

**43rd Report of the Activities
of the
Modern Language Centre**

*Prepared for the Modern Language Centre
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Introduction

Am I seeing double? I had to ask myself that several times as I read through the draft of this year's annual report. That was just not because of the impressive range and quantity of projects, publications, presentations, people, and places reported. Nor was it from the sense that the faculty now in the Centre, who number half the complement of a decade ago, seem to be producing almost twice what we had accomplished in the past. No. The reason for my double-vision was just because several things this past year seem, coincidentally, to have come in twos.

We heard recently that both Julie Kerekes and Antoinette Gagné were awarded funding from the Social Sciences and Humanities Research Council of Canada (SSHRC) for their new, respective projects. These projects join the continuing grants that other professors in the Centre hold from SSHRC, the Canada Foundation for Innovation, the Ontario Ministry of Education, Canadian Heritage, Connaught Fund, and Educational Testing Service. These projects continue to be the main sources of activity in the Centre in addition to our two ongoing lecture series: the biweekly SLE Colloquium, which Alister Cumming and Julie Kerekes coordinated this year, and the weekly MLC Informal Seminars, which Khaled Barakaoui coordinated. Jim Cummins, now a Canada Research Chair, continued the doubles by publishing two major encyclopedias (on English language teaching and on bilingual education) last year. The latter also appeared in two volumes. A notable distinction was that two members of the Centre were named by Educational Testing Service as winners of the Jacqueline A. Ross Outstanding Dissertation Award: Professor Eunice Jang for 2006 and Dr. Usman Erdosy for 2007. This is a remarkable, international recognition of the quality of our research and graduate studies. I would be tempted to add to the string of doubles Merrill Swain's and Sharon Lapkin's retirements last summer, but we continue to see much of them in the MLC, as their research productivity in the present report attests.

A singular, and major, activity over the past year was the organization of the Annual Meeting of the American Association for Applied Linguistics in Washington this Spring. Nina Spada planned and directed the conference in her role as incoming president of the association. Numerous graduate students and professors in the Centre devoted many hours to coordinating the reviews, scheduling, and other arrangements for this event. Another singularity is that we all been thankful to have Michelle Pon return from her maternity leave to continue her extraordinarily efficient and thoughtful responsibilities administering finances and communications in the Centre and the graduate program in Second Language Education. A singular but sad, unexpected loss was news of Patrick Allen's death on March 26, almost eight years after his retirement from OISE. His contributions to research and teaching in the Centre will long be remembered.

The present report also shows that a distinctive set of focal topics have emerged in the MLC, spanning but also integrating our research projects,

publications, students' thesis inquiry, and professional activities. Second language learning and teaching remains the main focus in the Centre but with new perspectives on cultural diversity, sociocultural theory, and international comparisons. Related, complementary topics are now also established at many levels, involving studies of literacy, assessment, electronic media and communications, and immigrant settlement and recognition of professional credentials.

Visitors & Events

Visiting Scholars

As in past years, we received many requests (several per week) from people wishing to spend time as visiting scholars in the Modern Language Centre, so we have limited these positions to active scholars whose research fits closely with activities in the Centre. This past year, we provided office space as visiting scholars to Professor Lourdes Ortega of the University of Hawaii (who also taught a course in the SLE program in the summer term); Professor Bertha Leiva of Universidad Simon Bolivar, Venezuela; Professor Charlene Polio of Michigan State University (who taught in the SLE program over the autumn term); Professor Marilia dos Santos Lima of the Universidade Federal do Rio Grande do Sul, Brazil; Professor Nobuhiko Akumatsu of Doshisha University, Japan; and Professor Toshiyo Nabei of Kansai University, Japan. We hosted lectures and short visits by a group from Hedmark University College, Norway, including Professor Lars Anders Kulbrandstad, Professor Anne Marit Danbolt, and Professor Lise Iversen Kulbrandstad; by Professor Gert Rijlaarsdam of the University of Amsterdam; Professor Alan Juffs of the University of Pittsburgh; and by Professor John Bitchener of the Auckland Institute of Technology. Professor Hitomi Oketani of Eastern Michigan University was also a visiting scholar in the Centre over the year. Dr. James Simpson of the Centre for Language Education Research at Leeds University visited the Centre briefly as did a visiting delegation from Japan investigating teacher education in Canada, which included Professor Ken Hisamura of Den-en Chofu University, Professor Takako Maeda of Caritas Junior College, and Professor Leo Yoffe of Wasada University. Dr. Shiva Sadeghi continued to work as a SSHRC postdoctoral fellow, under the supervision of Jim Cummins, and also taught in the SLE program.

Conferences and Events

Faculty and students in the MLC have organized numerous events over the past year. The MLC Friday Colloquium Series provided an opportunity to hear about recent research from local and international experts in the field of Second Language Education. This year's speakers included Lars Anders Kulbrandstad, Anne Marit Danbolt, and Lise Iversen Kulbrandstad of Hedmark University College, Norway, Dr. Charlene Polio of Michigan State University, and Dr. Alan Juffs of the University of Pittsburgh. OISE invited speakers included Drs. Normand Labrie, Antoinette Gagne, Nina Spada, Jim Cummins, Julie Kerekes, Merrill Swain, Sharon Lapkin, and SLE students, Ibtissem Knouzi, Wataru Suzuki, and Lindsay Brooks. The MLC Friday Informal Seminar

Series, organized by Khaled Barkaoui, provided an informal setting for graduate students from the Second Language Education program as well as some visiting scholars to present findings from their doctoral or masters' research. This year's presenters included Professor John Bitchener, Youn-Hee Kim, Dr. Eunice Jang, Wataru Suzuki, Dr. Charlene Polio, Seung Won Jun, Dr. Nobuhiko Akamatsu, Jennifer Wicks, Khaled Barkaoui, Stephanie Arnott, Reed Thomas, Dr. Shiva Sadeghi, Paul Quinn and James Corcoran. These events and many others were highlighted in the seasonal *MLC Bulletin* co-edited by Jennifer Wicks and Youn-Hee Kim. As in past years, the MLC has hosted at OISE, the Toronto Board of Education's annual professional development conference, *Celebrating Linguistic Diversity*.

Research and Development

Research and development projects in the Modern Language Centre cover a broad spectrum of theoretical issues and practical needs related to language and literacy education in bilingual and culturally diverse contexts. Brief summaries of the funded projects administered in the Centre during the past year are provided below.

1. A comparison of AIM and non-AIM grade 8 core French classes in the Bluewater District School Board: Students' French proficiency and teacher and student perceptions

Project Staff:

Sharon Lapkin (Principal Investigator);
Callie Mady (Co-investigator);
Stephanie Arnott (Research Assistant).

Funding and Duration:

Bluewater District School Board, April
2007 to December 2008.

Some of the grade 8 classes in this school board have adopted the Accelerative Integrated Method (AIM) as the instructional approach, while others have not. The Board was interested in learning whether (a) students exposed to the 'new' approach would stay in French beyond the required grade 9 year, (b) whether students in AIM classes might outperform those in non-AIM classes in French, and (c) the perceptions of students and teachers with experience in both types of classes. Findings of this mixed-method study were that there was considerable variation within groups (AIM and non-AIM) and across groups. With two minor exceptions, there were no significant differences in French test results and no gender differences. Ninety-four of the 260 participating students were interviewed, and the 12 participating teachers were surveyed. While most students felt positive about their learning experiences, a considerably higher proportion of AIM students claimed to be speaking French often or all of the time in class. AIM students felt more confident than non-AIM students about listening and speaking skills, while they felt less confident about their writing skills. We found that teachers classified as non-AIM were still familiar with the approach and using some materials/strategies from that approach in their classrooms. Because AIM is really intended to be implemented at earlier grade levels (usually grade 4) we recommended that another evaluation of the approach be undertaken perhaps at the grade 6 level.

