl-long.47">https://doi.org/10.18653/v1/2022.acl-long.47</a>	R
Nagoudi, E., Elmadany, A., & <b>Abdul-Mageed, M.</b> (2022). TURJUMAN: A Public Toolkit for Neural Arabic Machine Translation. In <i>Proceedings of the 5th Workshop on Open-Source Arabic Corpora and Processing Tools with Shared Tasks on Qur'an QA and Fine-Grained Hate Speech Detection</i> , 1-11. <a href="https://aclanthology.org/2022.osact-1.1">https://aclanthology.org/2022.osact-1.1</a> [Best system paper]	C
* <b>Najafi, S.</b> , <b>Fyshe, A.</b> (2023) Weakly-Supervised Questions for Zero-Shot Relation Extraction. In <i>Proceedings of the 17th Conference of the European Chapter of the Association for Computational Linguistics</i> , 3075–3087. <a href="https://doi.org/10.18653/v1/2023.eacl-main.224">https://doi.org/10.18653/v1/2023.eacl-main.224</a>	C
Nie, B., <b>Deacon, H.</b> , <b>Fyshe, A.</b> , <b>Demmans Epp, C.</b> (2022). Predicting Reading Comprehension Scores of Elementary School Students. In <i>Proceedings of the 15th International Conference on Educational Data Mining (EDM)</i> , 1, 158-170. <a href="https://doi.org/10.5281/zenodo.6852952">doi.org/10.5281/zenodo.6852952</a> [Best Student Paper Award]	C
* <b>Teodorescu, D.</b> , * <b>Matalski, J.</b> , * <b>Lothian, D.</b> , Barbosa, D., <b>Demmans Epp, C.</b> (2022). Cree Corpus: A Collection of nêhiyawêwin Resources. In <i>Proceedings of the 60th Annual Meeting of the Association for Computational Linguistics (Volume 1: Long Papers)</i> , 6354-6364. <a href="https://doi.org/10.18653/v1/2022.acl-long.440">dx.doi.org/10.18653/v1/2022.acl-long.440</a>	C
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* <b>Wanderley, L.</b> , Zhao, Z., & <b>Demmans Epp, C.</b> (2021). Negative Language Transfer in Learner English: A New Dataset. In <i>Proceedings of the 2021 Conference of the North American Chapter of the Association for Computational Linguistics: Human Language Technologies (NAACL-HLT)</i> , 3129-3142. <a href="https://doi.org/10.18653/v1/2021.naacl-main.251">dx.doi.org/10.18653/v1/2021.naacl-main.251</a>	C
Yildirim-Erbaşlı, S.N., <b>Demmans Epp, C.</b> , Bulut, O., * <b>Cui, Y.</b> (2023). Design and Evaluation of a Conversational Agent for Formative Assessment in Higher Education. In Blikstein, P., Van Aalst, J., Kizito, R., & Brennan, K. (Eds.), <i>Proceedings of the 17th International Conference of the Learning Sciences - ICLS 202</i> , 194-201. <a href="https://repository.isls.org/handle/1/10099">https://repository.isls.org/handle/1/10099</a>	R
* <b>Zhang, C.</b> , & <b>Abdul-Mageed, M.</b> (2022). Improving Social Meaning Detection with Pragmatic Masking and Surrogate Fine-Tuning. In <i>Proceedings of the 12th Workshop on Computational Approaches to Subjectivity, Sentiment &amp; Social Media Analysis (ACL 2022)</i> , 141-156. <a href="https://doi.org/10.18653/v1/2022.wassa-1.14">https://doi.org/10.18653/v1/2022.wassa-1.14</a>	R
<b>Zhang, C.</b> , Nagoudi, E. & <b>Abdul-Mageed, M.</b> (2022). Decay No More: A Persistent Twitter Dataset for Learning Social Meaning. In <i>Proceedings of the 16<sup>th</sup> International AAAI Conference on Web and Social Media (ICWSM 2022)</i> . <a href="https://doi.org/10.36190/2022.92">https://doi.org/10.36190/2022.92</a> [Best system paper]	R

#### Reports, briefs and other forms of grey literature

Allen, K., Bull, A., Harden, P., Hart, S., Koellinger, P., Kraftl, P., Mitchell, C., Noble, K., Nxumale, F., Obradovic, J., Porter, T., Steyer, L., Tefera, A., Wolf, S., <b>Jasińska, K.</b> , and Williamson, B. (2022). Individual Differences and the Influences on Learning. UNESCO International Science and Evidence-based Education (ISEE) Assessment. <i>Future of Education</i> . UNESCO. <a href="https://unesdoc.unesco.org/ark:/48223/pf0000382540.locale=en">https://unesdoc.unesco.org/ark:/48223/pf0000382540.locale=en</a>	R
* <b>Burchell, D.</b> , * <b>Raymond, K.</b> , Selvachandran, K., Huo, M. & <b>Chen, X.</b> (2020). Le laboratoire linguistique multilingue présente: Langue et alphabétisation # 1. <i>Communication</i> , 13 (1 "Early Spring").	C

