

Xiao Lan Curdt-Christiansen
DEPARTMENT OF EDUCATION
UNIVERSITY OF BATH

Address:**Phone:****E-mail:****Education**

- 2003 PhD (Dean's Honour) McGill University, Integrated Studies in Education
 Dissertation: Growing up in three languages: Triliteracy practices of Chinese immigrant children in Quebec
- 1999 MA McGill University, Second Language Education
- 1987 BA Beijing Capital Normal University, Modern Languages (English and Japanese)

Appointments

- 09/2017 – current Professor of Applied Linguistics in Education, Department of Education, University of Bath
Director of Centre for Research in Education in Asia (CREA)
Cluster leader Language, Education and Practice
- 10/2013- 08/2017 Associate Professor, Institute of Education, University of Reading, UK
- 02/2012- 05/2014 Associate Professor, English Language and Literature Academic Group, National Institute of Education, Nanyang Technological University, Singapore
- 09/2005 – 01/2012 Assistant Professor, English Language and Literature Academic Group, National Institute of Education, Nanyang Technological University, Singapore
- 01/2004 – 06/2005 Research Associate, Multilingual Literacies Research Group, Faculty of Education, McGill University, Canada
- 01/2004 – 02/2005 Adjunct Lecturer, McGill TEFL, Department of Integrated Studies in Education and Centre for Continuing Education, McGill University
- 09/2003 – 08/2005 Principal, The West Island Chinese School, Montreal, Quebec, Canada
- 01/1999 – 12/2003 Research Associate, Heritage Language Research Group, Faculty of Education, McGill University

01/2002 – 12/2002	<u>Teaching Associate</u> , Department of Integrated Studies in Education, Faculty of Education, McGill University
03/2001 – 08/2002	<u>Lecturer/consultant</u> , International Office, McGill University
01/1997 – 07/2001	<u>Mandarin instructor</u> , College Platon, Montreal
01/1992 – 06/1995	<u>Mandarin instructor</u> , Copenhagen Business Language School

Professional Memberships

2024 -	Co-convenor of the AILA Research Network/ <u>(AILA) Research Network (ReN) on “Social and Affective Factors in Home Language Maintenance and Development”</u>
2014- present	British Association for Applied Linguistics (BAAL)
2001- present	American Association for Applied Linguistics (AAAL)
2010- present	International Association for Applied Linguistics (AILA)
2012- 2017	Association for Language Awareness (ALA)
2007- 2013	Tertiary English Teacher’s Society, Singapore
2007- 2013	The Singapore Association for Applied Linguistics (SAAL)

Awards

2020-2021	Recognising Excellence Award, University of Bath
2022 & 2023	Top 2% most cited scientific authors in the world in applied linguistics (Stanford Rankings) https://www.lse.ac.uk/geography-and-environment/research/stanford-elsevier-top-2-scientist-rankings
2022-2024	Nominated for Best PhD supervisor, University of Bath

Media Appearance

2022	the Guardian https://www.theguardian.com/science/2022/sep/04/britains-multilingual-children-we-speak-whatever-language-gets-the-job-done-
2013	https://www.straitstimes.com/singapore/speak-your-best-language-at-home-expert-advises

SCHOLARLY ACTIVITY AND RESEARCH

1. Overview

My research encompasses ideological, sociocultural and policy perspectives on language education with particular focus on educational practices and children’s bilingual/multilingual and

biliteracy development. Within these broad perspectives, my research addresses three main issues: how does language policy at the macro level influence and interact with micro level language policy to support minority language learners? Which literacy instructional approaches and formal language environments can provide affordances or constraints in narrowing the educational gap? How do teachers' ideological convictions affect their pedagogical practices, and how are these convictions reflected in classroom discourse?

To address these three broad research issues, I have examined bi/multilingual community-home-school contexts in the UK, Canada, France and Singapore on topics of curriculum policy, language-in-educational policy and family language policy. My interdisciplinary training has allowed me to incorporate different research approaches into my work and to contribute to the field of applied linguistics, literacy studies as well as general educational research. I have publications in competitive journals in areas of language and education, language policy and applied linguistics.

2. Research Activities

Since 2001, I have participated in 18 funded projects from various research funding institutes including the UK, Singapore, Finland, Norway, France and Canada.

1. **2021-2022: British Council, £55,040.00 (CoI).** *Leading Change Management in Educational Systems* for Indian senior education leaders and policy implementers (IND/CONT/G/20-21/21).
2. **2018-2022: Academy of Finland, €500,000.00 (Affiliated CoI, researcher).** *What's in the App? Digitally-mediated communication within contemporary multilingual families across time and space.* PI: Prof. [Asa Palviainen](https://www.jyu.fi/hytk/fi/laitokset/kivi/henkilosto/henkilosto/palviainen-asa/whatsinapp) (University of Jyväskylä, Finland). <https://www.jyu.fi/hytk/fi/laitokset/kivi/henkilosto/henkilosto/palviainen-asa/whatsinapp>;
3. **2021-2022: Engagement Bath, £2,500.00 (CoI).** *Increasing the visibility of British Chinese Communities' Health and Physical Activity Experiences in Bath and NorthEast Somerset.*
4. **2020-2021: International Office, University of Bath, £10,000.00 (CoI).** *Developing Leadership and Pedagogical Knowledge across International Boundaries: A comparative Study of China and the UK.*
5. **2019-2022: MoE, Office of Education Research, National Institute of Education, Nanyang Technological University, S\$144,784.00 (consultant).** *Leisure Reading in Two Languages: Reading Habits and Preferences of Bilingual Children in Singapore* (OER 03/19 SBQ).
6. **2019-2023: MoE, Office of Education Research, National Institute of Education, Nanyang Technological University, S\$ S\$3,387,688.00 (consultant).** *CORE 3 Research Programme: Baseline Investigation of Mother Tongue Pedagogies in Singapore's Primary and Secondary Classrooms (C3MT)* (OER 21/19 KBK)
7. **2017-2020: ESRC project. £849,192.00 (PI).** *Family Language Policy: A Multi-level Investigation of Multilingual Practices in Transnational Families.* (ES/N019105/1). CoIs: Professors Li Wei (UCL) and Zhu Hua (Birkbeck)
<https://gtr.ukri.org/projects?ref=ES%2FN019105%2F1>
<https://vimeo.com/254348512/9c6244ff50>
<https://familylanguagepoli.wixsite.com/familylanguagepolicy>
8. **2018 -2018: PI: ESRC Social Science Festival Grant. £800.00.** *Multilingual story-telling by children and for children.*

9. **2016-2017: IoE prompting grant. £ 684.00 (PI).** *Making Sense of Policy and Practice: Teaching EAL Learners in the UK.* (E3548000) CoI: Naomi Flynn (IoE)
10. 2014-2015: Centre for Literacy and Multilingualism (UoR), internal grant. **£765.40 (PI).** *Private Language Management: Home Literacy Environments for Bilingual Development* (A3496700). Francesca LaMorgia (CoI)
11. 2010-2014: Office of Educational Research/MoE (Singapore) grant. **S\$226, 276. 20 (PI)** *Biliteracy Development: Metalinguistic knowledge and bilingual academic performance* (35/09 XLC). GuangWei HU (CoI).
12. 2008-2010: Merlion Franco-Singapore Grant (French and Singapore Government). **S\$60.000.00 (PI).** *A Tale of Two Nations: A comparative study of bilingual children's literacy practices in Singapore and France* (N. Dossier: 7.01.08). Andrea Young (PI-French Strasbourg Uni), GuangWei Hu (CoI), Christine Helot (CoI).
13. 2012-2022: **Research Collaborator:** Research council of Norway grant. **NOK 34M.** *Multilingualism in Society across Lifespan.* Elizabeth Lanza (PI), with multiple CIs.
14. 2010-2013: Office of Educational Research/MoE (Singapore) grant. **S\$138,700.00 (CoI).** *Talk, Language and Learning in P1/P2 Lessons* (OER 33/09 RS). Rita Silver (PI) with Xiao Lan Curdt-Christiansen, Yaning Yang, Roksana Abdullah, Seetha Lakshmi and Joseph Yeo (CI).
15. 2009-2011: Office of Educational Research/MoE (Singapore) grant. **S\$247,046.00 (CoI)** *Curriculum Implementation in Early Primary Schools in Singapore* (47/08 MS). Rita Silver (PI) with Xiao Lan Curdt-Christiansen, Yaning Yang, Roksana Abdullah, Seetha Lakshmi and Joseph Yeo (CI).
16. 2007-2009: Nanyang Technological University Start-up grant. **S\$ 53,742.18 (PI).** *Beyond bilingualism: The multilingual realities in Singapore* (RP 3/07 XL).
17. 2006-2007: National Library Board (NLB) Commissioned project (PI). *Reading Attitudes: KidsREAD Club evaluation.* Sally Jones (CI).
18. 2001-2004: **Research Associate:** SSHRC Canada grant. 2001-2004. **Can\$250,000.00 (RA).** *Minority Language Primary Children's Negotiations of Biliteracy Practices and Cultural Positioning in Home and School Contexts.* Ann Beer (PI) with Mary Maguire (CI).

3. Publications

Books

1. Meng, T. & Curdt-Christiansen, X. L. (in progress)(Eds.). *University Ethnic Minority Staff's Leadership Opportunities and Career Trajectories.* Routledge.
2. Pang, B., Curdt-Christiansen, X. L., & Mu, M. (under-contract) (Eds.). *Chinese International Students' Wellbeing and Health Experiences.* Springer.
3. Curdt-Christiansen, X.L. & Weninger, C. (forthcoming) (Eds.). *Cambridge Encyclopaedia of Applied Linguistics: Language and Ideology.* Cambridge University Press.
4. Curdt-Christiansen, X.L. (2023) (Ed.) Section: Language and Education of the *Springer International Handbook of Education Development in Asia Pacific (IHEDAP).* Springer.

5. Curdt-Christiansen, X. L. & Weninger, C. (2015) (Eds.). *Language, ideology and Education: The politics of textbooks in language education*. London and New York: Routledge.
<http://www.routledge.com/books/details/9780415840385/>
6. Curdt-Christiansen, X. L. & Hancock, A. (2014) (Eds.). *Learning Chinese in diasporic communities: Many pathways to becoming Chinese*. John Benjamins.