2. Adolescent Literacy in Three Urban Regions (ALTUR): Toronto

Project Staff:

Alister Cumming and Esther Geva (Principal Investigators); Khaled Barkaoui, Solomon Belay, Seung Won Jun, Sanne Larsen, Ibtissem Knouzi, Robert Kohls, Mario Lopez-Gopar, Gloria Ramirez, Bark-Kwang Yoon, Jennifer Wilson (Graduate Assistants); Nobuhiko Akamatsu (Visiting Scholar).

Funding and Duration:

Social Sciences and Humanities Research Council of Canada, July 2006 to July 2010.

The purpose of this longitudinal research is to describe the school, home, and community variables that make a difference in students' development of literacy as they progress from Grades 7 to 9, particularly students at risk (as defined by low scores on EQAO literacy tests at Grade 6). We are collaborating with researchers in Amsterdam and Geneva to develop parallel instruments and procedures and to collect comparable data over three years, which we will analyze together for the three cities and languages (English, French, Dutch). Most of our work in the past year has involved preparing, piloting, and analyzing to refine a set of instruments for data collection as well as making arrangements with the York Region District School Board for data collection. The research will involve initial screening of students for suitability then a set of tasks that involve reading, writing, grammar, and vocabulary assessments. Students will also be surveyed and interviewed individually to document their reading and writing practices at school, home, and in their communities. We will also observe and interview teachers to describe exemplary literacy teaching practices.

3. Application of cognitive diagnostic assessment to Ontario assessments

Project Staff:

Eunice Jang (Principal Investigator); Youn-Hee Kim and Andrew Shaw (Research Assistants).

Funding and Duration:

Connaught New Staff Matching Grant, University of Toronto, July 2006 to June 2009.

This study examines the extent which cognitive diagnostic assessment can provide useful diagnostic inferences from students' performance on provincial tests. We developed a skills framework for the Ontario Secondary School Literacy Test (OSSLT) and analyzed the test's content extensively. Based on the statistical modeling of cognitive diagnostic assessment, we created literacy skill profiles. We are currently examining the characteristics of the skill profiles across students' linguistic backgrounds, literacy engagement levels, and home literacy activities. Results from the study will be presented at the 2008 LTRC conference in China.

4. Closing the gap: Exploring strategies to build positive relationships between parents from low-voice immigrant communities and teachers of these communities

Project Staff:

Antoinette Gagné (Principal Investigator); Domenic Dedato, Ranya Khan, Sheila Manji, and Robert Mounstevan (Research Assistants).

Funding and Duration:

Canadian Heritage, January 2004 to March 2007; OISE/UT School University Partnership Grant.

This research project examined the complexity of issues that lie between immigrant parents from marginalized communities in Toronto and the teachers of children from these communities. This year we completed the final phases of the production of *Growing new roots: The voices of immigrant families and the teachers of their children. A handbook for educators and immigrant communities*.

5. Electronic Interlanguage Pragmatics (EILP) project

Project Staff:

Julie Kerekes (Principal Investigator);
Nobuko Fujita, Zhanna Perhan
(Research Assistants).

Funding and Duration:

Connaught Start-up Grant, July 2005
to December 2008.

Motivated by anecdotal findings indicating that many people have difficulty writing e-mails in a pragmatically appropriate manner, particularly in instances of addressing a higher-status recipient, this study examines and analyzes over 500 naturally-occurring e-mail communications between 92 students and their four university instructors. Analysis includes an inventory of purposes for which the students' and professors' e-mails are written; quantitative and qualitative comparisons between e-mails of proficient English speakers and e-mails of English language learners; considerations of other social factors influencing e-mail styles (e.g., gender and status); and in-depth examinations of the common speech acts in the data base (such as requests, expressives, and commissives). The study aims to contribute to: the methodology of interlanguage pragmatics research; understanding of "appropriateness" and target forms for L2 learners; and applications of findings in institutional discourse for language instruction. Findings were presented at OISE's Second Language Education Colloquium and York University's Linguistic Lecture Series, and two manuscripts are forthcoming.

6. Growing new roots: The reflections of immigrant teachers in Canada

Project Staff:

Antoinette Gagné (Principal Investigator);
Stephanie Soto Gordon (Research Assistant and Field Partner);
Kurt Visser (videographer).

Funding and Duration:

OISE School University Partnership
Grant, July 2007 to June 2008.

This project builds on the successes of the first three DVDs in *the Growing New Roots Series* and in particular on DVD entitled *The Voices of Immigrant Teenagers in Canada*. Stephanie Soto-Gordon, a teacher and department head at William Lyon Mackenzie Collegiate Institute and I have continued our productive collaboration by producing a second DVD focusing on the experiences of immigrant teens. Working in their ESL Drama class and Drama Club, a group of about 20 English language learners prepare short monologues focusing on the challenges they have faced either at school or beyond and illustrate how they worked through these for positive outcomes.

7. Internationally Educated Professionals project (IEPro)

Project Staff:

Julie Kerekes (Principal Investigator).

Funding and Duration:

Social Sciences and Humanities
Research Council of Canada, April
2008 to March 2011.

IEPro was funded in April, 2008, and its initial pilot study is coming to completion. The purposes of the study are to describe internationally educated and professionally trained immigrants' employment-seeking experiences in the Greater Toronto Area (GTA); to understand their sources of difficulties and successes; and, subsequently, to make educational and policy recommendations for improving employment opportunities for underemployed Canadian immigrants. Preliminary work for the project has thus far investigated two professions – pharmacy and engineering – which draw large numbers of internationally educated professionals (IEPs) to Toronto each year. The success rate of qualified IEPs seeking employment in these professions is significantly lower than that of their Canadian-born counterparts. The discrepancy can be attributed, in small part, to the fact that some IEPs lack necessary English language skills; this problem is being addressed by newly initiated immigrant support programs. Many other IEPs who fail to find adequate employment opportunities speak fluent English, however, and their failure has more to do with miscommunication based on subtle, ideological and sociolinguistic nuances in communicative styles. Interactional sociolinguistic analyses will uncover areas of miscommunication that can be improved, with implications for language instruction and employment policies.

8. Isolated and integrated form-focussed instruction: Effects on second language learning

Project Staff:

Nina Spada (Principal Investigator);
Khaled Barkaoui, Greta Camase,
Lorena Jessop, Paul Quinn, Elizabeth
Ryan, Li-Ju Shiu, Wataru Suzuki,
Yasuyo Tomita, Antonella Valeo
(Research Assistants).

Funding and Duration:

Social Sciences and Humanities
Research Council of Canada, April
2004 to March 2007.

This research funding came to an end this year. The specific goals were to investigate questions related to whether it is more effective to draw second language (L2) learners' attention to language form in ways that are isolated from or integrated with communicative interaction. We carried out a quasi-experimental study in this last year collecting instructional and learner language data in 4 adult ESL classrooms receiving either one of the two instructional interventions (isolated or integrated FFL). Pre-test, immediate and delayed post-test data were collected measuring learners' L2 knowledge and use of the passive construction. Questionnaire data to measure teacher and learner preferences for isolated/integrated FFI were also collected.

