

CURRICULUM VITAE

REBECCA SCHMOR

November 4, 2024

1. Degrees

Ph.D. in Language and Literacies Education, with First Class Honours
University of Toronto, Ontario Institute for Studies in Education
Department of Curriculum, Teaching and Learning
Title: *Identities and Practices of Plurilingual English for Academic Purposes*
Instructors: A Multimodal Pluriethnography
Supervisor: Enrica Piccardo
2024

M.Ed. in Language and Literacies Education, with First Class Honours
University of Toronto, Ontario Institute for Studies in Education
Department of Curriculum, Teaching and Learning
2020

Certificate in Teaching English to Speakers of Other Languages, with Honours
University of Toronto, Woodsworth College
2019

Certificate in the Discipline of Teaching English as an International Language
York University, Glendon College
2018

B.A. in International Studies, with First Class Honours
York University, Glendon College
2018

2. Employment History

May 2019 - Present
Instructor of English as a Second Language
University of Toronto, School of Continuing Studies, Canada

April 2024 - July 2024

Full-time Instructor of English for Academic Purposes
York University, School of Continuing Studies, Canada

January 2024 - April, 2024
Part-time Spanish Studies Faculty
York University, Department of Languages, Literatures & Linguistics, Canada

May, 2022 - May, 2024
Part-time Curriculum Developer
Canadian Association of Second Language Teachers, Canada

September, 2019 - April, 2020
Part-time Intercultural Learning Program Facilitator
University of Toronto, Centre for International Experience, Canada

March 2019 - April 2020
Part-time Instructor of Spanish as a Second Language
Spanish School House, Canada

January 2019 - April 2020
Part-time Instructor of German as a Second Language
Hansa Language Centre, Canada

January 2019 - May 2019
Part-time Teaching Assistant
George Brown College, Department of English as a Second Language, Canada

June 2018 - August 2018
Full-time Instructor of English as a Second Language
SuOn International Academy, China

September 2017 - April 2018
Part-time Teaching Assistant
York University, Glendon College, Department of Hispanic Studies, Canada

September 2017 - April 2018
Part-time Instructor of Creative Writing in Spanish
Spanish Resource Centre, Consulate General of Spain, Canada

June 2016 - June 2018

Part-time Instructor of English as a Second Language
English Lab Toronto, Canada

June 2015 - July 2015

Full-time Teaching Assistant (English, French and Italian as a Foreign Language)
Bodensee Gymnasium, Germany

3. Research/Funding

Year	Source	Amount	Title/Purpose	Role
2023	Social Sciences and Humanities Research Council Doctoral Fellowship	CAD 100,000	Identities and Practices of Plurilingual English for Academic Purposes Instructors	Principal Investigator
2023	University of Toronto	CAD 500	Graduate Student Conference Travel Program	Awardee
2022	Ontario Graduate Scholarship	CAD 15,000	Identities and Practices of Plurilingual English for Academic Purposes Instructors	Principal Investigator
2022	Italian Ministry of Education (Legge 440/1997, DM 48/2021, Art. 3 C. 1 L. b1)	CAD 231,930	Promuovere l'innovazione pedagogica plurilingue attraverso l'apprendimento on line e in presenza	Lead Research Assistant (Principal Investigator Enrica Piccardo)
2022	University of Toronto	CAD 500	Graduate Student Conference Travel Program	Awardee
2021	Social Sciences and Humanities Research Council Partnership Engage Grant	CAD 232,131	Advancing agency in language education	Research Assistant (Principal Investigator Enrica Piccardo)
2020	Social Sciences and Humanities Research Council Partnership	CAD 24,991	COVID-19: Supporting online language learning: Fostering pedagogical	Research Fellow (Principal