Book Chapters

7. Curdt-Christiansen, X.L., Chang, J., Baily, A. and Li, X. (forthcoming). Heritage language education: status, challenges and perspectives. In G., **Barkhuizen, M.Y. Park, & S. May** (Eds.) *Mobilizing Identities in Language Policy, Teaching, and Learning*. Routledge.
8. Curdt-Christiansen, X.L. (forthcoming). Bilingual education and family language policy. In Andy Gao (Ed.), *Cambridge Encyclopaedia of Applied Linguistics: Bilingual Education* (area). Cambridge University Press.
9. Khaled, Y. & Curdt-Christiansen, X.L. (forthcoming). Ideology and SLA. In E. Mayer & L. E. Sanchez (Eds.) *Handbook of Second Language Acquisition and Language Contact*. Routledge.
10. Curdt-Christiansen, X.L. & Baily, A. (revision completed). Heritage language education in diasporic communities: A focus on Chinese speakers. In P. Romanowski & M. L. Pérez-Cañado (Eds.), *Cambridge Handbook of Multilingual Education*. Cambridge University Press.
11. Chang, J. & Curdt-Christiansen, X.L. (in-press). Hope and agony: Revitalising Chinese as heritage language in the UK. In R. Zholdoshalieva & E. Prins (Eds.), *Family and intergenerational literacy and learning: International perspectives*. Hamburg, Germany: UNESCO Institute for Lifelong Learning.
12. Chang, J. & Curdt-Christiansen, X.L. (in-press). "Glad that My Digital Skills Are Useful": The Use of Apps in Heritage Language Literacy by Biracial Chinese Adolescents. In E. Edwards, C. Compton-Lilly & G. Li (Eds.), *International Handbook of Literacies in Families and Communities*.
13. Baily, A., Curdt-Christiansen, X.L., Chang, J., & Liu, X. (in-press). Festivals, Cultural Celebrations and Family Language Policy: Case studies of Ethnic Chinese Families in the UK and Ireland. In S. Hague & F. Le Lièvre (Eds.) *Family language policy: Verbal interaction and language transmission*. Peter Lang.
14. Curdt-Christiansen, X.L. (2023) (Ed.) Section: Language and Education, the *Springer International Handbook of Education Development in Asia Pacific (IHEDAP)*(pp. 509-512). Lee, W.O, Phillip Brown, A. Lin Goodwin and Andy Green (Eds-in- chief). Springer.
15. Curdt-Christiansen, X.L. (2023). Bilingualism and Multilingualism in Classrooms in Hong Kong and Singapore: Code-Switching and Translanguaging. In Lee, W.O., Brown, P., Goodwin, A.L., Green, A. (eds). *International Handbook on Education Development in Asia-Pacific* (pp. 565-579). Springer, Singapore. https://doi.org/10.1007/978-981-16-2327-1_25-1

16. Curdt-Christiansen, X.L. (2022). Family language policy and education. In H. Chalmers (Ed.), *The researched guide to English as an additional language: An evidence-informed guide for teachers* (pp. 97-110). London, UK: John Catt Educational LTD.
17. Curdt-Christiansen, X. L. & Sun, B. (2022). Establishing and maintaining a multilingual family language policy. In A. Stavans & U. Jessner (Eds.), *The Cambridge Handbook of Childhood Multilingualism* (pp. 257-277). Cambridge University Press.
18. Palviainen, A. & Curdt-Christiansen, X.L. (2022). Language education policies and early childhood education (ECE). In: Schwartz, M. (Ed.), *Handbook of Early Language Education* (pp.168-187). International Handbooks of Education. Dordrecht, Netherlands: Springer. https://doi.org/10.1007/978-3-030-91662-6_7.
19. King, K. & Curdt-Christiansen, X.L. (2021). Language Development, Discourse and Politics: Family language policy foundations and current directions. In Robert Blackwood and Unn Røyneland (Eds.), *Trajectories of language: policies, spaces, and interactions* (pp. 83-103). Routledge.
20. Curdt-Christiansen, X.L. & Lim. D. (2020). Home-school literacy. In Wong, R. (Ed.), *Developing literacy in the English classroom* (2nd edition, pp. 9-22). Singapore: Pearson.
21. Curdt-Christiansen, X.L. (2020). The reading process. In Wong, R.Y.L. (Ed.), *Developing literacy in the English classroom* (2nd edition, pp. 23-34). Singapore: Pearson.
22. Curdt-Christiansen, X. L. & Huang, J. (2020). Factors influencing family language policy. In A. Shalley & S. Eisenclas (Eds.), *Handbook of Social and Affective Factors in Home Language Maintenance and Development* (pp. 174-193). Mouton de Gruyter.
23. Curdt-Christiansen, X. L. (2020). Observations and field-notes: Recording lived experiences. In J. McKinley & H. Rose (Eds.), *The Routledge Handbook of Research Methods in Applied Linguistics* (pp. 336-347). London and New York: Routledge.
24. Curdt-Christiansen, X. L. (2018). Family language policy. In J. W. Tollefson & M. Perez-Milans (Eds.), *The Oxford handbook of language policy and planning* (pp. 420-441). Oxford: Oxford University Press. DOI: [10.1093/oxfordhb/9780190458898.001.0001](https://doi.org/10.1093/oxfordhb/9780190458898.001.0001)
25. Sun, B. and Curdt-Christiansen (2018). Chinese Instruction in Singapore: Voices of children and views of teacher. In W. Ma and G. Li (Eds.), *Educating Chinese-heritage students in the global-local nexus: Identities, challenges, and opportunities* (pp. 209-226). London and New York: Routledge.
26. Curdt-Christiansen, X. L (2017). Language socialization through (language) textbooks. In P. Duff, & S. May (Eds.), *Encyclopedia of language and education* (Vol. 8), *Language socialization* (pp. 195-210). Springer: [doi:10.1007/978-3-319-02327-4_15-1](https://doi.org/10.1007/978-3-319-02327-4_15-1)
27. Curdt-Christiansen, X. L (2016). Family language policy in the Chinese community in Singapore: A question of balance? In Li Wei (Ed.), *Multilingualism in the Chinese diaspora worldwide* (pp.255-275). London and New York: Routledge.
28. Sun, B. & Curdt-Christiansen, X. L. (2016). Morphological awareness and reading development in bilingual English-Chinese children in Singapore. In R. Silver & W. Bokhorst-Heng (Eds.), *Quadilingual education in Singapore: Pedagogical innovation in language education* (pp. 84-101). Springer.

29. Silver, R. E., Curdt-Christiansen, X.-L., Abdullah, R., Lakshmi, S., & Yang, Y. (2016). Distinctiveness and uniformity: Teaching language in Singapore primary grades 1 & 2. In R. E. Silver & W. D. Bokhorst-Heng (Eds.), [*Quadrilingual education in Singapore: Pedagogical innovation in language education*](#) (pp. 153-180). Singapore: Springer.
30. Curdt-Christiansen, X. L. & Weninger, C. (2015). Introduction: Ideology and the politics of language text books. In X.L. Curdt-Christiansen & C. Weninger (Eds.); *Language, ideologies and education: The politics of textbooks in language education* (pp. 1-8). London and New York: Routledge. 226 pages
31. Curdt-Christiansen, X. L. (2015). Ideological and cultural hegemony in lower primary English teaching materials in Singapore. In X.L. Curdt-Christiansen & C. Weninger (Eds.); *Language, ideologies and education: The politics of textbooks in language education* (pp. 129-145). London and New York: Routledge.
32. Curdt-Christiansen, X. L. & Hancock, A. (2014). Introduction. In X.L. Curdt-Christiansen & A. Hancock (Eds.); *Learning Chinese in diasporic communities: Many pathways to being Chinese* (pp. 1-12). John Benjamins.
33. Curdt-Christiansen, X. L. (2014). Family language policy: Is learning Chinese at odds with leaning English in Singapore. In X.L. Curdt-Christiansen & A. Hancock (Eds.); *Learning Chinese in diasporic communities: Many pathways to being Chinese* (pp.35-58). John Benjamins.
34. Silver, R., Curdt-Christiansen, X.L., Wright, S. & Stinson, M. (2013). Working through the layers: Curriculum implementation in language education. In Z. Deng, S. Gopinathan & C. Lee (Eds.); *Globalization and the Singapore curriculum: From policy to classroom* (pp.151-167). London: Springer.
35. Curdt-Christiansen, X. L. (2013). Negotiating family language policy: Doing homework. In Schwartz, M. & Verschik, A. (Eds); *Successful family language policy: Parents, children and educators in interaction* (pp. 277-295). *Series Multilingual Education 7*. Dordrecht, Netherlands: Springer. DOI 10.1007/978-94-007-7753-8_10.
36. Curdt-Christiansen, X.L. (2012). Private Language management in Singapore: Which language to practice and how? In A.S. Yeung, C.F.K. Lee & E. L. Brown (Eds.), *Communication and language* (pp. 55-77). Scottsdale, AZ: Information Age Publishing.
37. Curdt-Christiansen, X.-L., Silver, R. E. (2011). Learning environments: The enactment of educational policies in Singapore. In C. Ward (Ed.), *Language education: An essential for a global economy (RELC Anthology #52)* (pp. 2-24). Singapore: SEAMEO, Regional English Language Centre.
38. Li, G.; He, M.F.; Curdt-Christiansen, X.L.; Tsou, W., & Wong, P.H. (2010). Teachers and teaching in Sinic education. In Y. Zhao, G. Li, P. Mishra, S. Shakrani, K. Okano & J. Lei (Eds.), *Handbook of Asian education: A cultural approach* (pp. 45-95). New York: Routledge.
39. Curdt-Christiansen, X.L. (2010). Home-school literacy. In Wong, R. (Ed.), *Developing literacy in the English classroom* (pp. 15-30). Singapore: Pearson.
40. Curdt-Christiansen, X.L. (2010). The reading process. In Wong, R.Y.L. (Ed.), *Developing literacy in the English classroom* (pp. 31-42). Singapore: Pearson.

41. Curdt-Christiansen, X.L. (2009). Treasure hunting with grammar. In Andrade, M.S. (Ed.), *Language games: Innovative activities for teaching English* (pp. 133-142). Alexandria, VA: TESOL.
42. Curdt-Christiansen, X.L. and Maguire, M. (2007). Portraits of self and discursive identity constructions: Three Chinese girls' textual powers in three languages and learning environments. In D. Thiessen & A. Cook-Sather (Eds.), *International handbook of student experience in elementary and secondary School* (pp. 517-554). Dordrecht: Springer.
43. Curdt-Christiansen, X.L. (2005). Multiple schools, different language experiences and affiliations. In A. Housen; L. Mettwie; M. Pierrard; L. Van Mensel & E. Witte (Eds.), *Language, attitudes and education in multilingual cities* (pp. 27-52). Brussels: Universal Press.
44. Maguire, M., Beer, A., Attarian, H., Curdt-Christiansen, X.L. & Yoshida, R. (2005). The chameleon character of multilingual literacy portraits: Re-searching in heritage language places and spaces. In J. Anderson, M. Kendrick, T. Roger & S. Smythe (Eds.), *Portraits of literacy across families, communities, and schools* (pp. 141-170). New Jersey: Lawrence Erlbaum.
45. Curdt-Christiansen, X.L. (2004). Made in China. In S. Weber & C. Mitchell (Eds.), *Not just any dress: Exploration of dress, identity, and the body* (pp. 183-191). New York: Peter Lang Publishing.
46. Curdt-Christiansen, X.L. (2001). Chinese parents' reflections and involvement in their children's trilingual practices. In L. Corriveau & W. Tulasiewicz (Eds.), *Mondialisation, politiques et pratiques de recherche (Chapitre 6)* (pp. 122-143). Québec: Editions du CRP.