9. Language as a resource website

Project Staff:

Antoinette Gagné and Jim Cummins (Principal Investigators); Seeta Nyary (Education Commons Resource); Robert Mounstevan and Daniela Mantilla (Research Assistants); Jing Hao, Sam Shin, Domenic Dedato and Justin Pyl (Workstudy Students).

Funding and Duration:

A component of the Social Sciences and Humanities Research Council Canada Research Chair, March 2006 to February 2013.

We are designing a searchable umbrella website that will bring together resources now located in 5 different websites. We are also redesigning each of the original sites so that they share the look and feel of the umbrella. A content management system is being developed by the Education Commons to allow team members to maintain and update the websites as necessary. The URL is languageasresource.oise.utoronto.ca

10. Language learning and literacy development in multilingual contexts

Project Staff:

Jim Cummins, Canada Research Chair (Tier 1).

Funding and Duration:

Social Sciences and Humanities Research Council of Canada, March 2006 to February 2013.

This Chair, together with funds from the Canadian Foundation for Innovation (CFI) will support a research program focused on exploring innovative approaches to promoting language and literacy development in linguistically and culturally diverse contexts.

11. Literacy attainment among newcomer students

Project Staff:

Jim Cummins (Principal Investigator); Eunice Jang, Margaret Early, UBC (Co-investigators); Jacqueline Ng, Bruce Garnett (Research Assistants).

Funding and Duration: Canadian Language and Literacy Research Network, June 2007 to September 2008.

This project will review the Canadian and international research evidence related to immigrant students' academic trajectories. The review will address the following specific questions:

- What overall academic trajectories characterize first and second generation immigrant students across Canada?
- What differences exist in the academic trajectories of students from different linguistic and/or ethnocultural groups?
- What differences exist in the academic trajectories of newcomer immigrant students born outside of Canada as compared to Canadian-born SLL students
- What individual, social, and instructional factors contribute to students' literacy attainment?

12. Preparing teacher candidates to assess ELL students' literacy and numeracy development

Project Staff:

Eunice Jang (Principal Investigator).

Funding and Duration: OISE/UT Inquiry into Practice: A Focus on Literacy and Numeracy initiatives, September 2006 to August 2008.

The purpose of the research is to prepare teacher candidates to assess and track the literacy development of English Language Learners (ELLs) in elementary Ontario schools. The language assessment continua in *Steps to English Proficiency* (STEP) developed by the Literacy and Numeracy Secretariat in the Ontario Ministry of Education, will be used to train teacher candidates enrolled in the OISE/UT preservice program. The *STEP* consists of language development continua for use with students who are learning English as a second or additional language in Ontario's English-language schools. The research will serve to expand the professional expertise of participants such that they will be in a position to act as mentors within the school systems they will join when *STEP* is implemented on a province-wide basis. Research results gained from this study will be important for validating the STEP assessment tools.

13. Sociocultural perspectives on the output hypothesis: Three contexts

Project Staff:

Merrill Swain (Principal Investigator); Sharon Lapkin (Co-investigator); Khaled Barkaoui, Lindsay Brooks, Ping Deters, Tae-Young Kim, Ibtissem Knouzi, Iryna Lenchuk, Kyoko Motobayashi, Paula Psyllakis, Wataru Suzuki, and Yuko Watanabe (Research Assistants).

Funding and Duration:

Social Sciences and Humanities Research Council of Canada, April 2004 to March 2008.

The program of research had three overall objectives: (1) to refine the construct of "output" (language production) within the perspective of a sociocultural theory of mind; (2) to continue our exploration of the roles played by output by examining additional contexts in which language use mediates second language (L2) learning and cognition; and (3) to inform pedagogical practices in schools, universities and institutional homes for the elderly. In particular, we wish to show how a sociocultural theory of mind leads to new interpretations of the output hypothesis. The theoretical construct underlying the proposed research was "output", that is, speaking (or writing). That construct has now been refined (Swain, 2007) and we now talk in terms of languaging, the activity of mediating cognitively complex ideas using language (e.g., problem-solving, reminiscing). In the reporting period we began to write up findings from two sub-studies (see list of faculty publications in this report), one in a university setting and the other in a long-term care facility.

14. Teacher migration and integration in the local workforce: Creating an international, collaborative research agenda

Project staff:

Antoinette Gagné (Principal Investigator); Dr. Clea Schmidt (Co-investigator); Victorina Ghisusca, Sunny M.C. Lau, Glen Morales, Beata Piechocinska, Yamin Qian, Hyunjung Shin, and Joy Kangxian Zhao (Research Assistants).

Funding and Duration:

Social Sciences and Humanities Research Council of Canada International Opportunities Fund, April 2008 to March 2011.

With increasing numbers of internationally educated professionals (IEPs) choosing to settle in various communities across Canada, it is essential to learn more about the process of IEP recertification and integration into the workforce. The Canadian members of the team represent 3 provinces with very different programs for internationally educated teachers (IETs). Our colleagues in the US, UK, Australia, New Zealand and Israel are also all involved in the design, delivery of bridging programs for IETs as well as in research related to various aspects of these programs across very different immigration and settlement contexts. During the last year, the proposed team presented at three conferences - one in the US, one in the UK and one in Australia - and have contributed articles to a forthcoming volume on immigrant teachers edited by Antoinette Gagné and Ofra Inbar. Through this first phase of collaboration it became clear that developing a common research agenda would be beneficial to understand how to support the recertification and integration of immigrant teachers across contexts in each country. This international network studying issues related to internationally educated teachers could serve as a model for an expanding network including researchers involved with initiatives and programs for other internationally educated professionals such as nurses, engineers, pharmacists, doctors, and so on.

15. Teachers' professional development and discourse communities

Project Staff:

Julie Kerekes (Principal Investigator); Vijayalakshmi Shanmugha (Research Assistant).

Funding and Duration:

OISE Graduate Assistantship, September 2007 to April 2008.

This research on teachers' applications of second language acquisition theories to their practices has revealed characteristics that are unique to teachers but often buried as they become increasingly socialized into their profession and, correspondingly, more immersed in academic discourse. This set of studies investigates how pre-service and in-service teachers' thinking and expressions about their students change as they become "professionalized." Portions of this work appeared in presentations at the Symposium on Second Language Writing in Nagoya, Japan (in collaboration with graduate student Jesse Black-Allen), and the Symposium on Linguistic and Cultural Diversity in Education: Norwegian and Canadian Research, Programs, and Policies at OISE/UT (in collaboration with colleagues Maria José Botelho, Eunice Jang, and Shelley Stagg Peterson), and in Peterson, Botelho, Jang, & Kerekes (2007). Writing Assessment: What Would Multiliteracies Teachers Do? *Literacy Learning in the Middle Years*, 15(1), 29-35.

16. The isolation and integration of form-focused instruction: Views from ESL and EFL teachers and learners

Project Staff:

N. Spada (Principal Investigator); Khaled Barkaoui and Antonella Valeo (Research Assistants).

Funding and Duration:

International Foundation for English Language Education (TIRF), October 2006 to August 2008.