	Engage Grant		innovation in a time of crisis	Investigator Enrica Piccardo)
2018	York University Travel Grant	CAD 1,500	Cross-cultural Review of the Undergraduate Thesis Program at Enrique José Varona University of Pedagogical Sciences (Cuba)	Lead Researcher
2017	York University	CAD 1625	Edward & Caroline Appathurai Scholarship	Awardee
2017	York University	CAD 3000	Renewable Entrance Scholarship	Awardee
2016	York University	CAD 1625	Edward & Caroline Appathurai Scholarship	Awardee
2016	York University	CAD 800	Joseph Starobin Scholarship	Awardee
2016	York University	CAD 3000	Renewable Entrance Scholarship	Awardee
2015	York University	CAD 1500	Living and Learning in Retirement 25th Anniversary Service Bursary	Awardee
2015	York University	CAD 1340	Gordon and Ella Trick Award	Awardee
2015	York University	CAD 3000	Renewable Entrance Scholarship	Awardee
2014	York University	CAD 1170	Irwin Seating Company Award	Awardee
2014	York University	CAD 1000	Glendon Entrance Scholarship	Awardee
2014	York University	CAD 3000	Renewable Entrance Scholarship	Awardee
2014	Istituto italiano di	CAD	Scholarship for Italian	Awardee

	cultura in Toronto	550	language course in Italy	
2013	Pädagogischer Austauschdienst	CAD 10,000	Scholarship for exchange program in Germany	First Place Awardee
2012	Goethe Institut Toronto	CAD 7,000	Scholarship for German language course in Germany	First Place Awardee

4. Courses Taught

University of Toronto Graduate Courses

Research Skills (2 times)

English for Teaching (2 times)

University of Toronto Undergraduate Courses

Academic English Level 60 (11 times)

Academic Culture and English (7 times)

English for Effective Communication (7 times)

Canadian Studies (5 times)

York University Undergraduate Courses

SP1000 Elementary Spanish (2 times)

Academic English Level 5 (1 time)

Canadian Studies (1 time)

5. Publications

Summary

Refereed journal articles: 4 + 1 in press

Edited books: 1

Book chapters: 7

Papers in refereed conference proceedings: 1

Non-refereed journal articles: 4

Newsletters: 1

Manuscripts submitted: 3

Refereed Journal Articles

Schmor, R. (Submitted). Acts of responsible resistance: A continuum of multilingual and plurilingual beliefs and practices of EAP instructors. *Journal of English for Academic Purposes*.

Schmor, R. (Submitted). A complex intersectional view of plurilingual identity: Recommendations for teacher practice. *TESOL Quarterly*.

Schmor, R. (Submitted). Pluriethnography as method: Investigating plurilingual teacher identities and practices. *Canadian Modern Language Review*.

Schmor, R., Araki, Y., Santoyo, S., & Gao, X. (In press). "Understanding is a shared responsibility": The impact of plurilingual teaching practices from the perspective of three English language learners. *TESL Canada Journal*.

Schmor, R., & Piccardo, E. (2024). Supporting language rights: Plurilingual pedagogies as an impetus for linguistic and cultural inclusion. *Human Rights Education Review*, 7(1): 72-102.

Schmor, R. (2023). Breaking more than the ice: Affording and affirming plurilingualism through identity-based icebreaker activities. *TESL Canada Journal*, 40(2), 77-88.

Schmor, R., Jones, S., & Noel, K. (2023). Microaggressions to microaffirmations: A trioethnography of plurilingual EAP instructors. *Journal of English for Academic Purposes*, 64, 101270.

Schmor, R. (2023). Pluricultural perspectives on plurilingual identity: A critical intersectional literature review. *Journal of Belonging, Identity, Language, and Diversity*, 7(1): 107-124.

Edited Books

Jones, S., **Schmor, R.,** & Kerekes, J. (Eds.) (2024). *Reconceptualizing language norms in multilingual contexts*. IGI Global. DOI: 10.4018/978-1-6684-8761-7.

Book Chapters

Schmor, R. (2025). Adopting a plurilingual attitude: A reimagining of linguistic and cultural identity. In Piccardo, E., & Chen, L. (Eds.). *Voices of the selves: Autoethnographies of plurilingualism* (pp. 19-26). Routledge.

Schmor, R., Jones, S., & Kerekes, J. (2024). Concluding conversation. In S. Jones, R. Schmor & J. Kerekes (Eds.), *Reconceptualizing language norms in multilingual contexts* (pp. 313-317). IGI Global.

Schmor, R., & Ferrari Aggradi, I. (2023). La didattica a distanza nell'aula di lingue: Uso di nuovi strumenti, risorse e modalità. In E. Piccardo & G. Langé. (Eds.) *La classe plurilingue: Insegnare con un approccio orientato all'azione* (pp. 17-26). Sanoma.