Journal Articles (Refereed)

47. Li, L. & Curdt-Christiansen, X.L. (2024). Hidden curriculum: Voices of Chinese rural migrant children. *Children and Society*. Online first publication. <https://doi.org/10.1111/chso.12867>
48. Li, L., Curdt-Christiansen, X.L. & Zhu, D. (2024). Becoming and being a teacher through emotion discourse: a case study of a novice EMI teacher. *Journal of Multilingual and Multicultural Development*. DOI <https://doi.org/10.1080/01434632.2024.2369173>
49. Curdt-Christiansen, X.L., Li, L., & Cai, S. (2024). “来来，大家一起玩” (C'mon, let's play together): Grassroots planning from a Bourdieusian perspective. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2024.2321392>.
50. Chen, X. & Curdt-Christiansen, X.L. (2024). Engaging in classroom discussions: Academic socialisation of Chinese international students in the UK. *System*, 121, 103234. <https://doi.org/10.1016/j.system.2024.103234>
51. Li, L., Liu, X. & Curdt-Christiansen, X.L. (2024). Parental Involvement: Online Chinese Learning as Heritage Language Education in the UK. *Multilingua*, 43(2), 241-266. <https://doi.org/10.1515/multi-2023-000>
52. Curdt-Christiansen, X.L. & Palviainen, A. (2023). Ten years after: What has become of FLP? *Language Policy*, 22, 379-389. <https://doi.org/10.1007/s10993-023-09682-3>

53. Curdt-Christiansen, X.L., Li Wei, & Zhu Hua (2023). Pride, prejudice and pragmatism: FLP in the UK. *Language Policy*, 22, 391-411. <https://doi.org/10.1007/s10993-023-09669-0>
54. Curdt-Christiansen, X.L. (in-press). From the ground up: The intersection of grassroots language planning initiatives and family language policies. *Journal of Multilingual and Multicultural Development*.
55. Curdt-Christiansen, X.L. (2023). Family language policy: Enriching the field and expanding the scope. *Sociolinguistic Studies*.
56. Curdt-Christiansen, X.L. & Iwaniec, J. (2023). ‘妈妈, I miss you 🥹’: Emotional multilingual practices in transnational families. *International Journal of Bilingualism*, 27(2), 159-180. DOI: [10.1177/13670069221125342](https://doi.org/10.1177/13670069221125342)
57. Mckinley, J., Rose, H. & Curdt-Christiansen, X.L. (2023). EMI in Chinese higher education: the Muddy water of ‘Englishisation’. *Applied Linguistic Review*, 14(6): 1475–1481 <https://doi.org/10.1515/applirev-2022-0015>
58. Curdt-Christiansen, X.L., Gao, B. & Sun, B. (2023). How to kill two birds with one stone: EMI teachers needs in higher education in China. *Applied Linguistic Review*, 14(6), 1513-1538 publication). <https://doi.org/10.1515/applirev-2021-0178>
59. Curdt-Christiansen, X.L. (2022). Family Language Policy and School Language Policy: Can the Twain Meet? *International Journal of Multilingualism*, 19(3), 466-475. doi.org/10.1080/14790718.2022.2050242
60. Curdt-Christiansen, X. L., Zhu, H. & Li Wei (2021). The changing faces of transnational communities in Britain. *International Journal of Sociology of Language*, 269, 1-11. DOI: <https://doi.org/10.1515/ijsl-2021-0030>
61. Curdt-Christiansen, X.L. & Huang, J. (2021). ‘Pride’ and ‘Profit’: A Sociolinguistic Profile of the British-Chinese Community. *International Journal of the Sociology of Language*. 269, 47-72. <https://doi.org/10.1515/ijsl-2020-0005>.
62. Curdt-Christiansen, X.L. & Gao, A. X. (2021)(Eds.). Changing langscape: Family language policy and planning. *Current Issues in Language Planning*, 22(4), 353-361. DOI: [10.1080/14664208.2020.1819049](https://doi.org/10.1080/14664208.2020.1819049)
63. Curdt-Christiansen, X.L. (2021). Environmental literacy: raising awareness through Chinese primary education textbooks, *Language, Culture and Curriculum*, 34(2), 147-162. DOI: <https://doi.org/10.1080/07908318.2020.1797078>
64. Wang, W. & Curdt-Christiansen, X.L. (2021). Lost in translation: Parents as medium translators in intergenerational transmission. *Current Issues in Language Planning*, 22(4), 362-382. <https://doi.org/10.1080/14664208.2020.1763022>
65. Yang, H. & Curdt-Christiansen, X.L. (2021). Conflicting linguistic identities: parents’ and children’s language choice in migrant workers’ families. *Current Issues in Language Planning*, 22(4), 408-426. <https://doi.org/10.1080/14664208.2020.1748370>
66. Curdt-Christiansen, X.L. (2020). Educating migrant children in the UK: Language and educational practices in home and school environments. *International Multilingual Research Journal*, 14(2), 163-180. <https://doi.org/10.1080/19313152.2020.1732524>

67. Iwaniec, J. & Curdt-Christiansen, X. L. (2020). Parents as agents: Engaging children in environmental literacy in China. *Sustainability*. DOI:10.3390/su12166605.
68. Li, F. & Curdt-Christiansen (2020). Teacher Feedback in UK Higher Education: Affective and Cognitive Perceptions of Chinese postgraduate students. *International Journal of Educational Research*, 104, DOI: <https://doi.org/10.1016/j.ijer.2020.101674>
69. Wang, W. & Curdt-Christiansen, X.L. (forthcoming). 有朋自远方来 Friends from Afar: Multilingual Challenges and Opportunities for Chinese Universities. *Language, Culture and Curriculum*.
70. Sun, B., Hu G., & Curdt-Christiansen, X.L. (2020). Metalinguistic contribution to reading comprehension: a comparison of primary three students from China and Singapore. *Applied Psycholinguistics*, 41(3), 657-684. <https://doi.or/10.1017/S0142716420000132>
71. Sun, B., Loh, C. E., & Curdt-Christiansen, X. L. (2020). Leisure reading in multilingual Singapore: Reading enjoyment, habits and preferences of Singaporean children. *Journal of Multilingual Theories and Practices*, 1(2), 313-339. <https://doi.org/10.1558/jmtp.17610>
72. Wang, W. & Curdt-Christiansen, X.L. (2019). Translanguaging in a Chinese–English bilingual education programme: a university-classroom ethnography. *International Journal of Bilingual Education and Bilingualism*, 22(3), 322-337. <https://doi.org/10.1080/13670050.2018.1526254>
73. Curdt-Christiansen, X.L. (2019). 主持人语：家庭语言规划。 *语言战略研究*. 第4卷 2019年第2期;总第20期. *Chinese Journal of Language Policy and Planning*, 20, 11-11.
74. Wang, W. & Curdt-Christiansen, X.L. (2019). 方言代际传承中的父母媒介转译行为. Parents as Medium Translators in Intergenerational Transmission. *语言战略研究*. *Chinese Journal of Language Policy and Planning*, 20, 12-22.
75. Lanza, E. and Curdt-Christiansen, X.L.(2018)(Eds.). Special issue: Multilingual families: Aspirations and Challenges. *International Journal of Multilingualism*, 15(3), 231-232. <https://doi.org/10.1080/14790718.2018.1477091>
76. Curdt-Christiansen, X.L. (2018) (Ed.). Special issue: Engaging language policy from macro to micro level: Migration and language in Europe. *Language and Education*, 32(5), 391-393. DOI: <https://doi.org/10.1080/09500782.2018.1489830>
77. Flynn, N. & Curdt-Christiansen, X.L. (2018). Intentions versus enactment: making sense of policy and practice for teaching English as an additional language. *Language and Education*, 32(5), 410-427. <https://doi.org/10.1080/09500782.2018.1475484>
78. Curdt-Christiansen, X.L & Wang, W. (2018). Parents as Agents of Multilingual Education: Family Language Planning in China. *Language, Culture and Curriculum*. 31(3), 235-254. <https://doi.org/10.1080/07908318.2018.1504394>
79. Sun, B., Hu, G. & Curdt-Christianen, X.L. (2018). Metalinguistic contribution to writing competence: a study of monolingual children in China and bilingual children in Singapore. *Reading and Writing*, 31 (7), 1499-1523. <https://doi.org/10.1007/s11145-018-9846-5>
80. Curdt-Christiansen, X.L. and Lanza, E. (2018) (Eds.). Special issue: Language management in multilingual family: Efforts, measures and choices. *Multilingua: Journal of Cross-Cultural*

- and Interlanguage Communication*, 37(2), 123-130. DOI: <https://doi.org/10.1515/multi-2017-0132>
81. Curdt-Christiansen, X.L. and LaMorgia, F. (2018). Managing heritage language development: Opportunities and challenges for Chinese, Italian and Urdu speaking families in the UK. *Multilingua: Journal of Cross-Cultural and Interlanguage Communication*, 37(2), 177-210. DOI: <https://doi.org/10.1515/multi-2017-0019>
 82. Curdt-Christiansen, X.L. (2017) (Ed.). 专刊：家庭语言政策 – 过去，目前，将来。 *语言战略研究*, 6(2), 12-14. Column Prologue: The Past, Present and Future of Family Language Policy Research. *Chinese Journal of Language Policy and Planning*, 6(2), 12-14.
 83. Wang, W. & Curdt-Christiansen, X.L. (2017). 中国儿童语言培养的家庭语言规划研究：以城市中产阶级为例。 *语言战略研究*, 6(2), 25-34. Children's Language Development in Chinese Families: Urban Middle Class as a Case. *Chinese Journal of Language Policy and Planning*, 6(2), 25-34.
 84. Wang, W. & Curdt-Christiansen, X.L. (2016). Teaching Chinese to international students in China: Political rhetoric and ground realities. *The Asia-Pacific Education Researcher*, 25(5), 723-734. DOI: 10.1007/s40299-016-0316-z. <http://link.springer.com/article/10.1007/s40299-016-0316-z>
 85. Curdt-Christiansen, X.L. (2016). Conflicting language ideologies and contradictory language practices in Singaporean bilingual families. *Journal of Multilingual and Multicultural Development*, 37(7), 694-709. <http://www.tandfonline.com/doi/full/10.1080/01434632.2015.1127926>
 86. Curdt-Christiansen, X.L. & Sun, B. (2016). Nurturing bilingual learners: Challenges and concerns in Singapore. *International Journal of Bilingualism and Bilingual Education*, 19(6), 689-705. <http://dx.doi.org/10.1080/13670050.2016.1181606>
 87. Curdt-Christiansen, X.L. (2015). Striking a balance: Cultural conflicts or cultural adaptation. *Journal of European Applied Linguistics and TEFL*, 4(2), 73-92.
 88. Curdt-Christiansen, X.L. (2014). Planning for development or decline? Education policy for Chinese language in Singapore. *Critical Inquiry in Language Studies*, 11(1), 1-26.
 89. Curdt-Christiansen, X.L. (2013). Editorial: Family language policy: Realities and continuities. *Language Policy*, 13(1), 1-7. <http://www.springerlink.com/openurl.asp?genre=article&id=doi:10.1007/s10993-012-9269-0>
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 91. Curdt-Christiansen, X.L. & Silver, R.E. (2013). New wine into old skins: The enactment of literacy policy in Singapore. *Language and Education*, 27(3), 246-260. DOI:10.1080/09500782.2012.704046
 92. Curdt-Christiansen, X.L. & Silver, R.E. (2012). Educational reforms, cultural clashes and classroom practices. *Cambridge Journal of Education*, 42(2), 141-161.

93. Curdt-Christiansen, X.L. (2010). Competing priorities: Singapore teachers' perspectives on critical literacy. *International Journal of Educational Research*, 49(6), 184-194.
94. Riches, C. & Curdt-Christiansen, X.L. (2010). A Tale of two Montreal communities: Parental perspectives on their children's multi-lingual and multi-literate development. *Canadian Modern Language Review*, 66(4), 525-555.
95. Curdt-Christiansen, X. L. (2009). Love of reading: The evaluation of KidsREAD programme in Singapore. *The International Journal of Learning*, 16(9), 69-85.
96. Curdt-Christiansen, X.L. (2009). Visible and invisible language planning: Ideological factor in the family language policy of Chinese immigrant families in Quebec. *Language Policy*, 8(4), 351-375.
97. Curdt-Christiansen, X.L. (2008). Reading the world through words: Cultural themes in Heritage Chinese Language textbooks. *Language and Education*, 22(2), 95-113.
98. Curdt-Christiansen, X.L. (2007). Exploring trilingual Chinese children's language use. *Sociolinguistic Studies*, 1(1), 67-85.
99. Curdt-Christiansen, X.L. & Maguire, M. (2007). Multiple schools, languages, experiences and affiliations: Ideological Becomings and positionings. *Heritage Language Journal*, 5(1), 50-78.
100. Curdt-Christiansen, X.L. (2006). Language use patterns among Chinese students in Quebec. UK: Multilingual Matters. *International Journal of Multilingualism*.
101. Curdt-Christiansen, X.L. (2006). Teaching and learning Chinese: Heritage language classroom discourse in Montreal. *Language, Culture and Curriculum*, 19(2), 189-207.
102. Curdt-Christiansen, X.L. (2004). Linguistic genocide in education, linguistic diversity and biodiversity: A conversation with Prof Tove Skutnabb-Kangas. *English Quarterly*, 36(4), 10-15.
103. Curdt-Christiansen, X.L. and Attarian, H. (2004). Literacy and educational fundamentalism: A conversation with Prof Allan Luke. *English Quarterly*, 36(4), 1-9.
104. Curdt-Christiansen, X.L (2002). Who is responsible for maintaining heritage languages? *Language Magazine: The Journal of Communication & Education*.