This grant provided an opportunity to extend and replicate some aspects of my SSHRC grant within an international context – specifically with teachers and learners of English as a *foreign* language in Brazil. I collected teacher and learner questionnaire data regarding their beliefs and preferences for isolated and integrated form-focused instruction (FFI). There was also an instructional component that involved eight classes of EFL learners who were taught 2 hours of isolated and integrated FFI materials. Both teachers and students were asked to provide feedback on both sets of materials. These data have been compared with an existing database of English as *second* language learners and teachers.

17. The study of learning and performance

Project staff:

P. Abrami, N. Segalowitz, M. Aulls, R. Bernard, C. Fichten, L. McAlpine, M. von Grunau (Principal Investigator); N. Spada, P. Meara, R. Slavin, W. Phillip, P.M. Lightbown (External Collaborators).

Funding and Duration:

Fonds Québécois de la Recherche sur la Société et la Culture (FQRSC) – Volet Regroupements Stratégiques, June 2003 to June 2009.

This project brings together researchers from a variety of disciplines with perspectives on learning and performance from education, cognitive psychology, social psychology and applied linguistics. The objectives are: to increase the theoretical and practical understanding of the factors that promote and hinder the learning and performance of complex skills; to provide training and support to educators and administrators; to provide the educational community with material and intellectual resources regarding new ideas in education; and to train students who have an interest in learning and performance. The investigators study complex learning in the laboratory and in natural contexts ranging from conventional classrooms to distance learning situations, on the job training, and one-to-one coaching. A variety of skill domains are investigated, including the learning of mathematical skills, using a second language, and musical performance, making it possible to derive important generalizations about learning.

18. The TOEFL iBT speaking test: Test-takers' strategic behaviours

Project Staff:

Merrill Swain (Principal Investigator), Li-Shih Huang (Co-investigator); Sharon Lapkin (Consultant); Lindsay Brooks and Khaled Barkaoui (Research Assistants).

Funding and Duration:

Educational Testing Service, May 2005 to December 2008.

This study was designed to investigate the strategic behaviours that test-takers use when they perform the TOEFL iBT speaking test. Second language acquisition (SLA) research on learner strategies has demonstrated that learners' strategy use is associated with second language acquisition and performance (see Oxford, 2001). However, from the language-testing (LT) perspective, test-takers' strategic behaviours have not been given sufficient attention, even though they have been included in the language ability models and communicative competence models that theorists have proposed. The research also responds to the acknowledgment in the LT field that researchers need to consider the strategies that respondents use when engaging in the second language test-taking process.

The study involved collecting verbal report data from 30 ESL graduate and undergraduate engineering students whose first language is Mandarin. We examined the participants' strategic behaviours, how the strategic behaviours differ across the six speaking tasks in the test, and the relationship between

participants' strategic behaviours and their performance on the test, as determined by their test scores. The findings from both qualitative and non-parametric statistical analyses provided important empirical information concerning the relationships among the strategic behaviours vis-à-vis participant groups (undergraduate vs. graduate level and advanced vs. intermediate proficiency level), task types (integrated vs. non-integrated), and test scores. This is the first study to empirically examine test-takers' strategic competence in relation to the second language speaking construct. We have received feedback on a complete draft of the report and minor revisions are in progress. The study will be published as a TOEFL report.

19. Validation of Steps to English proficiency (STEP)

Project Staff:

Jim Cummins and Eunice Jang (Co-Principal Investigators); Christian Chun, Jagjeet Gill, Lara McInnis, Amir H. Soheil-Mehr, and Saskia Stille (Research Assistants).

Funding and Duration:

Ontario Ministry of Education, Literacy and Numeracy Secretariat, November 2007 to December 2009.

This project is a validation study of the Ministry of Education's new English language development assessment system entitled *Steps to English Proficiency* (STEP). The following specific questions are being investigated:

- Are the developmental continua valid and reliable in documenting and tracking the linguistic progress of English language learners (ELLs)? For example:
- Do the descriptors identify distinguishable performance features at six different levels (Steps)?
- Can the STEP continua be reliably calibrated against assessment tools for English-speaking students, such as provincial tests and commonly-used classroom-based assessment tools?
- Are the STEP continua equally valid for ELLs from different linguistic and cultural communities?
- Does each STEP on the continua represent empirically distinguishable progress in English language development and take approximately the same amount of time for a student to complete?
- Are the STEP ratings of teachers who have been appropriately trained internally consistent and reliable across teachers?

Professional Services and Dissemination Activities

Last Spring, **Alister Cumming** presented papers at the Annual Meeting of the American Association for Applied Linguistics (AAAL) in Costa Mesa, California, at the Language Testing Research Colloquium (LTRC) in Barcelona, Spain, and at the Canadian Association for Language and Literacy at Humber College, Toronto. In August, he was the featured lecturer at the summer institute of the Japan Association of College English Teachers, providing lectures and half-day workshops to about 70 participants in Kusatsu, Japan as well as workshops for the local chapter of the Japan Association of Language Teacher (JALT-Gunmai). For this year's AAAL meeting, Alister served as the Strand Coordinator of proposals for the Reading, Writing, and Literacy section of the conference as well as a member of its Distinguished Scholarship and Service Committee. Alister assumed, for a three-year term, the role of Chair of the TOEFL Committee of Examiners, and member of its Research Sub-Committee as well as the TOEFL Board, at Educational Testing Service, attending their meetings in Los Angeles in May, in Princeton in October and November, in Fort Meyers in January, and in San Juan in May. In February and March, he consulted in Ottawa for Human Resources and Social Development Canada on the design of research to improve ESL programs for adult immigrants to Canada. He consulted as well for the project, Encouraging the Culture of Evaluation among Professionals, sponsored by the European Centre for Modern Languages in Graz, Austria in May, and for the project, Learning Potential of EFL Writing, sponsored by the Fundación Séneca in Murcia, Spain. He continued to work throughout the year on a panel of experts that review tests of English and French Proficiency for Citizenship and Immigration Canada. Last Spring, Alister reviewed, with Diana Brydon of the University of Manitoba, the B.A. programs in English at York University's Keele, Atkinson, and Glendon campuses. Alister continued his role as Executive Director of the Board of *Language Learning*, directing the journal's budget and four granting programs and attending their annual Board meeting in Ann Arbor in March.

Jim Cummins participated in a variety of national and international conferences related to bilingual education, ESL, and language policy. At a national level he was invited to give featured or keynote presentations at the following conferences: Canadian Teachers' Federation conference on *Education for Social Justice: From the Margins to the Mainstream*, Ottawa; National conference on International Languages and Education: Access, Equity and Inclusiveness. Faculty of Education, Simon Fraser University; the Atlantic Educators Conference, Charlottetown, Prince Edward Island; and the Provincial Symposium, *From the Roots Up: Supporting English Language Learners in Every Classroom*, organized by the Ontario Ministry of Education in Toronto. He also presented keynote talks at conferences in Brittany, Greece, Germany, and New Zealand. In November 2007, Dr. Cummins organized a two-day seminar at OISE involving a group of 16 visiting Norwegian academics and educators focusing on the education of linguistic diversity in education in Canada and Norway. As a result of this collaboration, Drs. Cummins and Gagné, together with Elizabeth Coelho,

have been invited to participate in two conferences in Norway in October and November of 2008. Dr. Cummins was also invited to prepare a research monograph (4 pages) in the Literacy and Numeracy Secretariat's *What Works* series that is intended to synthesize research findings in particular areas for Ontario educators. This monograph entitled *Promoting literacy in multilingual contexts* has been disseminated widely across the province.