<b>Jasińska, K. &amp; *Ball M. C.</b> (2022) Lessons in Education Quality, Equity, and Digitization from on-the-ground. Developmental Science Research in Côte d'Ivoire. Etats Généraux de L'éducation et de L'alphabétisation - Côte d'Ivoire. National Ministry of Education of Côte d'Ivoire.	<b>R</b>
Kembou, S., Wolf, S., <b>Jasińska, K.</b> , & Ogan, A. (2022). Child labor activities and schooling decisions in rural Côte d'Ivoire. Generating Evidence to Support the Elimination of Child Labour, Forced Labour and Human Trafficking, International Labour Organization. <a href="https://rtaconference.org/wp-content/uploads/2022/06/Kembou.pdf">https://rtaconference.org/wp-content/uploads/2022/06/Kembou.pdf</a>	<b>R</b>
<b>Li, G., Yeung, H. H., Ferreira, J., Mei, Z., &amp; Inomoto, S.</b> (2023). Literacy Engagement Through "Racing Readers": Affective and Academic Impacts of University Student Volunteers Mentoring Superdiverse Children. Research Brief offered to the SFU-TD Community Engagement Centre. Link: <a href="https://ubcca-my.sharepoint.com/:b:r/personal/ifeitosa_student_ubc_ca/Documents/Racing%20Readers%20Research%20-%20UBC/Research%20Report/RacingReaders_ResearchBrief%206.29.23.pdf?csf=1&amp;web=1&amp;e=1lLgJg">https://ubcca-my.sharepoint.com/:b:r/personal/ifeitosa_student_ubc_ca/Documents/Racing%20Readers%20Research%20-%20UBC/Research%20Report/RacingReaders_ResearchBrief%206.29.23.pdf?csf=1&amp;web=1&amp;e=1lLgJg</a>	<b>C</b>
<b>Werker, J. F., et al<sup>1</sup>.</b> Impact of Covid-19 on Language and Literacy in Canada <sup>2</sup> . <i>Royal Society of Canada</i> . 2021. <a href="https://rsc-src.ca/en/covid-19-policy-briefing-recent/impact-covid-19-language-and-literacy-in-canada">https://rsc-src.ca/en/covid-19-policy-briefing-recent/impact-covid-19-language-and-literacy-in-canada</a>	<b>C</b>
<sup>1</sup> 17 members of the Ensuring Full Literacy Team contributed to the RSC report.	
<sup>2</sup> Abbreviated versions of these articles were also published as op-eds in <i>The Globe and Mail</i> and links can be found in the below list.	
<ul style="list-style-type: none"> <li>• <b>Abdul-Mageed, M.</b> (2021) Negotiating the Pandemic Twitterverse. <i>Royal Society of Canada</i>, 87-89. (The Globe and Mail article <a href="#">here</a>.)</li> <li>• <b>*Afreen, A., &amp; Norton, B.</b> (2021) COVID-19 and Heritage Language Learning. <i>Royal Society of Canada</i>, 43-45. (The Globe and Mail article <a href="#">here</a>.)</li> <li>• Byers-Heinlein, K., <b>Li, G., *Orena, A. J., &amp; *Levesque, K.</b> (2021) The Benefits of Being Raised Bilingually. <i>Royal Society of Canada</i>, 30-36. (The Globe and Mail article <a href="#">here</a>.)</li> <li>• Craig, S., Daurio, M., Kaufman, D., Perlin, R., &amp; <b>Turin, M.</b> (2021) The Unequal Effects of COVID-19 on Multilingual Immigrant Communities. <i>Royal Society of Canada</i>, 93-97. (The Globe and Mail article <a href="#">here</a>.)</li> <li>• <b>Curtin, S., &amp; Werker, J. F.</b> (2021) The Journey to Language and Literacy Starts in the Cradle. <i>Royal Society of Canada</i>, 11-15. (The Globe and Mail article <a href="#">here</a>.)</li> <li>• <b>Fyshe, A., &amp; Werker, J. F.</b> (2021) The Upside of Online: Psychology Studies During the Pandemic. <i>Royal Society of Canada</i>, 65-67. (The Globe and Mail article <a href="#">here</a>.)</li> <li>• Hii, Y., &amp; <b>Yeung, H.</b> (2021) COVID Reminded Us That Childcare is Essential: Let's Make it Universal Too. <i>Royal Society of Canada</i>, 61-64. (The Globe and Mail article <a href="#">here</a>.)</li> <li>• <b>Hipfner-Boucher, K., &amp; Chen, X.</b> (2021) Why (and How) to Gift Your Child a World of Words. <i>Royal Society of Canada</i>, 16-20. (Globe and Mail article <a href="#">here</a>.)</li> <li>• <b>Joanisse, M.</b> (2021) Meeting the Challenge of Dyslexia in the Pandemic and Beyond. <i>Royal Society of Canada</i>, 21-25. (The Globe and Mail article <a href="#">here</a>.)</li> <li>• <b>Li, G., Dobrin-De Grâce, R., Sun, Z., Haslip, M., *Burchell, D., Rivard-Dexter, J., &amp; Chen, X.</b> (2021) Promoting Second Language Learning During the COVID-19 Pandemic: Parents' and Teachers' Coping Strategies. <i>Royal Society of Canada</i>, 51-56. (The Globe and Mail article <a href="#">here</a>.)</li> <li>• <b>*Mangardich, H., Werker, J. F., &amp; Rvachew, S.</b> (2021) Beneficial Ways to Use Child Screen Time During the Pandemic and Beyond. <i>Royal Society of Canada</i>, 71-74. (The Globe and Mail article <a href="#">here</a>.)</li> <li>• <b>Rosenblum, D.</b> (2021) Virtual Visits: Indigenous Language Reclamation During a Pandemic. <i>Royal Society of Canada</i>, 46-50. (The Globe and Mail article <a href="#">here</a>.)</li> <li>• <b>Rvachew, S.</b> (2021) Children's Well Being As We Emerge From the Pandemic. <i>Royal Society of Canada</i>, 68-70. (The Globe and Mail article <a href="#">here</a>.)</li> <li>• <b>Thomson, J., &amp; Deacon, H.</b> (2021) Technology and a Child's Journey to Literacy. <i>Royal Society of Canada</i>, 75-78. (The Globe and Mail article <a href="#">here</a>.)</li> <li>• White, K. S., &amp; <b>Curtin, S.</b> (2021) Language Learning in a Multicultural Society. <i>Royal Society of Canada</i>, 37-42. (The Globe and Mail article <a href="#">here</a>.)</li> <li>• <b>Yeung, H., Curtin, S., &amp; Werker, J. F.</b> (2021) Face-Mask and Language Development: Reasons to Worry? <i>Royal Society of Canada</i>, 79-83. (The Globe and Mail article <a href="#">here</a>.)</li> </ul>	

## Conference, poster presentations and workshops

<b>Abdul Mageed, M.</b> (2021, November 10-11). <i>Improving Similar Language Translation with Transfer Learning</i> . Conference on Machine Translation, Punta Cana, Dominican Republic.	<b>C</b>
<b>Abdul Mageed, M.</b> (2021, November 5). <i>Deep Learning for Global Well-Being</i> . Advanced Micro Devices, Inc. (AMD). Virtual.	<b>R</b>
<b>Abdul Mageed, M., *Adebara, I., Talafha, B., *Zhang, C., &amp; Khondaker, M. T. I.</b> (2022, August 8-12). <i>Fundamentals on Deep Learning</i> . Quantitative Training for Intersectional Diversity in Engineering Workshop. University of Toronto, Canada. <a href="https://quanttide.ca">https://quanttide.ca</a> [Workshop]	<b>C</b>
<b>Abdul Mageed, M.</b> (2022, December 8). <i>A Benchmark Study of Contrastive Learning for Arabic Social Meaning</i> . The Seventh Arabic Natural Language Processing Workshop (EMNLP 2022), Abu Dhabi, UAE	<b>C</b>
<b>Abdul Mageed, M.</b> (2022, November 27). <i>Better Deep Learning for Speech and Language Processing</i> . NYU Abu Dhabi Computer Science Seminar Series, Abu Dhabi, UAE.	<b>R</b>
<b>Abdul Mageed, M.</b> (2022, June 20-25). <i>TURJUMAN: A Public Toolkit for Neural Arabic Machine Translation</i> . The 5th Workshop on Open-Source Arabic Corpora and Processing Tools (LREC 2022).	<b>C</b>
<b>Abdul Mageed, M.</b> (2023, May 17). <i>Roundtable Discussion on Arabic Language Technology</i> . King Salman Global Academy for Arabic Language. Riyadh, KSA.	<b>R</b>
Abdulrasul, H., <b>*Ball, M.C., *Whitehead, H., *Buhôt, L., *Capani, A. &amp; Jasińska, K.</b> (2022, October 9-12). <i>Impact of interrupted schooling on the development of the brain's capacity for reading: Examining neural systems for reading in Syrian refugee children in Canada</i> [Poster presentation]. Society for functional Near Infrared Spectroscopy, Boston, MA.	<b>R</b>
<b>*Adebara, I., Abdul-Mageed, M., &amp; Silfverberg, M.</b> (2021, April 19). <i>Translating the Unseen? Yoruba →English MT in Low-Resource, Morphologically-Unmarked Settings</i> [Poster presentation]. AfricanNLP (EACL 2021). Virtual.	<b>C</b>
Azoh, F. J., Goin Bi, Z. T., Guei, S., & <b>Jasińska, K.</b> (2020, December). <i>Case Study: Côte d'Ivoire</i> . Learning at the Bottom of the Pyramid 2: Applying Research to Policy and Practice. UNESCO. <b>Invited</b> . Virtual.	<b>R</b>
<b>*Ball, M., Curran, E., Tanoh, F., Akpé, H., *Nematova, S. &amp; Jasińska, K.</b> (2021, April 7-9). <i>Bilingual Home and School Environments Impact Children's Language and Literacy Outcomes in Sub-Saharan Africa</i> [Poster presentation]. Society for Research in Child Development. Virtual. <b>Nominated for SRCD Student and Early Career Council Poster Award.</b>	<b>R</b>
<b>*Cai, M., &amp; Demmans Epp, C.</b> (2022, June 22-24). <i>Modeling Cognitive Load and Affect in Interactive Game-based Learning Based on Physiological Features</i> [Conference presentation]. ACM International Conference on Interactive Media Experiences (IMX), Aveiro, Portugal.	<b>C</b>
Caswell, L., Cui, A., <b>*Orena, A.J., &amp; Werker, J.F.</b> (2021, February 13). <i>Examining voice discrimination in young children: An online study</i> [Poster presentation]. Language Sciences Undergraduate Research Conference (LSURC), University of British Columbia, Vancouver, BC. Virtual.	<b>C</b>
Caswell, L., <b>*Orena, A.J., &amp; Werker, J.F.</b> (2021, April 9). <i>Twelve-month-old infants' ability to tell different voices apart</i> [Poster presentation]. Psychology Undergraduate Research Conference (PURC), University of British Columbia, Vancouver, BC. Virtual.	<b>C</b>
Chen, K., <b>*Orena, A.J., Chia, R., &amp; Werker, J. F.</b> (2021, November). <i>Telling voices apart through a cochlear implant: a study of 3- to 6-year-old children</i> [Poster presentation]. Meeting of the Acoustical Society of America, Seattle, WA, United States.	<b>R</b>
Chen, L., Perfetti, C., Fang, X., <b>*Teodorescu, D., Demmans Epp, C., &amp; Fyshe, A.</b> (2022, July 13-16). <i>Lexical, Syntactic, and Proficiency factors in incremental reading comprehension: Comparisons of first and second language readers of English</i> [Conference presentation]. Society for the Scientific Study of Reading Annual Meeting (SSSR) Annual Meeting 2022, Newport Beach, CA, USA.	<b>C</b>
<b>Chen, X., Hipfner-Boucher, K., *Burchell, D., &amp; Koh, P.-W.,</b> (2021, April). <i>The role of morphological awareness in reading comprehension among Canadian children enrolled in French immersion programs</i> [Symposium]. 2021 Annual Meeting of the American Educational Research Association. Virtual.	<b>C</b>
<b>Deacon, S. H.</b> (2022, April 25). <i>How children handle the complexities of what they read</i> [Paper presentation]. The Education University of Hong Kong, Hong Kong, China. Virtual.	<b>C</b>