Published Conference Papers (Published in Proceedings)

1. Curdt-Christiansen, X.L. (2003). Heritage language maintenance and development: Whose responsibility is it? In NA (Ed.) *The II. International Symposium on Bilingualism*. Vigo, Spain: NA.
2. Curdt-Christiansen, X.L. (2003). Growing up in three languages. In Barron, C., Benson, P. & Bruce, N. (Eds.) *Knowledge and discourse: Speculating on disciplinary futures*. Hong Kong, Hong Kong (China).

Published Reviews of Scholarly Works

1. Curdt-Christiansen, X. L. (2014). Language policy (by David Cassels Johnson, Basingstoke, UK, Palgrave Macmillan, ISBN 978-1-403-91184-1). *Language and Education*, 26(x), 00-00.
2. Sun, B. & Curdt-Christiansen, X. L. (2012). Becoming Multilingual: Language Learning and Language Policy between Attitudes and Identities (by Cecilia Varcasia, ed. Peter Lang). *Language and Education*, 26(x), 00-00.
3. Curdt-Christiansen, X. L. (2006). Teaching against global capitalism, and the new imperialism [Review of McLaren, P. & Farahmandpur, R. *Teaching against global capitalism, and the new imperialism*]. *Teaching Education*, Volume 17 (4), 371-377.

Research/Technical Reports

1. Curdt-Christiansen, X.L. (2016). Private language management: Home literacy environments for bilingual development (A3496700 final report). *Institute of Education, University of Reading*.
2. Curdt-Christiansen, X.L, Hu, G. & Sun, B. (2014). Biliteracy development: Metalinguistic knowledge and bilingual academic performance (35/09XLC Final report). *Singapore: Centre for Research in Pedagogy and Practice, National Institute of Education*.
3. Curdt-Christiansen, X.L (2011). Beyond bilingualism: The multilingual realities in Singapore. Singapore: *Centre for Research in Pedagogy and Practice, National Institute of Education*. Singapore.
4. Curdt-Christiansen, X.L (2011). *English lower primary lessons. (CIEPSS Final Report, Supplement 2)*. Singapore: *Centre for Research in Pedagogy and Practice, National Institute of Education*. Singapore.
5. Silver, R. E., Amasha, S. A., Abdullah, R., Curdt-Christiansen, X.L., Lakshmi, S., Yang, Y., Yeo, J. K. K. (2011). *Talk, Language and Learning in P1 and P2 lessons*. (NIE/OER). Singapore.
6. Silver, R. E., Wright, S., Amasha, S. A., Abdullah, R., Curdt-Christiansen, X.L., Lakshmi, S., Yang, Y., Yeo, J. K. K., Pak, S. (2011). *Curriculum implementation in early primary schooling in Singapore (CIEPSS)* (NIE/OER). Singapore.
7. Curdt-Christiansen, X.L. (2006). *An evaluation of reading attitudes in KidsREAD Club*. Singapore: National Library Board.

Higher Education Textbooks

1. Curdt-Christiansen, X.L., (2007). *Bachelor of Education Module Handbook. Curriculum Studies: English, Teaching Reading in Elementary Schools*. Abu Dhabi: Abu Dhabi Education Council. United Arab Emirates: Abu Dhabi Education Council.
2. Curdt-Christiansen, X.L., & Yio, S.K. (2007). *Bachelor of Education Module Handbook. Curriculum Studies: English, Teaching Writing in Elementary Schools*. Abu Dhabi: Abu Dhabi Education Council. United Arab Emirates: Abu Dhabi Education Council.

Editorship of Special Issues of Journals

1. Curdt-Christiansen, X.L. & Palviainen, A. (2023). Making Sense of Family Language Policy: From Wide Angle to Focal Lens. *Language Policy*.
2. Curdt-Christiansen, X.L. (in-press). From the ground up: The intersection of grassroots language planning initiatives and family language policies. *Journal of Multilingual and Multicultural Development*.
3. Rose, H., Mckinley, J. & Curdt-Christiansen, X.L. (2022)(Eds.). The Changing Tide of Internationalisation in Higher Education: English Medium Instruction in China. *Applied Linguistic Review*.
4. Curdt-Christiansen, Zhu Hua & Li Wei. (2021)(Eds.). Special Issue: The Changing Faces of Transnational Communities in Britain. *International Journal of the Sociology of Language*.
5. Curdt-Christiansen, X.L. and Gao, X. A. (2020)(Eds.). The Changing Langscape: Family Language Policy and Planning in China. *Current Issues in Language Planning*.
6. Curdt-Christiansen, X.L. (2019)(Ed.). Family Language Policy and Planning in China. *Chinese Journal of Language Policy*. 语言战略研究。
7. Lanza, E. and Curdt-Christiansen, X.L. (Eds.) (2018). Special issue: Multilingual families: Aspirations and Challenges. *International Journal of Multilingualism*.
8. Curdt-Christiansen, X.L. (2018)(Ed.). Engaging language policy from macro to micro level: Migration and language in Europe. *Language and Education*.
9. Curdt-Christiansen, X.L. (2017)(Ed.). Family language planning: Critical issues. *Chinese Journal of Language Policy*. 语言战略研究。
10. Curdt-Christiansen, X.L. Lanza, L. (2017) (Eds.). Language management in multilingual family: Efforts, measures and choices. *Multilingua: Journal of Cross-Cultural and Interlanguage Communication*.
11. Curdt-Christiansen, X.L. (2013). Family language policy. *Language Policy*, 13(1), 1-7.
12. Kalantzis, M., Cope, B., & Curdt-Christiansen, X.L. (Eds.) (2009). *The International Journal of Learning*, 16 (2).

Notable international networks and partnerships

- *Center for Multilingual and Intercultural Communication (MIC)*, Stony Brook University, NY with Prof: Agnes HE
- Fudan University, China. Prof *Zheng Yongyan*, Vice Dean of College of Foreign Languages and Literature
- School of Foreign Language Studies, Tongji University, China, Prof. Shen Qi
- Beijing Normal University; Prof Mian Xingwei; Dr. Lin Pan
- University of Jyväskylä, Finland. **Affiliated CI (researcher)**. Prof. [Åsa Palviainen](#)
- Center for Multilingualism in Society across the Lifespan, University of Oslo, Norway. Prof *Elizabeth Lanza*

- Schaffhausen University of Teacher Education, Basel, Switzerland. Prof *Edina Krompák*, Head of the Department Research and Development
- Abo Akademi University, Finland. Prof Fritjof Sahlström, Dean of Faculty of Education

External Roles/Recognition

- **External programme examiner**

- University of Strasbourg, France
- Luxembourg University
- Panel Chair: Department review panel, the Educational University of Hong Kong
- BA English language and Linguistics Programme, Roehampton University, London.
- PhD programme, Department of Linguistics and English Language, Lancaster University

- **External Research Council assessor:**

- Carnegie Trust for the Universities of Scotland
- Research Grants Council (RGC) of Hong Kong
- Scottish Research Council
- Ireland National Research Council
- Luxembourg Research Council
- Luxembourg University
- Högskolestiftelsen's Research Fellowship, Finland
- Educational University of Hong Kong
- Nanyang Technological University, Singapore
- ESRC UK
- Department for International Development (UK, DFID)

- **External assessor for faculty tenure promotion:**

- University of Edinburgh
- University of Sydney, Australia
- The Education University of Hong Kong
- Hong Kong Baptist University
- University of Bergen, Norway
- Stoney Brook University, USA
- Nanyang Technological University, Singapore
- Department of Foreign Languages, Bergen, Norway
- Oranim, the Academic College of Education, Israel
- United Arab Emirates University
- Institute of Education, UCL, London, UK
- School of Languages, Literatures, and Cultures, University of Maryland, USA
- Goldsmiths, University of London, UK
- University of Exeter, UK
- University of Illinois at Urbana Champaign (US)

- **External PhD examiner** for the following universities:


1. University of Macau (2024 – **Wendong LI**)

2. Monash (2024 - **Wanyu (Jennie) LIAO**)
 3. University of Exeter (2023- **Mingyu LL**)
 4. The University of Hong Kong (2023 –**Wai Pong Darren TANG**)
 5. Université Du Luxembourg (2022-**Peirui BAI**)
 6. Queensland University of Technology, Australia (2022 – **Danwei GAO**)
 7. Karlstad University, Sweden (2022-**Tim Roberts**)
 8. University of Exeter (2022- **Amina Saif Mohammed Al Hashami**)
 9. University of York (2022- **Maha Othman**)
 10. Nanyang Technological University (NIE) Singapore (2022- **WONG Yin Ling Angelia**)
 11. Vrije Universiteit Brussel (2021 –**Xiangyun Li**)
 12. Dublin City University, Ireland (2020 - **Lorraine Connaughton-Crean**)
 13. University of the West England (2020 - **Shamsudin Abikar**)
 14. Macquarie University, Australia (2020 – **Yining Wang**)
 15. Tel Aviv University (2020 - **Hanne Juel Soloman**)
 16. University of Exeter, UK (2020- **Zeineb Al- Hilali**)
 17. Birkbeck, University of London, UK (2020 - **Krystle Gail Jalalian-Chursky**)
 18. Université Paris-Est, France (2019 – **Nanfei Wang**)
 19. University of Oslo, Norway (2019 -**Rafael Lomeu Gomaz**)
 20. University of West Cape, Cape Town, South Africa (2018 – **Hujiao Li**)
 21. Rhodes University, South Africa (2021 - **Xoliswa Patience Magxala**)
 22. University of Barcelona, Spain (2018 -**Francesca Walls**)
 23. National University of Singapore, Singapore (2019 – **Wang Tianxiao**)
 24. Nanyang Technological University, Singapore (2018 - **Kiren Kaur d/o Ratan Singh**)
 25. The University of Melbourne, Australia (2018 -**Hu Bo**)
 26. Curtin University, Australia (2018 - **Rajeni Rajan**)
 27. Goldsmiths, University of London, UK (2018 - **Bomiegha Ofeni Ayomoto**)
 28. SOAS, University of London, UK (2018 - **Zeina Achkar Eid**)
 29. SOAS, University of London, UK (2018 – **Yinyin MU**)
 30. University of British Columbia, Canada (2017 - **Ai Mizuta**)
 31. University of Auckland, New Zealand (2017 -**Shan Chen**)
 32. University of Western Australia (2016- **Komala Angappan-Pannirselvam**)
 33. University of Notre Dame, Australia (2016 - **Mary Delfin Pereira**)
 34. Heriot-Watt University, Edinburgh, UK (2016 - **Anik Nandi**)
- **Honorary Professor** (September 2023- June 2025), The Education University of Hong Kong
 - **Honorary Professor** (April 2023-April 2026), Shangdong University of Finance.
 - **Visiting Professor** (Sep 2021-Sep 2022), Abo Academy University, Finland.
 - **School Governor** (Sept 2020- 2023), King Edward School, Bath.
 - **Visiting professor** (2021-2023), Wuhan University, School of Foreign Language Studies.
 - **Visiting Professor** (Dec 2019), Fudan University, Shanghai, China.
 - **Visiting Professor** (May 2019), The Education University of Hong Kong.
 - **Visiting professor** (2018-2019), Wuhan University, School of Foreign Language Studies.