Antoinette Gagné was a symposium organizer and presenter at the Metropolis International Conference in Melbourne, Australia in October. She also presented the opening session at the Shanghai conference on Reform in Teacher Education in April. Other presentations were at the Celebrating Linguistic Diversity conference in Toronto in May; the Language Teacher Education conference in Minneapolis in June; the Curriculum Leadership institute in Winnipeg in July; the British Education Research Association in London, England in September; the American Educational Research Association (AERA) annual meeting in New York in March; and the Innovative Teaching and Technology conference in Toronto in April. Antoinette is the Academic Coordinator of the OISE Academic and Cultural Support Centre (ACSC) for pre-service and graduate students. Several services offered have been based on strategies suggested by participants in her TESOL-funded study as well as inspired by the feedback of internationally educated teacher candidates. Antoinette continues to work on the ESL Infusion Initiative where the activity resulted in the English Language Learners Professional Development day for Initial Teacher Educators where she also presented. The *ESL Infusion website* is continually being developed [<http://eslinfusion.oise.utoronto.ca>]. In the fall, Antoinette organized several filming sessions resulting in 11 short film clips to be used as learning tools for Concurrent Teacher Education students and through services of the ACSC. Antoinette also submitted and implemented a French proficiency pilot program in the Consecutive B.Ed. to increase the number of candidates preparing to teach French in elementary and secondary schools.

Eunice Jang was invited to give a speech on cognitive diagnostic assessment at the Fifth Annual Conference on Technology for Second Language Learning in Ames, Iowa in September. She also gave a talk at a seminar organized by the CTL Research Advisory Committee in February, 2008. Throughout the year, she continued to disseminate her research outcomes and interact with scholars by presenting 11 papers at national and international conferences and publishing numerous book chapters, articles, refereed conference proceedings. Last fall, Eunice was elected for the Nominating Committee of International Language Testing Association (ILTA). She continued to serve on the EQAO Assessment Advisory Committee and joined the *Language Assessment Quarterly* (LAQ) Editorial Advisory Board, and the AERA Division D Significant Research Contribution Award Committee. She won the 2006 Jacqueline Ross TOEFL Dissertation Award from Educational Testing Service. She continues to work with educators from the Ontario Ministry of Education, EQAO, and School Boards in various inter-related research projects.

Mariana Jardim joined the Education Commons at OISE in May 2007, both as selector for the Modern Language Collection at the OISE Library and as an Instructional Technologist for the Academic Computing Group. She has been actively involved in providing library consultation services and tours of the Modern Language Collection both to the University of Toronto community as well as to interested faculty and students in other universities throughout Ontario. In July, she trained a group of ESL Instructors from China on accessing library resources, search strategies and referencing standards. Throughout the year, she was also involved in maintaining and enhancing library-related web content on the OISE Online Learning and Library websites. She was able to participate in several initiatives, such as coordinating the Library e-Reserves Instant Link Service, to assist Faculty in offering students copyright-friendly instant links to electronic readings both on- and off-campus. She has also participated in the planning and delivery of workshops for the Education Commons and the TechInfusion Group on topics such as Web 2.0 and Online Discussion Forums. Over the last year, she attended several conferences such as TechKnowFile, Supporting Human Diversity through Inclusive Design, and the Ontario Library Association Conference.

Findings from **Julie Kerekes'** research on intercultural gatekeeping encounters appeared in two journal articles in a Special Issue of *Journal of Pragmatics* she guest-edited, entitled *High stakes gatekeeping encounters and their consequences: Discourses in intercultural institutional settings*. She also presented a paper at the 3rd International Symposium on Intercultural Communication and Pragmatics in Stellenbosch, South Africa. Julie's work on teachers' discourse communities was presented (with Jesse Black-Allen) at the Symposium on Second Language Writing, Nagoya Gakuin University, Japan; in the performance of a dialogical play with colleagues Maria José Botelho, Eunice Jang, and Shelley Stagg Peterson at the Symposium on Linguistic and Cultural Diversity in Education: Norwegian and Canadian Research, Programs, and Policies at OISE/UT; and in a publication co-authored with colleagues Shelley Stagg Peterson, Maria José Botelho, and Eunice Jang, that appeared in *Literacy Learning in the Middle Years*. Julie was invited to present her research on interlanguage pragmatics in electronic communications as part of the Second Language Education 2007-2008 Colloquium at OISE/UT and in the Linguistics Lecture Series at York University, Toronto. Julie was a reviewer for *Multilingua* and the Special Issue of *IRAL*, and she is an Editorial Board Member for the *University of Sydney Papers in TESOL*.

Sharon Lapkin retired in July 2007 and is still active as Professor Emerita in the MLC. She continues to run an FSL study group that meets monthly, to supervise some doctoral students and to participate in funded research. She is Past President of the Canadian Association of Applied Linguistics/ L'association canadienne de linguistique appliquée (ACLA) and a newly appointed member of the Board of Directors of the Canadian Association of

Second Language Teachers (CASLT). In that capacity she will chair a new Research Committee. Recent travels include an exciting trip to Japan where she gave a plenary address at a colloquium focusing on immersion education and consulted to the Gunma Kokusai Academy which hosted the colloquium.

In her capacity as Vice-President and Conference Chair of the American Association for Applied Linguistics (AAAL), **Nina Spada** spent a great deal of her time working on the planning and preparations for the 2008 Conference held in Washington, D.C from March 29-April 2, 2008. Following the conference she became President of AAAL. Last spring, Nina traveled to Turkey where she gave a plenary address at a conference in Istanbul as well as invited lectures at two universities. In the fall, she gave a plenary address at the TESL Ontario Conference. During the year, she also completed the writing of 3 manuscripts (1 book chapter, 1 refereed article and one paper in a refereed conference proceeding) and has several manuscripts in preparation and under review. Nina completed the last year of her SSHRC grant by carrying out a large-scale quasi-experimental study of the effects of isolated and integrated FFI on L2 learning. She also completed most of the work on her TIRF grant investigating foreign language teacher and learner opinions about isolated and integrated FFI. Dr. Spada continued her role as co-editor of the John Benjamins book series on *Language Learning and Language Teaching* as well as her membership on the editorial boards of *Applied Linguistics*, *Language Teaching* and the *Canadian Modern Language Review*. Throughout, Dr. Spada continued in her role as Coordinator of the Second Language Education Program.

Merrill Swain retired in June, 2007 but continues to be active with the supervision of thesis students, the winding up of 3 research projects, and the teaching of her course on Sociocultural Theory and Second Language Learning. In April/May of 2007, Merrill travelled to New Zealand to give a plenary at the Conference on Socio-Cognitive Aspects of SLA and to Beijing where she was a *Language Learning* Visiting Scholar at the Beijing Foreign Studies University. At BFSU she gave a number of talks, workshops and a plenary at the Chinese Applied Linguistics Association's first conference. In October/November of 2007, Merrill gave a series of lectures at Sophia University in Tokyo and spent a month at the Hong Kong Institute of Education as Advisory Professor in their Department of English. This winter she gave talks at the University of Minnesota, Duke University and AAAL. Merrill continues as a member of the College of Reviewers of the Canada Research Chairs Program, the Advisory Committee for the Center for Advanced Research on Language Acquisition (CARLA) of the National Language Resource Center at the University of Minnesota, and the Advisory Committee for the Center for Advanced Language Proficiency Education and Research (CALPER). Her editorial commitments include being a member of the Editorial Boards of *the Annual Review of Applied Linguistics (ARAL)*, *the Canadian Modern Language Review*, *the ESL and Applied Linguistics Professional Series*, *Language Awareness*, *Language and Education*,

Language Teaching Research, The International Journal of Applied Linguistics, The International Journal of Multilingualism, and John Benjamin's book series, *Studies in Bilingualism*, as well as Continuum International's new *Advances in Applied Linguistics Monograph Series*.