<b>Deacon, S. H.</b> (2022, March 14). <i>Breaking into reading: Skills that drive children's reading development</i> [Paper presentation]. 2022 Donald G. Doehring Memorial Lecture, McGill University School of Communication Sciences & Disorders, Montreal, Quebec, Canada. Virtual.	<b>C</b>
<b>Deacon, S. H.</b> (2022, March 25). <i>Language skills that enable reading</i> [Webinar]. Learning Disabilities Institute's 47th Annual Conference, Montreal, Quebec, Canada. Virtual.	<b>C</b>
<b>Deacon, S. H., *Hartlin, S., *Ryken, A., *Elgendi, M., *MacKay, E., Sorenson Duncan, T., Frempong, G.</b> (2022, July 18-20). <i>What children bring to reading through elementary school</i> [Paper presentation]. Canadian Society for Brain, Behaviour and Cognitive Science Meeting, Halifax, Canada.	<b>C</b>
<b>Deacon, S. H., *Ryken, A., Kadam, R., &amp; Frempong, G.</b> (2022, January 26). <i>Identifying the language skills that children need to succeed in learning to read: Success and opportunities</i> [Paper presentation]. Inter-University Research Network Spring Symposium. Virtual.	<b>C</b>
<b>Demmans Epp, C.</b> (2020) <i>Using Analytics and Artificial Intelligence to Support Language Learner Decision Making</i> . Harnessing the Potentials of Technology to Support Self-Directed Language Learning in Online Learning Settings, Japan. <b>Keynote.</b>	<b>R</b>
<b>*Elgendi, M., Sorenson Duncan, T., &amp; Deacon, S.H.</b> (2023, June 23-25). <i>How does children's understanding of sentences relate to their reading comprehension? Considering basic and difficult sentences in the oral and written domain</i> [Poster Presentation]. Canadian Psychological Association (CPA) 2023 Conference, Toronto, ON, Canada.	<b>C</b>
Fallah, Z., Nair, R., <b>Sun, X., &amp; Werker, J. F.</b> (March 18, 2023). <i>How infants and toddlers learn to associate word meanings</i> [Poster presentation]. Multidisciplinary Undergraduate Research Conference (MURC), University of British Columbia, Vancouver, BC, Canada. <b>*3rd Place MURC Poster Award</b>	<b>C</b>
Firoozi, T., Abadi, A. N., <b>Demmans Epp, C., Bulut, O., Barbosa, D.</b> (2022, April 21 – 24). <i>The effect of word vector representation and linguistic features on the accuracy of automated essay scoring systems using neural networks</i> [Conference presentation]. National Council on Measurement in Education (NCME), San Diego, CA, USA.	<b>R</b>
<b>Fyshe, A.</b> (2021). <i>Do we need to understand the brain before AI can benefit?</i> ICLR Workshop: How Can Findings About the Brain Improve AI Systems. Virtual.	<b>C</b>
<b>Fyshe, A.</b> (2022, May). <i>What can AI tell us about the brain, and what can the brain tell us about AI?</i> AI Week. Edmonton, AB. <b>Invited Keynote.</b>	<b>C</b>
<b>Fyshe, A.</b> (2022) <i>What's AI got to do with the brain?</i> AI4Good Lab. Virtual.	<b>C</b>
González Esparza, L. M., <b>*Cai, M.,</b> Palestino Díaz, I., Rebolledo Méndez, G., Cutumisu, M., & <b>Demmans Epp, C.</b> (2023, August 22-26). <i>Automatically detecting affect in computerized learning environments: A systematic literature review</i> [Conference presentation]. European Association for Research on Learning and Instruction (EARLI) Conference 2023, Aristotle University of Thessaloniki, Greece.	<b>C</b>
Gunderson, L., Li, G., Zhen, F., & Lin, Z. (2023, May 31). <i>An exploration of the mystery of differences in achievement between Mandarin- and Cantonese-speaking students</i> [Paper presentation]. The Canadian Society for Studies in Education (LLRC, CSSE) 2023, York University, Toronto, ON, Canada.	<b>C</b>
<b>Jasińska, K.</b> (2020, December). <i>Children's Reading Development in Low-Literacy, Low-Resource Environments: Insights from Cognitive Neuroscience</i> . Department of Education and Child Protection. Save the Children. Virtual. <b>Invited.</b>	<b>R</b>
<b>Jasińska, K.</b> (2023, October). <i>Educational Neuroscience and Global Child Development</i> . Expert Meeting on the Learning Sciences. UNESCO. Paris, France. <b>Invited.</b>	<b>R</b>
<b>Joanisse, M.</b> (2023, March 23). <i>What the science of reading teaches us about teaching children to read</i> [Presentation]. 48e Congrès annuel de l'Institut des troubles d'apprentissage. Virtual.	<b>R</b>
Karimiabdolmaleki, M., <b>*Farias Wanderley, L.,</b> Cutumisu, M., & <b>Demmans Epp, C.</b> (2023, August 22-26). <i>Identifying negative language transfer in the English writing of Chinese and Farsi native speakers</i> [Conference presentation]. European Association for Research on Learning and Instruction (EARLI) Conference 2023, Aristotle University of Thessaloniki, Greece.	<b>C</b>