- **Visiting professor** (2015-2017), China University of Geosciences, school of foreign language studies where I oversee the curriculum contents and provide advice on their graduate programme.
- **Honorary Professor** (2016), Xi'an University of Posts & Telecommunications, China
- **Visiting professor** (2016), *Chongqing Normal University*, Chongqing, China.
- **Visiting professor** (2016), *Leshan Normal University*, Sichuan, China
- **Visiting professor** (2014), Winter School of the Centre of Excellence – MultiLing, teaching module on Bilingual Education and Language Policy, Oslo, Norway
- **Member of the Scientific Committee** for *International Sociolinguistic Symposium*
- **Editorial board member**
 - *International Journal of Multilingual and Multicultural Development*
 - *Language Policy*
 - *Language & Education*
 - *International Journal of Multilingualism: Theory and Practice*
 - *Bilingual Research Journal*
- **Book proposal reviewer** for Springer, Multilingual Matters, Routledge, Bloomsbury, Palgrave Macmillan
- **Board Director** (02/2012-2015), Lee Kuan Yew Fund for Bilingualism, Singapore (fund with a capital of S\$13million)
- **Member of scientific committee: AILA** (World Congress for Applied Linguistics)
- **AAAL** Member of scientific committee, strand abstract reviewer (2012-present)
- **Manuscript reviewer** (2004-present)
 - Language Policy; Applied Linguistics; Applied Linguistics Review; Journal of Literacy Research; Language and Education; Modern Language Review; Journal of Multilingual and Multicultural Development; Asian Pacific Journal of Education; International Journal of Bilingualism and Bilingual Education; Journal of Early Childhood Literacy; Canadian Modern Language Review; etc.*

Keynotes/Invited Presentations at Scientific Meetings/Workshops/Events

1. Curdt-Christiansen, X.L. (July 2024). Factors Influencing Family Language Policy. Keynote at 6th International Summer School of Language Policy and Planning. July 9-12, 2024. Siena, Italy https://cluss.unistrasi.it/1/105/132/International_Summer_School.htm
2. Curdt-Christiansen, X.L. (May 2024). Raising Multilingual Children: A Concerted Effort. Keynote at 4th Central Asia Language and Education (CALE), May 16-17, 2024. KIMEP University, Almaty, Kazakhstan.
3. Curdt-Christiansen, X.L. (May 2024). Family Language Policy: Understanding the complex language ideologies and practices of bilingual speakers. Workshop conducted at the *Language and Society Cluster*, University of Glasgow. 7 May 2024.

4. Curdt-Christiansen, X.L. (Feb 2024). Emotional multilingual practices in transnational families. Keynote at the [Asian Association of Social Psychology](#). Feb 1-3, 2024, De La Salle University, Manila, the Philippines.
5. Curdt-Christiansen, X.L. (Jan 2024). Keynote at the Exploring New Direction in Family Language Policy: Context, Methods and Perspectives. Jan 17-19, 2024, Ciudad Real, Spain. Funded by Ministerio De Ciencia E Innovacion, Spain & Foudo Europeo De Desarrollo Reginoal.
6. Curdt-Christiansen, X.L. (December 2023). Pride, Prejudice and Pragmatism: Family Language Policies in the UK. Keynote at the biannual HOLM conference. Tallinn, Estonia. <https://www.tlu.ee/en/bfm/holm2023>
7. Curdt-Christiansen, X.L. (November 2023). Emotions and language practices in transnational families. Invited talk for [FOR APAC Lecture Series](#) Agorá, Salzburg, Austria. Asian Pacific Forum. [FORUM ASIA PACIFIC - Paris Lodron Universität Salzburg \(plus.ac.at\)](#)
8. Curdt-Christiansen, X.L. (3 Oct 2023). Family language policy in transnational families in the UK. Invited talk. Utkal University, Vani Vihar, Bhubaneswar, Odisha-751004, India
9. Curdt-Christiansen, X.L. (August 2023). What's going on? Policies, repertoires and all that multilingual jazz in families. Keynote at the annual EUROSLA conference, Birmingham, UK. [EuroSLA](#)
10. Curdt-Christiansen, X.L. (June 2023). Parent Cognition and Family Language Policy. Luxembourg, COMPARE. <https://compare.uni.lu>
11. Curdt-Christiansen, X.L. (May 2023). [Going Global at Bath](#). Invited talk to Zhejiang University.
12. Curdt-Christiansen, X.L. (May 2023). ‘妈妈, I miss you ’: Emotional multilingual practices in transnational families. Invited talk to [Beijing Normal University](#).
13. Curdt-Christiansen, X.L. (May 2023). Research methodology through the case of family language policy. Invited talk to [School of Foreign Studies](#), Zhejiang University.
14. Curdt-Christiansen, X.L. (May 2023). Qualitative research methods and Family language policy. Invited talk to [SouthEast University](#), China.
15. Curdt-Christiansen, X.L. (May 2022). Pride, prejudice and pragmatics: Family language policy in the UK. Invited talk to Konfuziu-Institute Leipzig. <https://www.konfuziusinstitut-leipzig.de/fortbildungen/lehrerfortbildung-in-leipzig>
16. Curdt-Christiansen, X.L. (May 2022). Pride, prejudice and pragmatics: Keeping up with multilingualism. Invited talk to Bilingualism Special Interest Group at the Research Programme Management Unit (RPMU) of Office of Education Research (OER), National Institute of Education, NTU, Singapore. organised and curated by Bilingualism and supported by Please direct all enquiries to oer.rpmu@nie.edu.sg; [https://nie.edu.sg/about-us/news-events/events/event-detail/pride-prejudice-and-pragmatism-family-language-policies-in-the-uk-\(virtual\)](https://nie.edu.sg/about-us/news-events/events/event-detail/pride-prejudice-and-pragmatism-family-language-policies-in-the-uk-(virtual))

17. Curdt-Christiansen, X.L. (Nov 2021). *Making a 家庭树 (Family Tree): Interactional Measures in Heritage Language Practices in Transnational Families*. Keynote speaker. 2ème Symposium International Politique Linguistique Familiale. 29-30 November, 2021, Paris, France. <https://plf-oralite.sciencesconf.org/resource/page/id/5>
18. Curdt-Christiansen, X.L. (Nov 2021). *Lost in translation*. Invited speaker at the LUCL Language Policy Virtual Research Seminar 2: Language Policy and Practices in the Global North and South. Leiden University Centre for Linguistics (LUCL). <https://universiteitleiden.zoom.us/meeting/register/u5Atf-CrrDIpHtTalMQ7CV6Kbm9DRFJtOmPh>
19. Curdt-Christiansen, X.L. (Oct 2021). *Does Family Language Policy Matter?* Invited keynote public talk at the 30th Anniversary of Högskolestiftelsen (Cultural and Swedish Foundation for Swedish speakers in Finland), Vaasa, Finland. <https://www.hogskolestiftelsen.fi/30ar/>; <https://www.vaasainsider.fi/fi/koulutus-tutkimus/hogskolestiftelsen-i-osterbotten-firar-30-ar-marcus-wallenberg-det-behovs-samverkan-mellan-naringsliv-och-universitet/>
20. Curdt-Christiansen, X.L. (Oct 2021). Multilingual media practices in transnational context. Invited keynote at the 6^{as}. Ciclo de conferencias, Mexico. 1 October 2021.
21. Curdt-Christiansen, X.L. (Sep 2021). *Multilingual Digital Practices in Transnational Families*. Invited speaker at the Digital languaging in the family workshop. Inland Norway University of Applied Sciences.
22. Curdt-Christiansen, X.L. (Aug 2021). *Lost in Translation: Family Language Policy and Intergenerational Language Transmission*. Invited Keynote Speaker at The 18th Annual Conference of the International Association of Urban Language Studies. 27-29 August 2021, Nanjing University, China. 第十八届国际城市语言学会年会 <https://mp.weixin.qq.com/s/ItMcljgqjTIRm6jGALQBAw>
23. Curdt-Christiansen, X.L. (June 2021). *Families and Community: A Consorted Effort*. Invited speaker at Wuhan University, Emerging Scholar's workshop series. Wuhan, China. 9 June 2021.
24. Curdt-Christiansen, X.L. (June 2021). *Factors Influencing Family Language Policy*. Invited speaker at Wuhan University, Emerging Scholar's workshop series. Wuhan, China. 2 June 2021.
25. Curdt-Christiansen, X.L. (Dec 2020). *Language and Migration*. Invited speaker. 7 December 2020, Centre for Literacy and Multilingualism, University of Reading. <https://www.youtube.com/watch?v=A7UksgD3jf4&t=1482s>
26. Curdt-Christiansen, X.L. (Nov 2020). **Family language policy**. Invited seminar speaker, 26 November 2020, Research Forum of the Multilingual Education, School of Education, Tel Aviv University.
27. Curdt-Christiansen, X.L. (Oct 2020). *Factors Influencing Family Language Policy*. Invited seminar series on Language and Linguistic Research, 14 October 2020, University of Westminster, London.

28. Curdt-Christiansen, X.L. (Sept 2020). Multilingual Childhoods SIG/REYLL webinar: Language Education Policy and its application at the micro classroom level, Zoom webinar, 9th September 2020. <https://zenodo.org/record/4027061#.X13rjWgzY2w>
29. Curdt-Christiansen, X.L. (Feb 2020). Family Language Policy: Does it Matter?. Invited keynote at Language, Identity and Education in Multilingual Contexts, 20-21 February 2020, Hague, the Netherland. <https://liemc2020.wordpress.com/>
30. Curdt-Christiansen, X.L. (Feb 2020). Family Language Policy: Mobility, Migration, and Multilingualism in the UK, 7 February 2020, INALCO, Paris.
31. Curdt-Christiansen, X.L. (September 2019). Factors Influencing Family Language Policy. Invited keynote at the *VII Symposium on Language Policy*, 1-3 October, 2019, México City.
32. Curdt-Christiansen, X.L. (December 2019). Lost in Translation: Parents as Medium Translators in Intergenerational Language Transmission. Invited lecture series on Education Forum, Beijing University, 13 December 2019, Beijing China, Sponsored by 黄藤教育基金 (Huangteng Education Foundation)
33. Curdt-Christiansen, X.L. (December 2019). Bridging Research and Enhancing Collaboration: China and UK. Keynote at **International Symposium on Intercultural Communication and Language Capacity Development under the Belt and Road Initiative**. 20-21 December 2019, Shanghai, China.
34. Curdt-Christiansen, X.L. (November 2019). Family Language Policy: The Role of Parental Beliefs and Practices for Raising Bi/Multilingual Children. Invited talk at the Multilingual Literacy Bridge Workshop, organized by The Academic Study Group, Israel, 25-27 November, Tel Aviv. <http://www.foi-asg.org/reference/building-the-multilingual-literacy-bridge-nov-2019.pdf>
35. Curdt-Christiansen, X.L. (September 2019). Factors Influencing Family Language Policy. Invited keynote at the *VII Symposium on Language Policy*, 1-3 October, 2019, México City.
36. Curdt-Christiansen, X.L. (September 2019). Educational problems experienced by Bilingual and Multi-lingual families. Workshop conducted at UNAM, 29-30 September, 2019. México City.
37. Curdt-Christiansen, X.L. (2019). Family Language Policy: Local, National and Transnational Connections. Keynote presented at the closing conference of ESRC funded Family language policy project, 5-6 September 2019, UCL, London.
38. Curdt-Christiansen, X.L. (2019 May). The Role of Parental Language Beliefs and Practices for the Process of Bilingual Acquisition. Invited talk at The Education University of Hong Kong, 9 May 2019, Hong Kong.
39. Curdt-Christiansen, X.L., Huang, J. (2019 February). *妈妈, I miss you!': Multilingual Media Practices in Transnational Families*. Invited Paper presented at the opening panel of the Ethnography Twist Conference, *Mapping apps and sharing caring: digitally mediated communication within contemporary transnational families*. 12-15 Feb 2019, Jyväskylä,