Faculty Publications

Books

Cummins, J., Brown, K., & Sayers, D. (2007). *Literacy, technology, and diversity: Teaching for success in changing times*. Boston: Allyn & Bacon.

Cummins, J., & Davison, C. (Eds.) (2007). *International handbook of English language teaching. Volume I*. Norwell, MA: Springer.

Cummins, J., & Davison, C. (Eds.) (2007). *International handbook of English language teaching. Volume II*. Norwell, MA: Springer.

Cummins, J., & Hornberger, N. H. (Eds.). (2008). *Encyclopedia of language and education, 2nd edition, volume 5: Bilingual education*. New York: Springer.

Leki, I., Cumming, A., & Silva, T. (2008). *A synthesis of research on second language writing*. London: Routledge.

Special Issues of Journals

Cumming, A., & Laurier, M. (Eds.). (2007). *Language assessment*. [Special issue]. *Canadian Modern Language Review*, 64(1).

Kerekes, J.A. (Ed.). (2007). *High stakes gatekeeping encounters and their consequences: Discourses in intercultural institutional settings*. [Special Issue]. *Journal of Pragmatics*, 39(11).

Lyster, R., & Lapkin, S. (Eds.). (2007). *Multilingualism in Canadian schools* [Special issue]. *Canadian Journal of Applied Linguistics*, 10(2).

Book Chapters

Brooks, L., & Swain, M. (in press). *Languaging in collaborative writing: Creation of and response to expertise*. In A. Mackey & C. Polio (Eds.), *Multiple perspectives on interaction in SLA*. New York: Routledge.

Cumming, A. (in press). *The contribution of studies of foreign language writing to research, theory, and policies*. To appear in R. Manchón (Ed.), *Learning, teaching, and researching writing in foreign language contexts*. Clevedon, UK: Multilingual Matters.

Cumming, A. (in press). *Theories, frameworks, and heuristics: Some reflections on inquiry on second-language writing*. To appear in P. Matsuda & T. Silva (Eds.), *Practicing theory in second language writing*. West Lafayette, IN: Parlor Press.

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Cumming, A. (2008). Foreword. In D. Albrechtsen, K. Haastруп, & B. Henriksen, *Vocabulary and writing in first and second languages: Processes and development* (pp. xiii-xvii). Houndmills, UK: Palgrave Macmillan.

Cumming, A. (2007). New directions in testing English language proficiency for university entrance. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching, Vol. 1* (pp. 473-486). New York: Springer.

Cumming, A., Kim, T., & Eouanzoui, K. (2007). Motivations for ESL writing improvement in pre-university contexts. In S. Hidi & P. Boscolo (Eds.), *Writing and motivation* (pp. 93-111). Amsterdam: Elsevier.

Cumming, A., & Laurier, M. (2007). Introduction to the special issue. In Cumming, A. & Laurier, M. (Eds.), *Language assessment*, special issue of the *Canadian Modern Language Review*, 64(1), 1-4.

Cumming, A., Lam, T., & Lang, D. (2008). Like a camel, and then you frown: Reflections on an evaluation study of the Centre for Canadian Language Benchmarks. In D. Murray (Ed.), *Planning change, changing plans: Innovations in second language teaching* (pp.174-193). Ann Arbor, MI: University of Michigan Press.

Cummins, J. (in press). Foreword. In E. Gallagher, *Equal rights to the curriculum: Many languages, one message*. Clevedon, U.K.: Multilingual Matters.

Cummins, J. (in press). From literacy to multiliteracies: Designing learning environments for knowledge generation in culturally and linguistically diverse schools. In J. Lupart (Ed.), *Challenges of student diversity*. Markham, ON: Fitzhenry & Whiteside.

Cummins, J. (in press). Implications of multiple literacies for literacy instruction in school and workplace. In D. Livingstone, K. Mirchandani, P. Sawchuk (Eds.), *The future of lifelong learning and work: Critical perspectives*. Rotterdam, The Netherlands: SensePublishers.

Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction. In B. Street & N. H. Hornberger (Eds.), *Encyclopedia of language and education, 2nd edition, volume 2: Literacy*. (pp. 71-83). New York: Springer.

Cummins, J. (2008). Technology, literacy, and young second language learners: Designing educational futures. In L. L. Parker (Ed.), *Technology-mediated learning environments for young English learners* (pp. 61-98). New York: Lawrence Erlbaum Associates.

Cummins, J. (2008). Teaching for transfer: Challenging the two solitudes assumption in bilingual education. In J. Cummins & N. H. Hornberger (Eds.), *Encyclopedia of language and education, 2nd edition, volume 5: Bilingual education*. (pp. 65-75). New York: Springer.

Cummins, J. (2007). Foreword. In B. Anderson, W. Carr, C. Lewis, M. Salvatori, and M. Turnbull, *Effective literacy practices in FSL: Making connections*. Toronto: Pearson Education.

Cummins, J. (2007). Foreword. In M. Carder, *Bilingualism in international schools: A model for enriching language education* (pp. viii-xi). Clevedon, U.K.: Multilingual Matters.

Cummins, J. (2007). Foreword. In S. A. Reyes & T. Vallone, *Constructivist strategies for teaching English language learners*. Thousand Oaks, CA: Corwin Press.

Cummins, J. (2007). Preface. In H. Oketani-Lobbezoo (Ed.), *Raising children as bilinguals: Bilingual education for age zero* (pp. i-ii). Tokyo: Akashi Shoten.

Cummins, J., & Davison, C. (2007). Introduction: Research and teacher education in ELT: Meeting new challenges. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching, (Vol. II)* (pp. 963-972). Norwell, MA: Springer.

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(Eds.), *International handbook of English language teaching*, (Vol. I) (pp. 415-420). Norwell, MA: Springer.

Davison, C., & Cummins, J. (2007). Introduction: Constructs of language in ELT: Breaking the boundaries. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching*, (Vol. II) (pp. 777-782). Norwell, MA: Springer.

Davison, C., & Cummins, J. (2007). Introduction: The goals and focus of the ELT program: Problematizing content and pedagogy. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching*, (Vol. I) (pp. 231-236). Norwell, MA: Springer.

Kunnan, A., & Jang, E.E. (forthcoming). Diagnostic feedback in language testing. In M. Long & C. Doughty (Eds.), *The handbook of second and foreign language teaching*. New York: Wiley-Blackwell.

Lapkin, S., Swain, M., & Knouzi, I. (in press). Postsecondary French as a second language students learn the grammatical concept of voice: Study design, materials development, and pilot data. In J. P. Lantolf & M. Poehner (Eds.), *Sociocultural theory and the teaching of second languages*. London: Equinox Press.

Roussos, L., DiBello, L., Henson, R., Jang, E.E., & Templin, J. (in press). Skills diagnosis for education and psychology with IRT-based parametric latent class models. In S.E. Embretson & J. Roberts (Eds.), *New directions in psychological measurement with model-based approaches*. Washington, DC: American Psychological Association.