Khan, F., Wortsman, B., <b>*Whitehead, H.</b> , Hannon, J., Sulik, M., Obradovic, J. & <b>Jasińska, K.</b> (2023, March 23-25). <i>Modeling the associations between socioeconomic risk factors, executive function components, and literacy among children in rural Côte d'Ivoire</i> [Poster presentation]. Society for Research in Child Development, Salt Lake City, UT, USA.	R
<b>Li, G.</b> , Lin, Z., & <b>*Zhen, F.</b> (2023, May 30). <i>Impact of home literacy environment changes through the pandemic on Chinese-Canadian children's early biliteracy development</i> [Paper presentation]. The Canadian Society for Studies in Education (CAREC, CSSE) 2023, York University, Toronto, ON, Canada.	C
<b>Li, G.</b> , <b>*Zhen, F.</b> , Lin, Z., & Gunderson, L. (2023, May 31). <i>The impact of COVID-19 on early English reading development of Chinese-English bilinguals: A longitudinal analysis</i> [Paper presentation]. The Canadian Society for Studies in Education (LLRC, CSSE) 2023, York University, Toronto, ON, Canada.	C
<b>Li, G.</b> , Sun, Z., Ji, X. R., & <b>*Zhen, F.B.</b> (2022, Nov. 2022). Unpacking Chinese-English bilingual vocabulary knowledge gaps among Chinese Canadian first graders: A mixed-methods approach. Literacy Research Association annual conference, Phoenix, Arizona.	C
Mak, V., Cui, A. X., <b>*Campbell, J.</b> , Youngers., & <b>Werker, J.F.</b> (2021, November). <i>Cultural priming facilitates bilingual infant language-learning</i> . Oral presentation by V. Mak at the Harvard Trends in Psychology conference (TiPS), Harvard University, Vambridge, MA, USA. Virtual.	C
<b>*Pérez Valle, C.</b> & <b>*Matthews, T.</b> (2022) <i>The Need for Cultural Responsiveness in Phonological Assessments</i> . Lecture on Phonological Disorders. McGill University. Montréal, QC, Canada.	C
<b>*Pérez Valle, C.</b> (2023, January 30). <i>Midterm Meeting: Research Interests &amp; Policy Project Goals</i> . Start with Equity. Fellowship at the Children's Equity Project. Arizona State University. Virtual.	R
<b>*Pérez Valle, C.</b> (2022, March 09) <i>Phonics Instruction: A Retrospection. Seminar on Language Acquisition Issues by Dr Gigi Luk</i> . McGill University. Virtual.	R
<b>*Pérez Valle, C.</b> (2022, November 11). <i>Research Design: Exploring the Use of Diverse Children's Literature Among Canadian Speech-Language Pathologists</i> . School of Communication Sciences Disorder (SCSD) Research Day 2021, McGill University. Virtual.	C
Perfetti, C.A., Chen, L., Oralova, G., <b>Demmans Epp, C.</b> , <b>Fyshe, A.</b> , <b>*Teodorescu, D.</b> (2023, June 28-30). <i>Reading Comprehension Word-by-Word: Comparing L1 and L2 readers using authentic texts and multiple measures</i> . 2023 Annual Meeting of the Society for Text and Discourse (ST&D), Oslo, Norway.	C
<b>*Raymond, K.</b> , <b>*Abuosbeh, Z.</b> , <b>*Chin, M.</b> , <b>*Burchell, D.</b> & <b>Chen, X.</b> (2022, April). <i>Best practices for teaching and learning: in-person and online</i> . Ontario Modern Language Teachers Conference. Virtual.	C
<b>*Raymond, K.</b> , <b>Chen, X.</b> , & Genesse, F. (2021, October 21-23). <i>A school-based early reading intervention for struggling readers in French immersion</i> . Annual International Dyslexia Association Conference: Reading, Literacy & Learning. Virtual.	C
<b>Rvachew, S.</b> & <b>Thompson, D.</b> (2020, November 4). <i>Gender Differences in Early Literacy Development</i> . Webinar presented to SAC members on invitation by Speech-Language Pathology Canada. <b>Invited</b> .	C
<b>Rvachew, S.</b> (2022, November 23). <i>Assessment of Children with Speech Sound Disorders: Identification and Treatment Options for Subtypes</i> . <b>Invited</b> presentation to the Halifax Regional Centre for Education.	R
<b>Rvachew, S.</b> (2022, April 28). <i>Assessment of Children with Speech Sound Disorders: Identification of Subtypes</i> . Speech-Language and Audiology Canada, SAC 2022 Speech-Language Pathology Virtual Conference, <b>Invited</b> Workshop.	R
<b>Rvachew, S.</b> (2022, April 28). <i>Promoting the Acquisition of Literacy in At-Risk Preschoolers</i> . Speech-Language and Audiology Canada, SAC 2022 Speech-Language Pathology Virtual Conference, <b>Invited</b> Workshop.	C
<b>*Sun, X.</b> , Chen, J., Siu, C., <b>Deacon, H.</b> , & <b>Werker, J. F.</b> (2023, October). <i>Morphological processing in the preliterate bilingual brain</i> [Poster presentation]. Fifteenth Annual Meeting of the Society for Neurobiology of Language, Marseille, France.	C
<b>*Sun, X.</b> , & <b>Werker, J. F.</b> (2023, September). <i>Morphological processing in the preliterate bilingual brain</i> . Yale/Wu Tsai Institute: fNIRS workshop, New Haven, CT, USA.	C
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<b>Werker, J.F.</b> (2022, November 17). <i>Foundations of language acquisition in infancy: implications for later development</i> . Science for Education: An International Approach, UNESCO Science of Education Chair Meeting, Brazilian Academy of Sciences, Rio de Janeiro, Brazil. Virtual. <b>Invited</b>	<b>C</b>
<b>Werker, J.F.</b> (2021, December). <i>Impact of COVID-19 on Language and Literacy in Canada</i> . Presentation of Royal Society Task Force Report on Language and Literacy to ABC Life Literacy Canada Stakeholders. Virtual.	<b>C</b>
<b>Werker, J.F.</b> (2021, October). <i>Ensuring full literacy in a multicultural and digital world</i> . Presentation to the READ Literacy Outreach Group. Virtual.	<b>C</b>
<b>*Whitehead, H., *Ball, M.C.,</b> Wolf, S., Ogan, A., Kembou, S. & <b>Jasińska, K.</b> (2023, March 23-25). <i>Variability in the age of schooling contributes to the link between literacy and numeracy in Côte d'Ivoire</i> [Poster presentation]. Society for Research in Child Development, Salt Lake City, UT, USA.	<b>R</b>
<b>*Whitehead, H., *Buhot, L., *Ball, M.C., *Capani, A. &amp; Jasińska, K.</b> (2022, September). <i>Impact of interrupted schooling on the development of the brain's capacity for reading: Examining neural systems for reading in Syrian refugee children in Canada</i> [Poster presentation]. West NIRS conference, London, ON, Canada.	<b>C</b>
Wortsman, B., <b>*Capani, A., *Brice, H., *Ball, M.C., *Whitehead, H.,</b> Ogan, A., Wolf, S. & <b>Jasińska, K.</b> (2023, March). <i>Risk and resilience factors for primary school dropout in Côte d'Ivoire</i> . Society for Research in Child Development, Salt Lake City, UT, USA.	<b>R</b>
Xi, Y., <b>Demmans Epp, C.</b> (2023, July 20-22). <i>A Matthew Effect in Reading Intervention</i> . Society for the Scientific Study of Reading Annual Meeting (SSSR), Port Douglas, Australia.	<b>C</b>

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## APPENDIX B

### Knowledge Mobilization

#### Ensuring Full Literacy Annual Meeting

<p><b>June 2020</b>, Project Kickoff, Virtual</p> <p><b>June 2021</b>, 1<sup>st</sup> Annual Meeting, Virtual</p> <p><b>June 2022</b>, 2<sup>nd</sup> Annual Meeting, Hybrid In person: OISE, University of Toronto, Toronto, ON <a href="#">See program here</a></p> <p><b>May 2023</b>, 3<sup>rd</sup> Annual Meeting, Hybrid In person: University of British Columbia, Vancouver, BC <a href="#">See program here</a></p>	<p><b>Attended by:</b> Academics (Co-Leads, Co-Applicants, Collaborators) Advisory Board Members Next Generation Scholars Industry Partners Community &amp; Outreach Partners</p>
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#### Speaker Series and *Tapping the Tree*