Finland. <https://www.jyu.fi/hytk/fi/laitokset/kivi/henkilosto/henkilosto/palviainen-asa/whatsinapp>

40. Curdt-Christiansen, X.L. (2018 December). Pride, Prejudice and Profit: Chinese Education in Diaspora Communities. Invited keynote at the *International Conference on Chinese Education*, 1-2 December, 2018. Nanjing Normal University, Nanjing, China.
41. Curdt-Christiansen, X.L. (2018 November). 有朋自远方来 Friends from Afar: Multilingual Challenges and Opportunities for Chinese Universities. Keynote at *the 3rd Language Research Forum for Young Scholars: Planning Language Education for Internationalization of Chinese Education*. 23-25 November, 2018. Wuhan, China.
42. Curdt-Christiansen, X.L. (2018 September). Pathways to literacy through digital and non-digital practices. Keynote at *2nd Annual Conference on Early Childhood Literacy Development*. 10-12 September. The University of West Cape, Cape Town.
43. Curdt-Christiansen, X.L. (2018 September). Pride and Profit’: A Family Language Policy Perspective on Chinese Language Maintenance/Development in Diasporic Communities. Keynote at the conference on *Language maintenance and shift: Chinese and European perspectives*. 19-20 September. Centre for Linguistics and Literary Studies, Vrije Universiteit Brussel.
44. Curdt-Christiansen, X.L. (2018 June). Family Language Policy. *Multilingualism and Families: Academic Conference and Emerging Scholars’ Workshop*. June 22-24, Wuhan University, Wuhan, China. <http://fls.whu.edu.cn/index/view/aid/1796.html>
45. Curdt-Christiansen, X.L. (2017 December). The role of parental language beliefs and practices on the process of bilingual acquisition: Does it matter if we are to fully understand bilingualism? *Bilingual First Language Acquisition: Current theories & methodologies*. BAAL/Routledge Developmental Workshop 2017/2018, York University, UK. <http://store.york.ac.uk/product-catalogue/education/conferences/bfla-conference-at-the-university-of-york>
46. Curdt-Christiansen, X.L. (2017 April 7-8). Family language policy: Building new methodological and analytical framework. *The 2nd Symposium of Language Policy in the Family, the Preschool and the School. Heading for the future*. University of Jyväskylä, Finland. <https://www.jyu.fi/hytk/fi/laitokset/kivi/meidanlaitoksemme/henkilosto/palviainen-asa/the-2nd-symposium-of-language-policy-in-the-family-the-preschool-and-the-school-heading-for-the-future>
47. Curdt-Christiansen, X.L. (2017 March). A tale of two countries: Family language policies in England and Singapore. *Invited Lecture Series on ‘Globalization of Chinese’, Center for Multilingual and Intercultural Communication (MIC)*, Stony Brook University, NY.
48. Curdt-Christiansen, X.L. (2016, October). Literacy environments for bilingual development. *Invited public lecture at Chongqing Normal University*, Chongqing, China.
49. Curdt-Christiansen, X.L. (2016, October). *Family language policy: Theories and methodologies*. *Invited public lecture at School of Foreign Language Studies, China University of Geosciences*, Wuhan, China.
50. Curdt-Christiansen, X.L. (2016 May). Corrective feedback. *Invited public lecture at ChangAn University*, Xi’an, China.

51. Curdt-Christiansen, X.L. (2016 May). Corrective feedback. *Invited public lecture at Xi'an University of Posts & Telecommunications, Xi'an, China.*
52. Curdt-Christiansen, X.L. (2016 May). Content and language integrate learning (CLIL). *Invited public lecture, Leshan Normal University, Sichuan, China.*
53. Curdt-Christiansen, X.L. (2016 March). Striking a balance: Family Language Policy in the Chinese Community in Singapore. Invited Lecture Series 2015-2016 on 'Capitalizing on Multilingualism and Diversity in Education, University Luxembourg.
54. Curdt-Christiansen, X.L. (2015 November). Language-in-Education Policy. *Invited lecture at School of Foreign Language Studies, China University of Geosciences, Wuhan, China.*
55. Curdt-Christiansen, X.L. (2015 October). Family language policy in multilingual transcultural families. *Invited workshop: Methods for investigating multilingualism in the family: Bridging language acquisition and language policy.* Center for Multilingualism in Society across the Lifespan, University of Oslo, Norway.
56. Curdt-Christiansen, X.L. (2015 June). Family Language Policy in the Chinese Community in Singapore. *Invited talk at Department of English, The Chinese University of Hong Kong, 2 June, 2015, Hong Kong.*
57. Curdt-Christiansen, X.L. (2015 April). Family Language Policy in the Chinese Community in Singapore: from whose perspective? *Invited talk at the MOSAIC Centre for Research on Multilingualism, School of Education, University of Birmingham, 17 April, 2015, Birmingham.*
58. Curdt-Christiansen, X.L. (2014 October). Learning Chinese in Diasporic communities: does it matter? *Invited lecture at the Institute of Education, Teaching and Leadership, Moray House of Education, Edinburgh University, 30 October, 2014, Edinburgh.*
59. Curdt-Christiansen, X.L. (2014 September). Linguistic Capital and Family Language Policy: Focusing on Singaporean Bilingual Families. *Invited Keynote at the Conference of Applied Linguistics Association of Korea, 26-28 September, 2014. Seoul, Korea.*
60. Curdt-Christiansen, X.L. (2014 March). Conflicting language ideologies and contradictory language practices in Singaporean bilingual families. *Invited colloquium at the Annual Conference of the American Educational Research Association, 21-25 March, 2014. Portland, US. Organizer: Professor, Elizabeth Lanza (University of Oslo) & Professor, Li Wei (Birkbeck College, University of London, UK).*
61. Curdt-Christiansen, X.L. (2014, 11-15 March). Family language policy: Research and methodology. *Invited seminar for PhD students and researchers, Center for Multilingualism in Society across the Lifespan, University of Oslo, Norway.*
62. Curdt-Christiansen, X.L. (2013 July). Bilingual Policy in Singapore: Conflicting Approaches to English and Chinese. *Keynote at the Multilingual Policies and Practices in Public and Private Domains, University Luxembourg, 8 July, 2013.*
63. Curdt-Christiansen, X.L. (2013 June). Speak your best language at home. News Report interview, *The Strait Times, 11 June, 2013.*
64. Curdt-Christiansen, X.L. (2013 June). Family Language Policy in Chinese Community in Singapore: A Question of Balance? *Invited colloquium at the 9th International Symposium*

on *Bilingualism*, 10-13 June, 2013. *Convener*: Professor Li Wei, Birkbeck College, University of London, UK.

65. Curdt-Christiansen, X.L. (2011 Dec). Invited speaker for the Biliteracy Symposium in Singapore.
66. Curdt-Christiansen, X.L. (2011 Oct). British English vs. American English. TV interview by *Channel NewsAsian*, Mediacorp, Singapore.
67. Curdt-Christiansen, X.L. & Riches, C. (2005, April). A tale of two Montreal communities: Parental involvement in children's multilingual and multiliterate development. *Invited presentation at the Annual Conference of the American Educational Research Association*, Montreal, Canada.

Session Chairman/(Special) Session Organizer at Conferences

1. **Symposium Organizer:** Made at Home. Family Language Policy in a Mobile World. AILA Conference, Groningen, The Netherlands, 9-14 August 2021.
2. **Symposium Organizer:** Palviainen, A. & Curdt-Christiansen, X. (July 2021). *Bilingual family communication in the digital flux*. 13 ISB, Poland, 10-14 July 2021.
3. **Colloquium Organizer:** *The Changing Linguistic Landscape: Family Language Policy and Planning in China*. AAAL conference, Atlanta, US, 8-13 March, 2019.
4. **Colloquium Organizer:** *Multilingual families: Aspirations and Challenges*. AAAL conference, Portland, US, 17-22 March, 2017. **(with Elizabeth Lanza)**
5. **Colloquium Organizer:** *Engaging Language Policy from Macro to Micro Level: Migration and Language in Europe*. AILA World Congress, Rio, Brazil, 23-28 July 2017.
6. **Colloquium Organizer:** *Multilingual family language management: Efforts, measures and choices*. Sociolinguistics Symposium 21, Murcia, Spain, 15-18 June, 2016.
7. **Colloquium Organizer:** *Family Language Policy*. The World Congress of Applied Linguistics (AILA), Brisbane, Australia, 10-15 August, 2014.
8. **Symposium Organizer:** *Language ideologies and education: An ethnography of textual resources in language education*. Annual Conference of AAAL, Boston, USA, March 24-27 2011.
9. **Symposium Organizer:** *Language ideologies and education*. Annual Conference of AAAL in Montreal, Canada, 17-20 June, 2006.
10. **Symposium Organizer:** *Reading intervention: A school-based approach in a Singapore primary school*. Asian Pacific Educational Research Association Conference, Hong Kong, November 2006.
11. **Session Chair:** *Invited session chair: language, culture and socialization*. Annual Conference of AAAL in St. Louis (MO), 24-27 February, 2001.
12. **Panel chair:** *Issues of multilingualism in three heritage language schools*. Panel discussion at the 4th Conference of the National Council for Less Commonly Taught Languages. Washington (DC), 6-8 April, 2001.

Selected Refereed Conference Papers/Presentations (since 2010)

1. Curdt-Christiansen, X.L., Zhu Hua, & Li Wei. (2021). Family Language Policy: A Multi-Level Investigation of Multilingual Practices in Transnational Families. Paper presented at the annual conference of American Association of Applied Linguistics, 22 March 2021.
2. Curdt-Christiansen, X.L. (2021). Building Bridges between Multilingual Families and schools: Developing New Theoretical and Methodological Frameworks. Paper presented at the 13 ISB (International Symposium of Bilingualism, Warsaw, Poland, 7-14 July 2021.
3. Curdt-Christiansen, X.L. & Iwaniec, J. (2021). Multilingual media practices in transnational families. Paper presented at the 13 ISB (International Symposium of Bilingualism, Warsaw, Poland, 7-14 July 2021.
4. Wang, W. & Curdt-Christiansen, X.L. (2019). Lost in translation. Paper presented at the Annual AAAL conference, Atlanta, US, 8-13 March, 2019.
5. Curdt-Christiansen, X.L. & Huang, J. (2019). ‘妈妈, I miss you 🥹’: Multilingual Digital Practices in Transnational Families. Paper presented at the **Ethnography with a Twist Conference**, 12–14 February 2019, University of Jyväskylä, Finland.
6. Curdt-Christiansen, X.L., Li Wei., & Zhu Hua (2018). Sociolinguistic Profile of Ethnic Communities in the UK. Paper to be presented at the **5th International Conference ‘Crossroads of Languages and Cultures: Languages and Cultures at Home and at School’ (CLC5). Centre for Intercultural and Migration Studies**, University of Crete, Greece, June 1-3, 2018.
7. Curdt-Christiansen, X.L. and Flynn. N. (2017). Policies and Practices: Tensions in teaching migrant children with English as Additional Language. AILA World Congress, Rio, Brazil, 23-28 July, 2017.
8. Curdt-Christiansen, X.L. (2017 March). *A tale of two countries: Family language policies in England and Singapore*. Paper presented at the Annual American Applied Linguistic Association, 17-22 March, 2017. Portland, USA.
9. Curdt-Christiansen, X.L. (2016 June). *Managing heritage language development: Opportunities and challenges for Chinese, Italian and Urdu speaking families in the UK*. Paper presented at the Sociolinguistics Symposium 21, 15-18 June, 2016. Murcia, Spain.
10. Curdt-Christiansen, X.L. (2016 April). *Private Language Management: Home Literacy Environments for Bilingual Development*. Paper presented at the Annual American Applied Linguistic Association, 9-13 April, 2016. Orlando, USA.
11. Curdt-Christiansen, X.L. (2015 September). *Family Language Policy: Focusing on Chinese Community in Singapore*. Paper presented at the Annual British Association of Applied Linguistic, 3-5 September, 2015. Birmingham, UK.
12. Curdt-Christiansen, X.L. (2015 June). *Managing Language and Planning Education: Family Language Policy and Private Language Tutoring in Singapore*. Paper presented at the conference of The Sociolinguistics of Globalization: (De)centring and (de)standardization, 3-6 June, 2015. Hong Kong.