Spada, N., & Lightbown, P.M. (2008). Interaction research in second/foreign language classrooms. In C. Polio & A. Mackey (Eds.), *Multiple perspectives on interaction in second language acquisition*. New York: Routledge.

Swain, M., & Lapkin, S. (2008). Lexical learning through a multitask activity: The role of repetition. In T. W. Fortune & D. J. Tedick (Eds.), *Pathways to multilingualism: Evolving perspectives on immersion education* (pp.119-132). Clevedon, UK: Multilingual Matters.

Swain, M., & Lapkin, S. (2008). "Oh, I get it now!" From production to comprehension in second language learning. In D. M. Brinton, O. Kagan, & S. Bauckus (Eds.), *Heritage language acquisition: A new field emerging* (pp. 301-319). Mahwah, NJ: Lawrence Erlbaum.

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Swain, M., & Suzuki, W. (2008). Interaction, output, and communicative language learning. In B. Spolsky and F. Hult (Eds.), *The handbook of educational linguistics* (pp. 557-570). Malden, MA: Blackwell Publishing.

Tocalli-Beller, A., & Swain, M. (2007). Riddles and puns in the ESL Classroom: Adults talk to learn. In A. Mackey (Ed.), *Conversational interaction in second language acquisition: Empirical studies* (pp. 143-167). Oxford: Oxford University Press.

Articles in Refereed Journals

Cumming, A. (in press). Research for and within literacy instruction in secondary schools: A review essay. To appear in *Curriculum Inquiry*.

Cumming, A. (in press). Research timeline: Assessing academic writing in foreign and second languages. To appear in *Language Teaching*.

Cumming, A. (in press). The place of theory in TESOL. To appear in *TESOL Quarterly*, 42(2).

Cummins, J. (in press). Foreword: Pedagogies of choice: Challenging coercive relations of power in classrooms and communities. *International Journal of Bilingual Education and Bilingualism*. Special issue: "Overcoming Micro- (School-Based) and Macro- (Societal) Level Constraints in the Development of Bilingualism and Multilingualism" (Guest editors: Shelley K. Taylor and Mitsuyo Sakamoto).

Cummins, J. (in press). Language and literacy teaching for immigrant students: A pedagogical framework. *Scientia Paedagogica Experimentalis—International Journal of Experimental Research in Education*, 43(2).

Cummins, J. (2007). Pedagogies for the poor? Re-aligning reading instruction for low-income students with scientifically based reading research. *Educational Researcher*, 36, 564–572.

Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *The Canadian Journal of Applied Linguistics*, 10(2), 221-240. Special issue on *Multilingualism in Canadian Schools*, edited by Roy Lyster & Sharon Lapkin.

Cummins, J., Ardeshiri, M., & Cohen, S. (2008). Computer-supported scaffolding of literacy development. *Pedagogies*, 3, 4-21.

Jang, E.E. (in press). Cognitive diagnostic assessment of L2 reading comprehension ability: Validity arguments for applying the Fusion Model to LanguEdge assessment. To appear in *Language Testing*.

Jang, E.E., McDougall, D.E., Herbert, M., Pollon, D., & Russell, P. (in press). Integrative mixed methods data analytic strategies in research on school success in challenging circumstances. To appear in *Journal of Mixed Methods Research*.

Jang, E.E., & Roussos, L. (2007). An Investigation into the dimensionality of TOEFL using conditional covariance-based nonparametric approach. *Journal of Educational Measurement*, 44(1), 1-21.

Kerekes, J.A. (2007). Introduction: High stakes gatekeeping. *Journal of Pragmatics Special Issue, High stakes gatekeeping encounters and their consequences: Discourses in intercultural institutional settings*, 39(11), 1891-1894.

Kerekes, J.A. (2007). The co-construction of a gatekeeping encounter: An inventory of verbal actions. *Journal of Pragmatics Special Issue, High stakes gatekeeping encounters and their consequences: Discourses in intercultural institutional settings*, 39(11), 1942-1973.

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Sadeghi, S. (2008). Gender, culture and learning: Iranian immigrant women in Canadian higher education. *International Journal of Lifelong Learning*, 27(1), 217-234.

Sadeghi, S. (2007). The making of "good citizens": First-generation Muslim immigrants' narratives on race, gender, and identity in higher education. *The International Journal of Diversity in Organizations, Communities and Nations*, 7(1), 103-111.

Sadeghi, S. (2007). Crossing borders: Narrative, translation, and intercultural interpretation. *Sociolinguistic Studies*, 1(1), 131-152. [Special Issue on "Multiple Language, Communities and Discourses"]

Swain, M., & Deters, P. (2007). "New" mainstream SLA theory: Expanded and enriched. *Modern Language Journal*, 91(Focus Issue), 820-836.

Spada, N., & Lightbown, P.M. (in press). Form-focused instruction: Isolated or Integrated? To appear in *TESOL Quarterly*, 42(2).

Book Reviews Cumming, A. (2007). [Review of P. Ericsson & R. Haswell (Eds.). *Machine scoring of student essays: Truth and consequences*.] *Assessing Writing*, 12(1), 80-82.

Cumming, A. (2007). [Review of T. Lumley, *Assessing second language writing: The rater's perspective*.] *Language Testing* 24(2), 287-298.

Cummins, J. (2007). [Review of F. Genesee, K. Lindholm-Leary, W.M. Saunders, & D. Christian (Eds.). *Educating English language learners: A synthesis of research evidence*]. *Language and Education*, 21(1), 87-92.

Jang E.E. (in press). [Review of Leighton & Gierl (Eds.), *Cognitive diagnostic assessment for education: Theory and practice*]. *International Journal of Testing*.

Sadeghi, S. (in press). [Review of Y. Iram (Ed.). *Educating toward a culture of peace*]. *Education Review*.

Sadeghi, S. (2007). [Review of A. S. Canagarajah (Ed.). *Reclaiming the Local in Language Policy and Practice*]. *Sociolinguistics Studies*, 1(1), 157-161.

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Conference Proceedings**

Cumming, A. (2008). Goals to improve EFL writing. In A. Kazuya (Ed.) *35th JACET Summer Seminar Proceedings, No. 7: Issues in L2 Writing Instruction*. Tokyo: JACET (Japan Association of College English Teachers) (pp. 1-7).

Jang, E.E. (2007). A framework for cognitive diagnostic assessment. *Proceedings of the Fifth Annual Conference on Technology for Second Language Learning*, Ames, IA (pp. 1-15).

Jang, E.E., McDougall, D.E., Herbert, M., Pollon, D., & Russell, P. (2007). Mixed-method research in the study of schools facing challenging circumstances. *Hawaii International Conference in Education*, Honolulu, Hawaii (pp. 2389-2397).

Jang, E.E. (2007). Characteristics of vocabulary skills in reading comprehension tests: Differential item functioning. *Proceedings of the 42nd Korea Association of Teachers of English International Conference*. Seoul, Korea (pp. 336-342).

Kerekes, J.A., & Black-Allen, J. (2007). Stance, engagement, and identity negotiation in MA TESOL writing: American and international students finding voice. *Proceedings of the Korea Association of Teachers of English 2007 International Conference: Embracing Diversities and Pursuing Professional Integrity in TEFL*. Anyang, Korea: Gyeongin National University of Education (pp. 472-479).