Presentation (*HQP)	Type of Event
Attended by Academics, Next Generation Scholars, & Partners	
<p><b>Children's Reading Strategies on Paper and Screen</b> *Dr. Kyle Levesque, *Dr. Klaudia Krenca</p>	Speaker Series
<p><b>Identifying the language skills that children need to succeed in learning to read: success and opportunities</b> Dr. Hélène Deacon (Co-Lead), George Frempong (Delmore "Buddy" Daye Learning Institute, Partner)</p>	Speaker Series
<p><b>Project GAMEPLAY: can the application of machine learning to literacy gameplay data improve identification of struggling readers</b> Dr. Jenny Thomson (Co-Lead)</p>	Speaker Series
<p><b>Diversity and Literacy Acquisition</b> Dr. Susan Rvachew (Co-Lead), *Dahlia Thompson, *Carlos Perez Valle</p>	Speaker Series
<p><b>Home Literacy Environment and Early Bilingual Vocabulary Gaps</b> Dr. Guofang Li (Co-Applicant)</p>	Speaker Series
<p><b>Surviving (and Thriving) as a Latina in Higher Education</b> Dr. Julia E. Rodriguez (External)</p>	Tapping the Tree

## EFL Newsletters

<a href="#">January 2022 Newsletter</a>	<a href="#">June 2022 Newsletter</a>	<a href="#">January 2023 Newsletter</a>
<a href="#">March 2022 Newsletter</a>	<a href="#">September 2022 Newsletter</a>	<a href="#">April 2023 Newsletter</a>

## EFL Articles

<a href="#">Partner Spotlight: Eyeread, Inc</a>	<a href="#">Research Spotlight: Dr. Muhammad Abdul-Mageed</a>
<a href="#">Partner Spotlight: Mango Languages</a>	<a href="#">Ensuring Full Literacy Mid-Point and Annual Meeting Update</a>
<a href="#">Next Generation Scholar Spotlight: Diana Burchell</a>	<a href="#">The Task Matters Scoping Review</a>
<a href="#">Next Generation Scholar Spotlight: Klaudia Krenca</a>	<a href="#">Bridging the Gap: How the EFL - Shoelace Learning Partnership Is Revolutionizing Literacy Education</a>

## Articles\* by UBC Language Sciences Institute (Partner)

<b>Publish Date</b>	*Content about or related to the Ensuring Full Literacy SSHRC PG and the work of EFL members
September 27, 2023	<a href="#">UBC Computer Science researchers receive Outstanding Paper Award for advanced solution to abusive language detection.</a>
September 10, 2023	<a href="#">Sensorimotor Foundations of Speech Perception in Infancy: Q&amp;A with Dr. Janet Werker &amp; Dr. Henny Yeung.</a>
August 8, 2023.	<a href="#">Member Spotlight: Ifeoluwanimi Adebara.</a>
July 12, 2023	<a href="#">Amplifying Knowledge Mobilization: Ensuring Full Literacy SSHRC Partnership Grant Reaches Mid-Point.</a>
March 2, 2023	<a href="#">UBC scholar, Ife Adebara, helping AI overcome its language barrier.</a>
December 5, 2022	<a href="#">Impacts of the COVID-19 disruption on the language and literacy development of monolingual and heritage bilingual children in the United States: Q&amp;A with Xin Sun.</a>
October 6, 2022	<a href="#">Member Spotlight: Asma Afreen.</a>
July 7, 2022.	<a href="#">Introducing Turjuman: A Public Tool for Neural Arabic Machine Translation.</a>
June 23, 2022	<a href="#">Member Spotlight: Dr. Mark Turin.</a>
June 2, 2022	<a href="#">Dr. Abdul-Mageed named Canada Research Chair in Natural Language Processing and Machine Learning.</a>
May 4, 2022	<a href="#">New Platform for Deep Learning Training Launches.</a>
December 1, 2021	<a href="#">The ABC's of Language Development: A Look Behind the Cover.</a>
November 4, 2021	<a href="#">RSC Working Group develops recommendations for language and literacy development in response to COVID-19.</a>
August 18, 2021	<a href="#">Ensuring Full Literacy in a Multicultural and Digital World project receives BC Knowledge Development Fund (BCKDF) award.</a>
July 12, 2021	<a href="#">New book outlines the science of children's language development, offers practical tips.</a>
June 7, 2021	<a href="#">UBC Language Sciences Institute ready to tackle society's pressing problems.</a>
January 25, 2021	<a href="#">Interdisciplinary team to study how literacy is changing in a digital, multicultural, and COVID-hit world.</a>
August 20, 2020	<a href="#">Language Sciences members receive CFI grants for language research.</a>

## Infographics

### Ensuring Full Literacy

**6 - 20%** of preschoolers on the autism spectrum have a strength in word reading but struggle with understanding the meaning of the text.

**NEW FREE tool to help preschoolers on the autism spectrum practice reading comprehension skills**

**How can we help?**

Activities for Reading Comprehension (ARC) is a free, adult-supported, & research-informed tool to help hyperlexic preschoolers on the autism spectrum with reading comprehension and listening comprehension skills.

**How to play?**

- Match text with corresponding pictures
- Progress from words to sentences
- Practice 15-minutes daily with feedback
- Customize your own text-picture pairs

**Where to play?**

At school At home In the community

Research has shown that using ARC for early intervention can help in as little as 6 weeks!

For more information, scan the QR code with your phone: Or visit [www.readingcomprehension.ca/](http://www.readingcomprehension.ca/)

Supported by <https://ensuringliteracy.ca/>

Activities for Reading Comprehension (ARC) is a research-informed tool to help hyperlexic preschoolers on the autism spectrum.

### Ensuring Full Literacy

Most of Canada's 70+ Indigenous languages are considered **endangered**.

**SoundHunters** A free learning game aimed at revitalizing Indigenous languages such as nêhiyawêwin and Southern Michif

**Indigenous Language Revitalization**

- Indigenous languages such as nêhiyawêwin (ᓂᓄᓐᓂᓐᓂᓐ) and Michif are at risk of disappearing.
- Barriers to learning Indigenous languages include lack of exposure, limited practice opportunities, and limited resources.
- Indigenous language learners are often motivated to reconnect with culture, family, and community.

**SoundHunters Language Learning Game**

- Match sounds to text through an interactive deer-hunting game.
- Advance from single sounds to whole words while also having fun!
- Developed by researchers alongside Indigenous communities.
- Adaptive version available to personalize the game to the player.
- Adaptable for programmers to implement in more Indigenous languages!

Learn more about SoundHunters and other EdTeKLA Research Group initiatives by visiting: [spaces.facscl.ualberta.ca/edteklaresearch](https://spaces.facscl.ualberta.ca/edteklaresearch)

Supported by <https://ensuringliteracy.ca/>

SoundHunters is a free learning game aimed at revitalizing Indigenous languages.

## Tip sheets by the Canadian Children's Literacy Foundation

### Tips for Families:

## Raising Children to Speak More Than One Language

There are many ways to help a child learn more than one language. Always do what's best for your family!

### Tips for Parents

**Make sure kids hear their home language a lot, as early as possible.**

**Why?** A child's brain is ready to learn languages at birth.

**If you speak two languages at home, talk a lot in each language.**

**Why?** It is best for language learning if a child hears both languages at the same time. Parents should try and spend at least 30% of time speaking the second language.

**Make sure kids hear words in real life - don't depend on screens.**

**Why?** The best way for young children to learn a language is by hearing people around them talk to them, and with each other. Even better: When parents or caregivers read and tell stories in their home language, children hear more and different types of words.

For more information on early literacy and language development, please visit the Canadian Children's Literacy Foundation at [www.childrensliteracy.ca](http://www.childrensliteracy.ca)

### Practical ideas

**One adult, one language:** One adult in the family can speak one language while another adult speaks the other. This way the child hears both languages every day.

**One adult, both languages:** One adult in the family can speak a mix of both languages. Try it is better to mix languages between sentences. E.g., "Look over there, a dog! Un chien!" "Look over there, a dog! Un chien!" "Look over there, un chien! A dog!"

**Try both ideas.** Why? There are many ways to help a child learn more than one language. It's okay to use both ideas listed above.

**Join activities where your child can hear their home language outside of the home.** Speak with grandparents or other relatives. Go to local community events such as free library programs, cultural festivals and so on. Interact with other people who speak the same language (for example, a babysitter who speaks Spanish, piano lessons from a French teacher, a Mandarin-speaking soccer coach).