13. Curdt-Christiansen, X.L. (2014 September). *Linguistic Capital and Family Language Policy: Focusing on Singaporean Bilingual Families*. Invited Feature Talk at the Conference of Applied Linguistics Association of Korea, 26-28 September, 2014. Seoul, Korea.
14. Curdt-Christiansen, X.L. (2014 August). *Bilingual Policy in Singapore: From a Bourdieu Perspective*. Paper presented for the Symposium of *Bourdieu and Language Policy* at the 17th World Congress for Applied Linguistics, 10-15 Aug, 2014. Brisbane, Australia.
15. Curdt-Christiansen, X.L. (2014 March). *Conflicting language ideologies and contradictory language practices in Singaporean bilingual families*. Invited colloquium at the Annual Conference of the American Educational Research Association, 21-25 March, 2014. Portland, USA.
16. Curdt-Christiansen, X.L. (2013, June). *Family Language Policy in Chinese Community in Singapore: A Question of Balance?* Invited colloquium at the 9th International Symposium on Bilingualism, 10-13 June, 2013. Singapore.
17. Curdt-Christiansen, X.L. (2013). *Language Socialization and Language Shift: How can we be Bilinguals if everything is in English?* Paper presented at The 20th International Conference on Learning, 11-13 July, 2013. Greece.
18. Curdt-Christiansen, X.L. (2013). *Contradictory Practices in Language Socialization: Language Shift in Singaporean Families*. Paper presented at the International Conference on Language Variation and Change in Postcolonial Contexts, 18-19 April, 2013. Salerno, Italy.
19. Curdt-Christiansen, X.L. (2012, August). *Negotiating family language policy: Doing homework*. Paper presented at the 19th Sociolinguistic Symposium, 12-24 Aug, 2012. Berlin, Germany.
20. Curdt-Christiansen, X.L. & Sun, B. (2012, August). *Language use patterns in home domains in Singapore*. Paper presented at the 19th Sociolinguistic Symposium, 12-24 Aug, 2012. Berlin, Germany.
21. Curdt-Christiansen, X.L. (2012, July). *The development of bilingual education awareness: Pre-service teachers' beliefs about bilingualism*. Paper presented at 11th International Conference of the Association for Language Awareness, 8-11 July, 2012. Montreal, Canada.
22. Curdt-Christiansen, X.L. (2012, March). *Language Ideologies and Education: An ethnography of textual resources in language education*. Colloquium organized/ presented at the annual conference of American Applied Linguistics Association, 24-28 March, 2012. Boston, USA.
23. Curdt-Christiansen, X.L. (2011, August). *Learning mother tongues in Singapore: Is it an obligation or a language right?* Paper presented at the 16th World Congress for Applied Linguistics, 23-28 Aug, 2011. Beijing, China.
24. Curdt-Christiansen, X.L. (2011, June). *Morphological awareness and reading development in bilingual children in Singapore*. Paper presented at the 8th International Symposium on Bilingualism, 15-18 June, 2011. Oslo, Norway.
25. Curdt-Christiansen, X.L. (2011, May). *Mixing, matching and missing: Cultural change and educational innovation*. Paper presented at the 4th Redesigning Pedagogy Conference, 30 May - 1 June, 2011. Singapore.

26. Curdt-Christiansen, X.L. & Sun, B. (2011, May). *Biliteracy development: Metalinguistic knowledge and bilingual academic performance*. Paper presented at the 4th Redesigning Pedagogy Conference, 30 May - 1 June. Singapore.
27. Curdt-Christiansen, X.L. (2010, June). *Private tutoring: Widening or closing the gap?*. Paper presented at XIVth World Congress of Comparative Education, 14-18 June. Istanbul, Turkey.
28. Curdt-Christiansen, X.L. & Yeo, J. K. K. (2010, December). *ICT in lower primary English and mathematics classrooms in Singapore*. Paper presented at 2nd East Asian International Conference on Teacher Education Research, 15-17 December, 2011. Hong Kong (China).
29. Curdt-Christiansen, X.L. (2010, June). *Language policies in conflict: Which language to practice and how?* Paper presented at the Conference: Who needs languages? Micro and macro perspectives into language education policies, 7-10 June, 2010. Jyväskylä, Finland.
30. Curdt-Christiansen, X.L., Yio, C.S.K. (2010, July). *Competing priorities: Singapore teachers' perspectives on critical literacy*. Paper presented at 17th International Conference on Learning, Hong Kong (China).

TEACHING

1. Supervision of Postgraduate Students

Doctoral Supervision

At University of Bath

- **Fangfei Li (completed)**

Eengagement with Teacher Feedback: An Exploratory Research into Chinese Student Experience in UK Higher Education

- **Luyao Li (completed)**

Identity construction and performance on WeChat: Case studies of Chinese students at a UK University

- **Shirui Cai (completed)**

Chinese Students in UK Higher Education: Exploratory Research into Chinese Postgraduate Students' Academic Experiences of Classroom Participation and Group Collaboration

- **Xiaoshan Chen (completed)**

Set sail *on* a new academic journey: The Chinese international postgraduate students' academic socialisation in UK higher education

- **Tom Avery (completed)**

From Language Policy to Language Learner: Refugee-Background Students' Experiences of School in England

- **Hala Yasmine Khaled (completed)**

Language Learning Motivation in Multilingual Algeria: An Investigation into Possible Selves, Motivational Orientations, and Self-beliefs

- **Xiaoli Liu**

Why I don't want to learn Chinese: Chinese Heritage Language Learners' Language Attitudes in the UK

- **Angie Bailey**

Habitus, Agency and *Guan*: Raising multilingual children of Chinese heritage in Ireland

- **Jinyao Chang**

The Role of Family Language Policy: The heritage language revitalization of Chinese immigrants in the UK

- **Yonghua Wang**

Teacher Beliefs and Sociocultural Contexts: Are the Beliefs of UK's MA Graduates Applicable in China?

- **Yuyang Li (CSC scholar)**

Not a Privilege but Essential Education Equity: Students' Educational Experiences and Language Practice in Guangxi Zhuang Autonomous Region

- **Leonie Ullathorne (EdD)**

- **Michael Hurst (EdD)**

At IoE, University of Reading

- **Selma Ashikuti, PhD (completed):**

The enactment of the language-in-education policy in Namibia: The Hegemony of the English Language over Indigenous Languages

- **Sheikha Majid, PhD (completed):**

Translanguaging in English classrooms in Malaysia

- **Yasir Yahya, PhD (completed):**

The Development and Implementation of a Speaking Module In Oral Presentation Among Undergraduate Students In Malaysia

- **Brent A. JONES, EdD**

A Transformative Look at Learner Engagement in University EFL Contexts in Japan

- **Mohammed Hassan I. Alshaikhi, PhD**

Exploring the Usefulness of Interactive Whiteboards (IWB) in Teaching Vocabulary

In Singapore

- **Thomas Lim Kok Tiong (completed)**

Multimodal Bilingual Literacy Programme: Enhancing Bilingual Education in Singapore Classrooms

- **Sun Baoqi (completed)**

The Effects of Metalinguistic Knowledge on Academic Performance: A Comparative Study of Bilingual and Monolingual Children

- **Tan Mian Huan (completed)**

Home schooling in Singapore

- **Wang Yuhan (discontinued),**

Second language vocabulary knowledge development and contextualized learning in task-based interaction in the Chinese EFL context: A retrospective microgenetic study

Critical Inquiry (small scale research project)

2006

- **Cheng Chin Ying:** *The Effectiveness of Teaching English Inflectional Morphology (Regular and Irregular Past Tense) With Narrative Texts* (MA)
- **Donna Lim Ching Tse:** *Teaching Explicitly Using a Self-designed Story Planner Helps Students to Write Better* (MA)
- **Shariffa Zubaidah Begum Chishty:** *Teaching Narratives Using the Writing Model and Story Pyramid Approach* (MA)

2007

- **Feng Min:** *Beliefs about Vocabulary Learning and VL Strategies of Chinese EFL Secondary Students* (MEd)
- **Narendar Kaur:** *Keywords: Mnemonic strategy, enhancement of word comprehension, acquisition of vocabulary* (MA)

2008

- **Lim Linlin Janet:** *The difficulty some second language learners have in framing questions that will enable them to monitor and enhance their reading comprehension* (MEd)
- **Juhariah Ahmad:** *Teaching meta-cognitive skills to improve reading skills in the acquisition of reading habit through newspaper reading* (MEd)

2009

- **Sellabathma d/o Kalimuthu:** *If and to what extent are Critical Reading Skills taught in Secondary Schools in Singapore* (MEd)
- **Eleanor Woo Siew Foong:** *The short attention span of children, particularly during shared-reading session: a daily activity that is incorporated into the curriculum* (MEd)

2010

- **Ang Lee Ching:** *Developing oral skills of a group of primary 5 pupils through a structured oral preparation programme* (MEd)
- **Sulaika Bte Mohamed:** *An analysis of Little Red Reading Hood story* (MA)

2011

- **Kuan Hoe Lai:** *Understanding the relationship between phonological awareness and reading development in Singapore Primary School* (MA)

2012

- **Tan Shu Jin:** *Bilingual Education Policy in Singapore – Theory and Reality* (MEd)

MA Dissertation supervision

2008

- **Ang Lay Bee, (MEd) (graduated) :**
The use of Jolly Phonics in developing kindergartners' decoding skills in Brunei Darussalam

2009

- **Kow Hui Meng, MEd (graduated):**
Explicit teaching of reading strategies: an investigation of Reciprocal Teaching in a primary 4 class

2010

- **Boby Sebastian Kappen, MEd (graduated):**
Positive Influence of computers on English language learners
- **Sun Baoqi, MEd (graduated):**
Morphological awareness in primary 3 bilingual Chinese children in Singapore

- **Yasila Kamatchi Murugayyan, MEd (graduated):**
Early literacy apprenticeship: A comparative study of two K2 classes in Singapore

2011

- **Dai Chenjun, MA (graduated)**
Chinese Middle-class Mothers' Scaffolding Strategies during Shared Book Reading Interactions with their Young Children
- **Qiao Ping, MA (graduated)**
Cultural Representations in Primary English Textbooks in China
- **Kaplan Letchiman, MA (graduated)**
Teacher Questioning in Upper Primary Pre-writing Classrooms in Singapore: Is There an Avenue for Dialogic Interaction?
- **Curaming Eulalia Mendoza, MA (graduated)**
Gender (in)equality in English Textbooks in the Philippines and Brunei: A critical discourse analysis
- **Sharidah bte James Alfred Jamaluddin, MEd (graduated)**
Teacher Perception of STELLAR Program – A Case Study