Schmor, R., Alemani, C., & Folinazzo, G. (2023). La voce degli insegnanti nella ricerca: approfondimenti e riflessioni pedagogiche. In E. Piccardo & G. Langé. (Eds.) *La classe plurilingue: Insegnare con un approccio orientato all'azione* (pp. 88-103). Pearson Academy.

Carter, A., & **Schmor, R.** (2022). Pluriculturalism and plurilingualism in English for academic purposes: Challenges and opportunities. In E. Charamba (Ed.) *Handbook of research on teaching in multicultural and multilingual contexts* (pp. 319-336). IGI Global.

Galante, A., & **Schmor, R.** (2022). Introduction: Activating linguistic and cultural diversity in the language classroom. In E. Piccardo, G. Lawrence, A. Germain-Rutherford & A. Galante (Eds.), *Activating linguistic and cultural diversity in the language classroom* (pp. 1-14). Springer.

Piccardo, E., Antony-Newman, M., **Schmor, R.**, Lawrence, G., Galante, A., Germain-Rutherford, A., & Scholze, A. (2022). All things interconnected: Activating holistic, dynamic and diverse perspectives in the enactment of innovative language education. In E. Piccardo, G. Lawrence, A. Germain-Rutherford & A. Galante (Eds.), *Activating linguistic and cultural diversity in the language classroom* (pp. 285-306). Springer.

Papers in Refereed Conference Proceedings

Piccardo, E., **Schmor, R.**, & Noel, K. (2024). Action-oriented scenarios: A paradigm shift in language education. *Novel techniques and approaches in language teaching, 16–17 May 2024, Reykjavik*, 104-119.

Non-Refereed Journal Articles

Schmor, R., & Akdemir, N. (2024). Diversity, equity, and inclusion: Dialoguing with TESL Ontario members. *Contact*, Spring issue, 34-41. 2024.

Guida, R., **Schmor, R.**, & Stunell, L. (2023). Beyond the tip of the iceberg: Reflections on CASLT's discovering languages series. *Réflexions*, 42(3): 45-47.

Noel, K., **Schmor, R.**, Scholze, A., & Piccardo, E. (2022). Supporting online language education during the COVID-19 pandemic: Insights into language teachers' use of action-oriented, plurilingual scenarios in northern Italy. *Contact*, Spring 2022.

Schmor, R. (2020). Informed use of learner L1: Plurilingualism as a macrostrategy for teaching English to speakers of other languages. *Contact*, Spring 2020.

Newsletters

Jones, S. & **Schmor, R.** (2023). Peer sponsorship: A collaborative professional development practice. *AAALGrads*, 7(2): 11-13.

6. Presentations

Summary

Refereed conference presentations: 26

Invited presentations, panels, and workshops: 13

Refereed Conference Presentations

Schmor, R. (2024, October 4). *Engaging with difference: A pluriethnography of teacher identities and practices*. Centre for Educational Research on Languages and Literacies Symposium. London, ON.

Hunter, D., **Schmor, R.**, & Folinazzo, G. (2024, June 12). *The potential for a plurilingual action-oriented pedagogical framework: Research insights*. The Canadian Association of Applied Linguistics. Montreal, Canada (Online).

Lawrence, G., **Schmor, R.**, & Ward, L. (2024, May 31). *Transforming language teacher education: An examination of teacher agency, beliefs and situated practice*. International Language Teacher Education Conference, Centre for

Advanced Research on Language Acquisition, University of Minnesota.
Minneapolis, United States (Online).

Piccardo, E., **Schmor, R.**, & Noel, K. (2024, May 17). Action-oriented scenarios: A paradigm shift in language education. *Novel Techniques and Approaches in Language Teaching*. Reykjavík, Iceland (Online).

Tastanbek, S., & **Schmor, R.** (May 3, 2024). *Implementing critical multilingual materials: Examples from Canada and Qazaqstan*. BC TEAL Conference. Vancouver, Canada (Online).

Schmor, R., Balagopal, S., & Pyo, H. (2023, November 10). *Beyond buzzwords: Enacting diversity, equity, and inclusion*. TESL Ontario Annual Conference. Online.