**Why?** The more a child hears a language spoken by others, the more it helps them learn.

For more information on early literacy and language development, please visit the Canadian Children's Literacy Foundation at [www.childrensliteracy.ca](http://www.childrensliteracy.ca)

### Tips for Families:

## How To Build Language and Reading Skills at Home

Your baby is always listening, watching and learning from you!

Research shows babies learn language when they hear lots of words from a caregiver. This helps them learn to read once they start school. Starting from birth, talk, sing, and share books with your child. They will help them grow up to be a reader!

### Respond to your child's sounds, smiles and interests

**Why?** Lots of "back-and-forth" words and actions with your little one helps them to learn language. Try this with a baby: Talk, smile and point to things your baby is looking at.

**For example:**

- Baby looks at the light.
- You point and say, "Light."
- Baby smiles.
- You smile and say, "That's a bright light!"

**Try this with a toddler or preschooler:** Show interest and talk about what your child is doing.

**For example:**

- Child picks up a ball on the ground.
- You smile and say, "Nice red ball!"
- Child says, "Ball" and picks up another one.
- You say, "Wow, now you have two! You point to each ball and count, 'One, Two, Two balls!'"

### Sing songs and nursery rhymes

**Why?** Why? Songs and nursery rhymes are usually done, and repeat the same words and rhythm. This helps babies and children focus on the sounds and words they hear.

**Try this:** Keep singing the same song to your child. See if they can fill in some words. For example: Sing, "Twinkle, twinkle little star" Even if they guess a word, or say part of the word, it shows they are learning!

For more information on early literacy and language development, please visit the Canadian Children's Literacy Foundation at [www.childrensliteracy.ca](http://www.childrensliteracy.ca)

### Tips for Families:

## Screens and the Early Years

Screens and digital devices are a part of life for many families - especially since the pandemic.

While experts don't recommend any screen time for children under two years old, and no more than one hour a day for kids aged two to five, many families find this difficult to follow. Remember, your child learns best from face-to-face time with you. While screens can't replace that, they can have some benefits if you use them right.

### Tips for using technology at home:

#### Create rules

- Plan when, why, how long and who will be using screens. Let's watch this show after lunch so we can learn about ocean animals. We can keep it for 20 minutes.
- Set "screen-free" times. During these times, no one in the family uses a device.
- Turn off screens and leave devices aside for at least one hour before bed. Looking at screens right before bed can affect the hormone that helps a child fall asleep.

#### Limit the time you are on a device when around your babies and kids

- Put away your device during mealtimes or when you are playing with your child. Kids copy the adults in their lives, so if you are using a device, they will want to use one too.
- Avoid keeping the TV on in the background.
- Only turn on the TV for an hour and then turn it off when the show ends.

#### Choose appropriate shows, games and apps

- Connect what is happening on the screen to real life. "We went swimming in a lake like those kids!"
- Ask questions, such as "What just happened?" "What do you think will happen next?"
- Talk about what you see. "The astronauts are on a big rocket ship!"

For more information on early literacy and language development, please visit the Canadian Children's Literacy Foundation at [www.childrensliteracy.ca](http://www.childrensliteracy.ca)

### Tips for Families:

## Understand how the pandemic impacted kids' language and literacy

Your kids learn literacy and language skills at home, at school and in the community. The pandemic disrupted each of these areas, affecting the development of early literacy and language for many children.

**Reading levels dropped:**

- In March 2022, 37% of Grade 1 students in virtual school were behind in reading. Pre-pandemic, this number was only forty-five percent. (Source: Terms from Literacy Foundation)

**Children missed out on learning from seeing people's faces:**

- Many teachers, educators, and children were masks.
- Babies as young as 8 months learn language and speech from watching mouths. Masks make it harder to see facial expressions.
- Seeing facial expressions is important for learning to understand language and the meaning behind what people are saying.

**Online school was difficult to access:**

- Young children often have short attention spans. This makes it difficult to focus for long periods of time online.
- Teaching online was difficult for teachers. For children under six, it was hard to create a "language-rich" environment.
- Technology was a barrier. Not everyone had reliable internet.
- Not everyone had a device that their children could use for online school. Low-income households were more likely to have less than one device for each child.

**Daycare/kindergarten enrollment decreased**

For more information on early literacy and language development, please visit the Canadian Children's Literacy Foundation at [www.childrensliteracy.ca](http://www.childrensliteracy.ca)

### Tips for Families:

## How To Connect with Your Child Through Sharing Books

It's great to read and share books with your little ones! This builds their brains and develops early literacy skills.

### How does this help?

Building literacy skills in children is a great way to help them reach their full potential in school and life. Exposing kids to books and sharing stories together in the early years helps them get ready to learn once they start school.

Literacy is more than reading and writing. Literacy helps with understanding, empathy, critical thinking, and the capacity for lifelong learning. It develops positive self-esteem in children and builds communication skills. It helps them recognize others' moods and feelings. It also supports attachment and builds early relational health between them and their caregivers.

Question	Answer
<b>What do you mean by "attachment"?</b>	Attachment is the connection between a caregiver and a baby. Attachment helps the baby feel loved and secure.
<b>What is "early relational health"?</b>	Early relational health describes the positive, nurturing relationship between you and your child. It's the bond that builds the little one's social and emotional security and well-being.
<b>How does reading and sharing books together promote early relational health?</b>	Sharing books and stories encourages physical closeness, eye contact, mutual engagement, and responsiveness.

For more information on early literacy and language development, please visit the Canadian Children's Literacy Foundation at [www.childrensliteracy.ca](http://www.childrensliteracy.ca)

The above tip sheets are available in seven languages:

- **English:** [https://childrensliteracy.ca/Tips-Resources/Resources/Tips-for-families-\(English\)](https://childrensliteracy.ca/Tips-Resources/Resources/Tips-for-families-(English))
- **French:** <https://alphabetisationdesenfants.ca/Tips-Resources/Resources/Astuces-pour-les-familles-Francais>
- **Spanish:** <https://childrensliteracy.ca/Tips-Resources/Resources/Tips-for-families-spanish>
- **Tagalog:** <https://childrensliteracy.ca/Tips-Resources/Resources/Tips-for-families-Tagalog>
- **Simplified Chinese:** <https://childrensliteracy.ca/Tips-Resources/Resources/Tips-for-families-Chinese>
- **Punjabi:** <https://childrensliteracy.ca/Tips-Resources/Resources/Tips-for-families-Punjabi>
- **Arabic:** <https://childrensliteracy.ca/Tips-Resources/Resources/Tips-for-Families-Arabic>

## APPENDIX C

### Training & Mentoring

#### Workshops and Training Events

Attended by Trainees

Presentation (*HQP)	Type of Event
<b>Neural entrainment as an index of speech processing in language learners</b> *Christine Moreau, *Christina Van den Bosch der Nederlanden	Workshop
<b>Language and Literacy Learning in the Digital Era</b> *Asma Afreen, Dr. Bonny Norton (Collaborator)	Workshop
<b>Introduction to Deep Learning</b> *Chiyu Zhang, Dr. Muhammad Abdul-Mageed (Co-Investigator)	Workshop
<b>The Contribution of Oral Language to Reading Skills Among Emerging Bilingual Children in Canada</b> *Dr. Klaudia Krenca, *Redab Al Janaideh, *Diana Burchell	Workshop
<b>Conceptualization to implementation: how to get research into a form that can be used by the market</b> Julia Rivard-Dexter (Shoelace Learning)	Workshop
<b>The world of online data collection: Lookit and Pavlovio/Psychopy</b> *Dr. Haykaz Mangardich, *Dr. Jennifer Campbell, Alyssa Yantsis	Workshop
<b>Industry Partner Panel: Industry Careers for Researchers</b> Lee Brighton (Virtro Entertainment, Inc.), Franzi Keller (Brain Vision Solutions), Nicole Wallace (SMART Technologies)	Panel
<b>How to create accessible and engaging infographics</b> *Diana Burchell, *Michelle Chin, *Michele Cheh	Workshop
<b>Academic Job Market</b> Dr. Drew Weatherhead (Co-Applicant)	Workshop
<b>The Reading Brain, Deep Literacy, and the Digital World</b> Dr. Maryanne Wolf, (Advisory Board Member)	Training Event
<b>Machine learning as a primary analysis technique</b> *Rohan Saha, *Richard Gerum	Training Event
<b>Grad School to Workforce Panel</b> Dr. Rebecca Reh, Dr. Christine Stager	Panel
<b>An introduction to fNIRS</b> Dr. Jeremy Burnison (US Scientific Consulting Lead at NIRx, Partner)	Workshop