2. Taught Modules

	Level	Module Code and Title	Academic year	Credit	Contact Hours	Student Numbers
Modules taught at IoE (University of Reading)						
1	MA	ED50327 Second Language Acquisition	Autumn	20		81
2	MA	EDM167 Second Language Teaching Learning; EDM072 English	Winter	20	18	15-18
3	MA	EDM 072 Study Skills and Research Methodology	Autumn	20	30	17
4	MA	EDM096 Academic English and Study Skills	Autumn	20	12	18-31
5	MA	EDM 084 Second Language Teaching and Learning	Autumn	40	18	18-31
Modules taught at English Language & Literature Department (Singapore; different credit system)						
1	PhD	Research Methodology Seminar (sessions)	August	n.a	9	10-15
2	MA	GLT413 Literacy in the modern world	Jan	3	39	20-25
3	PGD	QLK520 Communication Skills for Teachers	August	2	24	23
5	MA	MAE 821 Theory and Practice in Literacy Education	August	3	39	20-25
6	MA	MEL 812 Developing Reading (Dec)	January	3	39	25
7	BA	CAE 437 Bilingual Education	August	3	39	25
8	PGD	QCE 501 Developing Reading and Writing	August	2	61	20-25
9	PGD	QEC502 Developing Oracy	January	2	16	20-25
10	BA	AAE 231 Role of Language in Education	January	3	36	25
11	MA	MAE613 Literacy Development	August	3	39	20
Modules taught at University of Bath						
1	EdD	ED60279 Language, Culture & Education (Summer School)	Spring	3		
2	EdD	ED60279 Language and Social Justice	Spring	3		
3	MA	ED50317 Language Policy, Curriculum & Methodology	Spring	3		
4	MA	ED50492 Research Methods for Second Language Education 1	Autumn	3		
5	MA	ED50493 Research Methods for Second Language Education 2	Spring	3		

6	MA	ED50327 Second Language Acquisition	Autumn	3		
7	MES	XX50216 MRes in Advanced Quantitative Methods	Autumn	3		
8	BA	ED30444 Research Methods	Autumn	3		

SERVICE

1. Service to Institute of Education, University of Reading; University of Bath

- Cluster leader: Language, Education and Practice Cluster (Bath)
- Direct of Centre for Research in Education in Asia (Bath)
- Deputy director of PhD programme (Reading)
- Chair of the Ethics Committee (Reading)
- Pathway leader for ELT MA modules (Reading)
- Member of Steering committee for BilingualismMatters@Reading (Reading)
- Member of PGT ELT Task Group (Reading)
- Member of the Internationalisation & Enterprise committee (Reading)
- Member of the research group Language and Literacy in Education (Reading)

2. Service to Department, NIE, Nanyang Technological University

- a) Programme director for Postgraduate Diploma in English Language Teaching (2012- 2014)
- b) MA AL Programme director (2009 - 2012)
- c) Department's Post Graduate Student Conference on Language and Education Organizing Committee (2009-2010)
- d) MMM800 Critical Inquiry MEd Director (2008-2009)
- e) Journal ranking work committee (2008-2010)
- f) Committee on Development of an Advanced Diploma in English Language Study (2005-2006)
- g) Mentorship to new staff

3. Internal Examiner (Bath, Reading and Singapore):

- **Amani Batakji-chazy, EdD (2021)**
The fall and rise of the Arabic language: A discursive analysis of the impact of Arabic language initiatives of the United Arab Emirates
- **Anthony Attwood, PhD (2017 March):**
Approaching motion in the ESL classroom
- **Wei YE, PhD (2016 August):**
Confucius Institute Chinese teachers in the UK: Language, culture and identity.
- **Anna Tsakaki, PhD (2016 January):**
Investigating spelling in English and Greek native speaking children with and without dyslexia
- **Dennis Kwek Beng Kiat, PhD (2014 Feb):**

Weaving in Singapore classroom talk: An exploration of the features, mechanisms and enabling conditions of a rare classroom practice

- **Xiaofang Bi, PhD (2014):**
Teachers' Questioning in Singapore Classrooms: A Corpus-Based Investigation
- **Limei Zhang, PhD (2014):**
Metacognitive and Cognitive Strategy Use and EFL Reading Test Performance: A Study of Chinese College Students
- **Kaveri d/o Rajoo, PhD (TAC member 2013):**
The Use of Comprehension Strategy Instruction to Raise Pupils' Understanding and interest in the Texts Used in the School-Based Reading Programme
- **Steven Tan Boon Seng, PhD (2013 April):**
From print to screen: A study of upper primary students' multimodal reading processes and strategies in online environments.
- **Doreen Ang Boon Lee, PhD (2012 April):**
Exploring the Four Resources: An Investigation of Literacy Instruction from Three Teachers in a Singapore Primary School
- **Kenneth Ong Keng Wee, PhD (2011):**
Incidental EFL vocabulary learning through codeswitched reading tasks
- **Li Ren, PhD (2011 August):**
Home biliteracy practices and biliteracy acquisition: A comparative study of Singaporean Chinese families and recent immigrant families from China
- **Muhammad Shameer Bin Bismilla, PhD (2011):**
Role of storytelling in early literacy development

4. External PhD Examiner:

- **Wendong LI (2004)**
Standardized or Glocalized Chinese: A Linguistic Ethnography of Appropriation and Negotiation of Language Policies at a Chinese Language School in Macau
University of Macau
- **Wanyu LIAO (2004)**
Maintenance of Chinese as a Heritage Language in Australia: Factors Influencing Second-generation Early Adolescents' Heritage Language Maintenance
Monash University
- **Wai Darren TANG (2023)**
Consonant cluster variations in Hong Kong English: An attitudinal study
University of Hong Kong
- **Mingyue Li (2023)**
Novice academic writing teachers' personal practical knowledge: A multiple case study from a narrative perspective
University of Exeter
- **Peiru BAI (2022)**
Plurilinguisme, représentations et identités des familles chinoises au Luxembourg: tensions entre héritage et integration
Université Du Luxembourg, Luxembourg

- **Danwei GAO (2022)**
Are you what you speak? A sociological analysis of family language policy of families who move as réncái in China
Queensland University of Technology, Australia
- **Tim Roberts (2022)**
The language practices of Swedish-English families
Karlstad University, Sweden
- **Amina Saif Mohammed Al Hashami (2022)**
Exploring the Complexity and Controversy of Code-switching Practices In the EFL and EMI Classrooms at a Higher Education Institute in the Sultanate of Oman
University of Exeter, UK
- **Maha Othman (2022)**
Family Language Policies of Saudi Student Families in the UK: Parental Language Beliefs, Practices and Management'
York University, UK
- **Wong Yin Ling Angelia (2022)**
Durable and changing views of English: A diachronic discourse analysis of language polices in Singapore
Nanyang Technology University, National Institute of Education, Singapore
- **Xiangyun Li (2021)**
Language Maintenance in a Highly Multilingual Context: A Case Study of Chinese Communities in Brussels
Vrije Universiteit Brussel, Belgium
- **Xoliswa Patience Magxala (2021)**
Exploring the interplay between young children's home and school literacy practices: an ethnographic study
Rhodes University, South Africa
- **Zeineb Al-Hilali (2021)**
An Exploratory Study into Teaching Arabic as a Foreign Language at Secondary Level in Dubai, United Arab Emirates
University of Exeter, UK
- **Yining Wang (王依宁) (2020)**
The Heritage Language Maintenance of Chinese Migrant Children and their Families
Macquarie University, Australia
- **Lorraine Connaughton-Crean (2020)**
'He thinks he is Polish, but the way he acts is Irish': The negotiation of Family Language Policy formation and enactment among Polish transnational families in Ireland
Dublin City University, Dublin, Ireland
- **Shamsudin Abikar PhD (2020):**
An intervention study exploring the impact of working with children and their parents to revive and develop Somali reading and writing on children's English Literacy skills.
University of the West England, UK
- **Krystle Jalalian, PhD (2020):**

Autism Spectrum Disorders and Bilingualism: the investigation of social communicative abilities and behaviours among bilingual and monolingual Autism Spectrum Disorders (ASD) and Typically Developing (TD) children aged 2-5 years old.

Birkbeck, University of London

- **Hanne Juel Solomon, PhD (2020)**
The Danish-speaking community in Israel: Documentation of community and family language practices, beliefs and management
Tel Aviv University, Israel
- **Nanfei Wang, PhD (2019):**
Les politiques linguistiques familiales dans les familles mixtes : études de cas sur la transmission et la non-transmission des langues chinoises dans trois familles franco-chinoises en France.
Université Paris-Est, France
- **WANG Tianxiao, PhD (2019):**
Family language policy and sibling variation among bilingual Chinese Singaporeans
National University of Singapore, Singapore
- **Rafael Lomeu Gomes, PhD (2019):**
Family language policies among Brazilian immigrants in Norway. PhD thesis, Midway evaluation.
University of Oslo, Norway.
- **Kiren Kaur d/o Ratan Singh, EdD (2019):**
Enactment of Formative Assessment in the Lower Primary English Classroom: Case Studies of Teachers' Practices in Three Schools. Doctoral in Education thesis.
National Institute of Education, Nanyang Technological University, Singapore
- **Francesca Walls, PhD (2018):**
Transmitting English Abroad: Transnational Anglophone Parents Raising Children in Barcelona.
University of Barcelona, Spain
- **Zeina Achkar Eid, PhD (2018):**
A sociolinguistic Study of Language Practices and Language Attitudes of Lebanese Families in London. PhD thesis,
SOAS, University of College, London
- **HU Bo, PhD (2018):**
Chinese Australian Multilingual Family Experiences.
University of Melbourne, Australia
- **Rajeni RAJAN, PhD (2018):**
Tamil and Tamils: A study of language and identity amongst the Indian Tamil community in Singapore.
Curtin University, Australia.
- **Yingying MU, PhD (2018):**
Language Choice, Ideologies and Identities in Mengguang, a Multilingual Village in South-Western China.
SOAS, University of London.
- **Bomiegha Ofeni Ayomoto, PhD (2017):**
Investigating language use, shift and change across generations in Nigeria: The case of Ijaw. Doctoral thesis, **Goldsmiths, University of London.**

- **Ai Mizuta, PhD (2017):**
Memories of Language Lost and Learned: Parents and the Shaping of Chinese as a Heritage Language in Canada.
University of British Columbia, Canada.
- **Shan Chen, PhD (2017):**
A Study of Chinese University English as a Foreign Language (EFL) Teachers' Beliefs, Practices and Identities. It is mainly a qualitative study.
University of Auckland, New Zealand.
- **Komala Angappan-Pannirselvam, PhD (2016 August):**
Quality teaching and learning experiences in Mother Tongue (Tamil Language) in Singapore Kindergartens: Teachers' perspectives.
The University of Western Australia.
- **Anik Nandi, PhD (2016):**
Language policies on the ground: Parental language management in urban Galician homes
Heriot-Watt University, Edinburgh, UK.
- **Mary Delfin Pereira, EdD (2006):**
The effectiveness of a literature-driven English programme in improving the English language skills of secondary one students in Singapore. Doctor of Education thesis, **University of Notre Dame, Australia.**

Public engagement

2018: Multilingual Storytelling by Children for Children (ESRC Social Science Festival) Objectives, Bath Library

The aim of the event is to raise critical awareness in the public and promote sociocultural tolerance, respect for linguistic diversity, and understanding of cognitive/socioeconomic benefits. The event will provide multilingual children with an opportunity to express themselves and present their lives by using different languages. It will disprove and repudiate that growing up with multiple languages has detrimental effects on children's language and educational development.

2019: Growing up in multiple languages, Bristol Chinese School

2019: Raising bilingual/multilingual children in transnational families, NALDIC South West RIG

2019: Raising bilingual/multilingual children: Home literacy environments, King Edward's Junior School

PERSONAL SKILLS

- Fluent in English, Mandarin, and Danish; basic French; limited Japanese
- Strong professional ethics
- Excellent analytical and drafting skills
- Familiar with language-in-educational policy in various countries

- Strong ability to disseminate research findings for academic and non-academic professionals
- Self-motivated, pro-active, resourceful and hardworking
- Excellent ability to work with people from different cultural and educational backgrounds
- Strong leadership and management ability
- Knowledgeable in the field of bilingual education and literacy education
- Strong ability to work under pressure and tight deadlines
- Strong interpersonal and communicative skills
- Reliable and trustworthy