Schmor, R., & Jahan, D. (2023, June 3). *Breaking more than the ice: Inclusive icebreaker activities to support diverse language learner identities*. TESL Toronto Spring Conference. Toronto, Canada.

Piccardo, E., **Schmor, R.**, Scholze, A., & Folinazzo, G. (2023, June 3). *Authentic and inclusive language education through plurilingual action-oriented scenarios: Lessons from a transatlantic partnership*. Centre for Educational Research on Languages and Literacies Symposium. Toronto, Canada.

Schmor, R. (2023, June 2). *A Plural, intersectional approach to multiethnographic methodologies: Investigating the relationship between plurilingual identities and practices*. Centre for Educational Research on Languages and Literacies Symposium. Toronto, Canada.

Jones, S., **Schmor, R.**, & Noel, K. (2023, May 29). *Microaggressions to microaffirmations: A trioethnography of plurilingual EAP instructors*. The Canadian Association of Applied Linguistics. Toronto, Canada.

Schmor, R., Scholze, A., Folinazzo, G. & Piccardo, E. (2023, May 28). *Promoting plurilingualism and the action-oriented approach: Lessons from a transatlantic partnership*. The Canadian Association of Applied Linguistics. Toronto, Canada.

Schmor, R., Noel, K., Scholze, A. & Piccardo, E. (2023, May 15). *The ' plurilingual research team': Strategies and implications for pluricultural collaborations*. Second Language Pedagogies Conference. Guelph, Canada.

Piccardo, E., **Schmor, R.**, & Noel, K. (2023, May 5). *Fostering inclusivity and multimodality through a plurilingual, action-oriented approach to language education*. Canadian Centre for Studies and Research on Bilingualism and Language Planning Conference. Ottawa, Canada.

Schmor, R., Scholze, A., Folinazzo, G., Noel, K., & Piccardo, E. (2022, Nov 18). *Plurilingual action-oriented practices: Case studies from classrooms across Italy*. TESOL Italy National Convention. Online.

Noel, K., **Schmor, R.**, Scholze, A., & Piccardo, E. (2022, June 25). *Supporting innovation in language education during the COVID-19 pandemic: Use of plurilingual, action-oriented approaches*. Centre for Educational Research on Languages and Literacies Symposium, University of Toronto, Ontario Institute for Studies in Education. Online.

Schmor, R., Urul, E., & Hayakawa, A. (2022, June 4). *Plurilingualism in practice: Student perspectives and example projects*. TESL Toronto Spring Conference. Online.

Piccardo, E., Noel, K., Scholze, A., & **Schmor, R.** (2022, May 12). *Supporting online language education during the COVID-19 pandemic: Findings from a mixed-methods study on the use of action-oriented, plurilingual scenarios in northern Italy*. Impacts of COVID-19 Lecture Series. Ontario Institute for Studies in Education. Online.

Scholze, A., **Schmor, R.**, & Piccardo, E. (2022, March 20). *Promoting a plurilingual, holistic view of languages through action-oriented scenarios: An innovative language learning platform*. American Association for Applied Linguistics Annual Conference. Pittsburgh, United States.

Schmor, R., Scholze, A., Piccardo, E., & Noel, K. (2022, March 21). *Supporting innovation in language education through plurilingual and online action-oriented pedagogies: A mixed-methods study*. American Association for Applied Linguistics Annual Conference. Pittsburgh, United States.

Schmor, R., Scholze, A., Noel, K., & Piccardo, E. (2021, November 4). *Supporting pedagogical innovation online: A Canada-Italy collaboration*. TESL Ontario Annual Conference. Online.

Koslowski, M. & **Schmor, R.** (2021, June 11). *Language integration through E-Portfolio (LITE): A plurilingual, action-oriented and pedagogically innovative online tool for language learning and reflection*. Centre for Educational Research on Languages and Literacies Symposium, University of Toronto, Ontario Institute for Studies in Education. Online.

Carter, A., **Schmor, R.**, & Guerrero, M. (2021, June 5). *Social inclusion in a time of social isolation: Strategies for building community in online language classes*. TESL Toronto Spring Conference. Online.

Carter, A. & **Schmor, R.** (2020, June 6). *Intercultural and plurilingual language teaching: What, why, and how*. TESL Ontario Spring Conference. Online.