### Mitacs Internships (Total Funding Received = \$195,000)

2022-2023	<b>Can Computer-Assisted Language Learning Support Self-Monitored Learning Among English Language Learners and Learners with Reading Difficulties?</b> <i>Demmans Epp, C. (PI), Quillsoft Inc. (Partner), Wolf Creek Public Schools (Partner)</i> Mitacs – Accelerate Program \$60,000
2022-2023	<b>Assessing Parent and Child Development in the IPALS Program</b> <i>Hudson Kam, C. (PI), Decoda Literacy Solutions Society (Partner)</i> Mitacs – Accelerate Program \$45,000
2020-2022	<b>Putting Science of Literacy into the Hands of Canadians</b> <i>Deacon, H. (PI), Canadian Children's Literacy Foundation (Partner)</i> Mitacs – Accelerate Program \$90,000

### Graduate Student and Postdoctoral Update

- **Hannah Whitehead:** 2023/2024 IDRC Research Award, valued at ~\$45,000 CAD
- **Mary Ball:** 2022/2023 and 2023/2024 Mary Beatty Fellowship, valued at \$10,000 CAD each
- **Shakhlo Nematova:** 2023/2024 University of Delaware Doctoral Fellowship, valued at \$30,000 USD
- **Spencer von der Ohe:** 2022/2023 Alberta Innovates Graduate Student Scholarship, valued at \$24,000 CAD
- **Daniela Teodorescu:**
  - 2021 Alberta Innovates Graduate Student Scholarship, valued at \$12,000 CAD
  - 2021 Natural Sciences and Engineering Research Council of Canada, Canada Graduate Scholarship – Masters, valued at \$17,500 CAD
  - 2022/2023 Alberta Innovates Graduate Student Scholarship, valued at \$24,000 CAD
  - 2023 – 2025 Natural Sciences and Engineering Research Council of Canada Postgraduate Scholarship – Doctoral, valued at \$63,000 CAD
- **Diana Burchell:**
  - 2021 – 2023 SSHRC Canada Graduate Scholarships (CGS-D) Fellowship, valued at \$105,000 CAD
  - 2023 University of Alberta – Faculty of Rehabilitation Medicine Postdoctoral Fellow Recruitment Award, valued at \$100,000 CAD
- **Gisele Arevalo:**
  - 2022 Dick Peter Graduate Scholarship, Faculty of Science, University of Alberta, valued at \$1,200 CAD
  - 2022 FGSR Recruitment Scholarship, Faculty of Graduate Studies and Research, University of Alberta, valued at \$5,000 CAD
  - 2023 Margaret Brine Graduate Scholarship for Women, Canadian Federation of University Women, valued at \$2,000 CAD
  - 2023 Natural Sciences and Engineering Research Council of Canada, Canada Graduate Scholarship – Masters, valued at \$17,500 CAD
- **Shannon Clark:**
  - 2021 Alberta Innovates Graduate Student Scholarship, valued at \$12,000 CAD
  - 2021 Natural Sciences and Engineering Research Council of Canada, Canada Graduate Scholarship – Masters, valued at \$17,500 CAD
  - 2022 Alberta Graduate Excellence Scholarship (AGES), Government of Alberta, valued at \$12,000 CAD
- **Bruce (Yuyang) Nie,** 2022, Best Student Paper at Educational Data Mining (Research), International Educational Data Mining Society (Honor)
- **Xin Sun:** 2023 Banting Postdoctoral Fellowship, University of British Columbia, valued at \$70,000/year CAD

## Alumni Update

- **Daniela Teodorescu** has joined LMU Munich for her PhD, and will be working with Barbara Plank.
- **Bilal Ghanem** accepted a Senior Quantitative Analysis and Data Science role at Gartner.
- **Fabrice Tanoh**: 2022 ISSBD Developing Country Fellowship, started a faculty position at Université Peleforo Gon Coulibaly
- **Drew Weatherhead** accepted an Assistant Professor position in the Department of Psychology and Neuroscience at Dalhousie University, Halifax, NS.
- **AJ Orena**, accepted a Manager, Data Analysis position in the First Nations Education Steering Committee in Vancouver, BC.
- **Christina Vanden Bosch der Nederlanden** accepted an Assistant Professor role in the Department of Psychology at the University of Toronto, Mississauga, ON.
- **Klaudia Krenca** accepted a Researcher position at the Financial Consumer Agency of Canada.
- **Kyle Levesque** accepted a Statistical Coordinator position at Public Services and Procurement Canada.
- **Alex Ryken** accepted a Research and Assessment Associate position at the Thames Valley District School Board in London, ON.
- **Savannah Heintzmann** has joined the School of Psychology at the University of Western Ontario for her PhD.
- **Sarah Dunphy** is now a Phase 1 Medical Student at Memorial University of Newfoundland and Labrador.
- **Leah Brainin** accepted a Knowledge Mobilization Coordinator role within the Ensuring Full Literacy SSHRC PG.
- **Kaitlyn Parks** accepted an Applied Research Consultant role within the Canadian Children's Literacy Foundation (Partner) team.

## APPENDIX D

### Changes to Governance, Management Structure, and Team

#### Partner Additions

Partner Name	Justification /Function	Contribution Type	Date Joined
<a href="#">BSTRO</a>	Partner for building the EFL website	In-kind	July 22, 2020
<a href="#">Brock University</a>	Dr. Suzanne Curtin, Co-Lead, moved to Brock University in 2021.	In-kind, Cash	October 16, 2020
<a href="#">Mango Languages</a>	Partner for <a href="#">Efficacy of Mobile-Assisted Language Learning</a> project	In-kind	November 23, 2021
<a href="#">Wolf Creek Public Schools</a>	Partner for <i>Can Computer-Assisted Language Learning Support Self-Monitored Learning Among English Language Learners and Learners with Reading Difficulties?</i> project	In-kind, Cash	December 14, 2021
<a href="#">uLearnify Inc.</a>	Partner for a project to develop an application to help track and assess students	In-kind, Cash	December 22, 2021
<a href="#">Decoda Literacy Solutions Society</a>	Partner for <i>Assessing Parent and Child Development in the IPALS Program</i> project, a collaboration with Mitacs	In-kind, Cash	February 7, 2022
<a href="#">Vancouver Public Library</a>	Planned collaborations include developing workshops and knowledge mobilization.	In-kind	October 18, 2023

#### Partner Withdrawals

KidCare Canada	The company ceased operations in 2021.	In-kind
Virtro Entertainment Inc.	Priorities for the company shifted and diverged from the goals of the grant.	In-kind, Cash
University of Calgary	Dr. Suzanne Curtin, Co-Lead, who was based at the University of Calgary at the beginning of the project, moved to Brock University in 2021.	In-kind, Cash

### Governance – Co-Lead Changes

- **Mark Turin**, Associate Professor, Institute for Critical Indigenous Studies and the Department of Anthropology, University of British Columbia. Originally a Co-Lead before stepping down at the end of Year 3 of the project. Dr. Turin remains a member of the EFL Partnership Grant as a Co-Applicant.
- **Carrie Demmans Epp**, Assistant Professor in the Department of Computing Science and Director of EdTeKLA Research Group at the University of Alberta. Dr. Demmans Epp was originally a Co-Applicant before stepping up into the role of Co-Lead of the Language Background and Culture Theme at the beginning of Year 4 of the project.

### Governance: Advisory Board Changes

- **Dr. Ludo Verhoeven**, Professor at the Behavioural Science Institute in Radboud University Nijmegen. Dr. Verhoeven stepped down as an Advisory Board Member in May 2022.
- **Dr. Richard Aslin**, Senior Scientist, Haskins Laboratories at Yale University. Dr. Aslin stepped down as an Advisory Board Member in June 2023.
- **Aliza Dhungana**, Project Manager of IPALS at Decoda Literacy Solutions Society. Aliza joined the Ensuring Full Literacy Advisory Board in June 2022.
- **Dr. Adriana Bus**, Professor in Learning Difficulties at the University of Stavanger, Norway. Dr. Bus joined the Ensuring Full Literacy Advisory Board in September 2022.

### Project Team – Co-Applicant Additions:

- **Dr. Alexis Black**, Assistant Professor in the School of Audiology and Speech Sciences at the University of British Columbia. Dr. Black was previously a Collaborator before moving into a Co-Applicant position in April 2023. She is leading the *Scaffolding word-learning in a digital learning environment* project.
- **Dr. Christopher Hammerly**, Assistant Professor in the Department of Linguistics at the University of British Columbia. Dr. Hammerly moved into the Co-Applicant position in February 2023.
- **Dr. Maria Arredondo**, Assistant Professor at the University of Texas, Austin. Dr. Arredondo moved into the Co-Applicant position in May 2021.
- **Dr. Drew Weatherhead**, Assistant Professor in the Department of Psychology and Neuroscience at Dalhousie University. Dr. Weatherhead was previously involved with work for the grant in her role as a postdoctoral fellow at the University of British Columbia, before moving into a Co-Applicant position in September 2020. She is leading *The influence of culture on word learning* project.

### Project Team – Collaborator Additions

- **Dr. Sonya Bird**, Associate Professor, Linguistics, University of Victoria. Dr. Bird joined as a Collaborator in October 2023.
- **Dr. Ioulia Kovelman**, Professor of Psychology at the University of Michigan. Dr. Kovelman moved into a Collaborator position in January 2023. She delivered the keynote presentation, *The Reading Brain*, at the 2023 Ensuring Full Literacy Annual Meeting.
- **Dr. Erin Panda**, Assistant Professor in the Department of Child and Youth Studies at Brock University. Dr. Panda moved into a Collaborator position in June 2022.
- **Dr. Geoff Hall**, Professor and Head of the Department of Psychology at the University of British Columbia. Dr. Hall moved into a Collaborator position in March 2022.
- **Dr. Lauren Emberson**, Associate Professor in the Department of Psychology at the University of British Columbia. Dr. Emberson moved into a Collaborator position in December 2021.
- **Dr. Colin Phillips**, Professor of Linguistics at the University of Maryland. Dr. Phillips moved into a Collaborator position in July 2020.

**APPENDIX E**  
Co-Applicant Research Fund

**Co-Applicant Research Fund** (Total Funding Awarded = \$94, 460) (\* = HQP)

<b>App Num</b>	<b>Research Team</b>	<b>Co-Applicant Institution</b>	<b>Project Title</b>	<b>Amount Awarded</b>	<b>Project Timeframe</b>
Y1-1	<b>Carrie Demmans Epp</b> Dorothy Thunder, *Delaney Lothian, *Daniela Teodorescu	University of Alberta	Learning nehiyawewin sound-to-character mappings via technology	\$10,000	January 1, 2021 - March 31 2022
Y1-2	<b>Bryan Gick</b> Sonya Bird, Arian Shamei, Chloe Farr, *Yadong Liu	University of British Columbia	VR Literacy	\$10,000	January 1, 2021 - March 31 2022
Y1-3	<b>Tony Herdman</b> Muhammad Abdul-Mageed, Alexis Black	University of British Columbia	Building Machine Learning Tools for detecting EEG & MEG events related to reading familiar and unfamiliar texts (Herdman, Abdul-Mageed, & Black)	\$10,000	January 1, 2021 - March 31 2022
Y1-4	<b>Kaja Jasinska</b> Becky Xi Chen	University of Toronto	Impact of interrupted schooling on the development of the brain's capacity for reading: Examining a developmental sensitive period for reading in Syrian refugee children in Canada	\$10,000	January 1, 2021 - March 31 2022
Y2-1	<b>Carla Hudson Kam</b> Carrie Demmans Epp, Jenny Thomson, Julia Rivard Dexter, *Emily Sadlier-Brown, *Daniela Teodorescu, Bruce Nie	University of British Columbia	Error Analysis Project with Dreamscape	\$8,750	August 1, 2021 - July 31 2022
Y2-2	<b>Carrie Demmans Epp</b> Julia Rivard Dexter, *Genaro Rebolledo-Mendez, Maria Cutumisu, *Samira Hosseini, *Minghao Cai, Lydia Gonzalez Esparza	University of Alberta	Learner Affect and Meta-Affect During Engagement with Reading Games	\$14,870	August 1, 2021 - July 31 2022
Y2-3	<b>Mark Turin</b> *Robert Hanks, Henny Yeung, *Elise McClay	University of British Columbia	UBC-DIVERSEcity Language and Literacy Project	\$840	August 1, 2021 - July 31 2022
Y3-1	<b>Carrie Demmans Epp</b> Julia Rivard Dexter, Neesha Desai, *Minghao Cai, *Genaro Rebolledo-Méndez	University of Alberta	metaAffect	\$10,000	January 1, 2023 - December 31, 2023
Y3-2	<b>Drew Weatherhead</b> Hélène Deacon	Dalhousie University	The influence of culture on word learning	\$10,000	January 1, 2023 - December 31, 2024



Y4-1	<b>Alexis Black</b>	University of British Columbia	Scaffolding word-learning in a digital learning environment	\$10,000	July 1, 2023 – June 30, 2024
	Janet Werker				
	Hélène Deacon				
	*Sofia Cordeiro				
	*Wilfred Tang				
	*Ally Horan				

**Student Travel Fund 2022 (Total Funding Awarded = \$1,369)**

- **Carlos Perez Valle**, PhD Student, McGill University. \$500.
- **Dahlia Thompson**, PhD Student, McGill University. \$500.
- **Diane Burchell**, PhD Student, OISE, University of Toronto. \$369.

**APPENDIX F**

Collaborative Research Grants

**Collaborative Research Grants - Awarded**

2023- 2028	<b>Digital Natives: Understanding children's reading in a digital era</b> <i>Deacon, H. (Applicant), Demmans Epp, C. (Co-A), Thomson, J.M. (Co-A), Chen, X. (Co-A),</i> Social Sciences and Humanities Research Council - Insight Grant ~\$400,000 CAD
2023- 2025	<b>I hate this lesson! Helping learners manage their affect during online reading lessons</b> <i>Demmans Epp, C. (PI), Cutumisu, M. (Co-I), Rivard Dexter, J. (Collaborator), Rebolledo-Mendez, G. (Collaborator), Shoelace Learning Inc. (Knowledge User)</i> Social Sciences and Humanities Research Council – Insight Development Grant ~\$70,000 CAD
2019- 2023	<b>Ensuring Full Literacy in a Multicultural and Digital World</b> <i>Werker, J. F. (PI), Abdul-Mageed, M. (Co-A)</i> Social Sciences and Humanities Research Council and Canada Foundation for Innovation – Funding to accompany the SSHRC PG and to support the partnership grant team \$569,031 CAD – in total, including BCKDF and other matches

**Collaborative Research Grants - Submitted**

October 2023	<b>The influence of language and culture on the development of lexical semantics systems in infants and toddlers</b> <i>Werker, J. F. (PI), Black, A. (Co-A), Curtin, S. (Co-A), Fyshe, A. (Co-A), Yeung, H. (Co-A), Sun, X. (Collaborator)</i> Social Sciences and Humanities Research Council - Insight Grant
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