Schmor, R. (2019, December 5). *Easy English: A collection of authentic and intercultural listening texts on Youtube*. TESL Ontario Annual Conference. Toronto, Canada.

Schmor, R. (2019, January 19). *Crossing cultural borders in your classroom: Teleconferencing as a tool for language education and identity transformation in an EAP class in China*. TESL Toronto T4T (Technology for Teachers) Conference. Toronto, Canada.

Schmor, R. (2018, May 5). *Student-researcher perspectives and cross-cultural implications: Findings from Enrique José Varona Pedagogical University*. Grupo Especialistas en Lengua Inglesa Annual Conference. Havana, Cuba.

Invited Presentations, Panels, and Workshops

Schmor, R. (2024, November 11). *Pluriethnography as methodology*. Invited speaker for EDUC5220 Narrative Inquiry, York University. Toronto, Canada.

Schmor, R. (2024, November 7). *Investigating plurilingual teacher identities and practices: A multimodal pluriethnography*. Invited presenter for Plurilingual Lab. Montreal, Canada (Online).

Schmor, R., & Jones, S. (2024, October 28). *Conference presentations and academic networking*. Invited speaker for CTL3899 Research Symposium, Ontario Institute for Studies in Education. Toronto, Canada.

Schmor, R. (2024, September 19). *Identities and practices of plurilingual English for academic purposes instructors: A multimodal pluriethnography*. Invited presenter for Centre for Educational Research on Languages and Literacies Research Talk Series. Toronto, Canada.

Schmor, R., & Folinazzo, G. (2024, April 6). *Activating the action-oriented approach: Navigating the shift from language skills to modes of communication*. Invited workshop facilitator for TESL (Teaching English as a Second Language) Waterloo-Wellington. Kitchener, Canada.

Jones, S. & **Schmor, R.** (2024, January 22). *The editorial experience: Reconceptualizing language norms in multilingual contexts*. Invited panelist for Centre for Educational Research on Languages and Literacies, University of Toronto, Ontario Institute for Studies in Education. Toronto, Canada.

Schmor, R., & Tastanbek, S. (2023, November 21). *English mostly: Co-creating plurilingual classroom policies*. Invited speaker for TESL (Teaching English as a Second Language) Ontario Dialogue Session. Online.

Schmor, R. (2023, July 10). *Pragmatics of intercultural workplace communication*. Invited speaker for Advanced Writing course, Niagara College. Toronto, Canada.

Schmor, R., & Guerrero, M. (2023, May 9). *Diversity, equity & inclusion within TESL Ontario*. Invited speaker for TESL (Teaching English as a Second Language) Ontario Dialogue Session. Online.

Schmor, R. (2022, November 22). *From task-based to action-oriented teaching and learning*. Invited speaker for CTL3002 Second Language Methodologies, Ontario Institute for Studies in Education. Toronto, Canada.

Schmor, R. (2022, October 26). *L'impatto dell'approccio plurilingue sull'inclusione dello studente*. Invited presenter for Seminario Ufficio Scolastico Regionale per il Lazio. Online.

Piccardo, E., **Schmor, R.**, & Scholze, A. (2020, December 18). *Supporting online language learning: Fostering pedagogical innovation in a time of crisis*. Invited workshop facilitator for Ufficio Scolastico per la Lombardia, Italy (Italian Ministry of Education, Lombardy). Online.

Schmor, R. (2018, May 9). *A structural assessment of the diploma paper program: Preliminary findings and student-researcher feedback*. Invited speaker for Enrique José Varona University of Pedagogical Sciences. Havana, Cuba.

7. Service

2024 - Present

Managing Editor

Journal of Belonging, Identity, Language and Diversity

2021 - Present

Chair, Diversity, Equity and Inclusion Committee

TESL (Teachers of English as a Second Language) Ontario

2023-2024

Senior Copyeditor

Canadian Journal for New Scholars in Education

2023

Publications Committee Member

Ontario Institute for Studies in Education Graduate Student Research Conference

2022

Mentor

University of Toronto Mississauga

2021

Alumni Mentor

University of Toronto, Woodsworth College

8. Awards

Ken Hyland Best Paper Award Honorable Mention, 2023

International Studies Department Prize for Scholarly Excellence, 2018