Spada, N., & Tomita, Y. (2008). The complexities of selecting complex (and simple) forms in instructed SLA research. In A. Housen & F. Kuiken (Eds.) *Proceedings of the Complexity, Accuracy and Fluency (CAF) Conference*, Belgium: University of Brussels.

Technical Reports

Brydon, D., Cumming, A., & Erlich, C. (May, 2007). *York University undergraduate program review: English*. Report submitted to the Associate Vice-President, Academic, York University.

Cummins, J. (2007). Introduction to learning section. Conference report on *Immigration, Integration and Language: A Public Policy Conference on Living, Learning and Working in Canada*. The University of Calgary.

Cummins, J. (2007). Promoting literacy in multilingual contexts. *Research Monograph #5. What Works? Research into Practice*. The Literacy and Numeracy Secretariat, Ministry of Education Ontario.

Mady, C., Arnott, S., & Lapkin, S. (2007). *A comparison of AIM and non-AIM grade 8 core French in the Bluewater District School Board: Students' French proficiency and teachers and student perceptions*. Toronto, ON: Modern Language Centre, OISE/UT.

Other Publications

Gagné, A. (Producer) (2007). *Growing New Roots: The Reflections of Immigrant Teenagers in Canada – DVD (25 minutes)*. Toronto, ON: OISE/UT.

Gagné, A. (Editor). (2007). *Growing New Roots: The Voices of Immigrant Families and the Teachers of Their Children*. Handbook for Educators and Immigrant Communities. Toronto, ON: OISE/UT.

Jang, E.E., & McDougall, D.E. (2007). Lessons learned from schools facing challenging circumstances. *ORBIT*, 36(3), 22-25.

Jang, E.E. (2007). Rethinking literacy assessment. *KATE Forum*, 31(3), 9-12.

Swain, M., & Lapkin, S. (May 2007). Working in pairs: The top ten quotes from early French immersion students about peer collaboration. *ACIE Newsletter* (10th anniversary issue), 10(3), 22.

Graduate Studies Awards and Honours

This has been an “honorific” year. The most notable of honors are two (yes, two!) recipients of the Jacqueline A. Ross Outstanding Dissertation Award. This award, for best dissertation of the year in the field of language testing, is granted by Educational Testing Service in Princeton, New Jersey, on the basis of recommendations by a panel of experts in language testing from universities internationally. It includes a cash component as well as expenses to attend the Annual Language Testing Research Colloquium (to be held in China this year). The 2006 award was granted to Professor Eunice Jang for her thesis, completed at the University of Illinois, Urbana-Champaign, prior to her assuming her faculty position at OISE. The 2007 award was granted to Dr. Usman Erdosy for his thesis completed in the Second Language Education program at OISE.

Stephanie Arnott was this year’s recipient of the H.H. Stern Award, sponsored by the Ontario Modern Language Association, “to promote studies in modern language education in the Modern Language Centre at OISE”. Each year the American Association for Applied Linguistics offers travel awards to meritorious students to attend their annual meeting; Wataru Suzuki and Paull Quinn were recipients of this year. Similarly, the British Association of Applied Linguistics makes an award for their conference, and Julie Byrd Clark was the recipient. Five SLE students received *Language Learning* Dissertation Grants to support the costs of their thesis research: Mario López-Gopar, Hyunjung Shin, Wataru Suzuki, Yasuyo Tomita, and Antonella Valeo.

Graduate students associated with the MLC received various forms of recognition for their work this past year.

Khaled Barkaoui	ILTA Student Travel Award
Julie Byrd Clark	Gordon Cressy Student Leadership Award British Association of Applied Linguistics International Scholarship Award Sociolinguistics Symposium 17 Scholarship Award
James Corcoran	CGS Master’s SSHRC Award OISE Top-up Award
Ittissam Knouzi	OISE Academic Excellence Award Canadian Association of Applied Linguistics Conference Travel Award
Geoff Lawrence	SSHRC Fellowship Award
Kathy Lee	China-Canada Scholar’s Exchange Program Award
Kwai Li	Master’s SSHRC Scholarship
Mario López-Gopar	CONACyT (Science and Technology National Council, Mexico) Graduate Studies Award OISE/UT Academic Excellence Award School of Graduate Studies Research Travel Grant The Albert H. Markwardt Travel Grant, TESOL

Gail Prasad	Canadian Graduate Scholarship SSHRC Award William Pakenham Fellowship in Education Massey College Junior Fellowship OISE/UT Academic Excellence Award
Paul Quinn	AAAL Graduate Student Travel Award
Kristin Snoddon	Keith A. McLeod Scholarship
Stephanie Soto Gordon	Associate Teacher of the Year 2007 Award (Queen's University)
Wataru Suzuki	U of T School of Graduate Studies Research Travel Grant STEP Research Grant (Society for Testing English Proficiency in Japan) AAAL Graduate Student Travel Award
Antonella Valeo	The International Research Foundation for English Language Education (TIRF) 2007 Russell N. Campbell Doctoral Dissertation Grant

At least 7 students received Ontario Graduate Scholarships to support their Ph.D. studies: Khaled Barkaoui, Julie Byrd-Clark, Christian Chun, James Corcoran, Ibtissem Knouzi, Kathy Lee, and Mario López-Gopar.

**Students Awarded
Thesis Degrees**

Mahshid Azimi (M.A.) *Development of morphological spelling strategies in second language learners with and without learning disability.* Thesis supervisor Dr. Geva with committee of Dr. Jang.

Louis Chen (Ph.D.) *Shifting powers, mediating knowledge, and creating culture: The educational potential of instant messaging for academic learning.* Thesis supervisor of Dr. Cummins with committee of Drs. Brett and Swain.

Sarah Cohen (Ph.D.) *Making visible the invisible: Dual language teaching practices in monolingual instructional settings.* Thesis supervisor Dr. Cummins with committee of Drs. Bernhard and Botelho.

Jill Cummings (Ph.D.) *An activity theory analysis of three instructors' knowledge for teaching writing in a pre-university English-for-academic purposes course: Teacher mind as mediated action.* Thesis supervisor Dr. Cumming with committee of Drs. Cummins and Gagné.

Vedran Dronjic (M.A.) *The influence of L2 English on the L1 Serbo-Croatian of Toronto-based bilinguals: The case of grammaticality judgements at the lexis-syntax interface.* Thesis supervisor Dr. Helms-Park with committee of Dr. Kerekes.

Marina Engelking (M.A.) *Grounding cognition in intersubjectivity and agency: An investigation into the intercultural collaborative learning activity.* Thesis

supervisor Dr. Swain with committee of Dr. Cummins.

Maria Gauthier (M.A.) *The effects of structure pre-task writing plans in L1 and L2 on high school learner's FSL writing performance.* Thesis supervisor Dr. Lapkin with committee of Dr. Gagné.

Margaret Hearnden (Ph.D.) *Nursing across cultures: The communicative needs of internationally educated nurses working with older adults.* Thesis supervisor Dr. Lapkin with committee of Drs. Friedland, Swain and Kerekes.

Muhammad Enamul Huque (Ph.D.) *Belonging through participation: An exploration of the Caribana, Pride, and Santa Clause Parades in Toronto, 1998-2004.* Thesis supervisor Dr. Cummins with committee of Drs. Morgan and Simon.

Yasuhiro Imai (Ph.D.) *Collaborative learning for an EFL classroom: Emotions, language, and communication.* Thesis supervisor Dr. Swain with committee of Drs. Cumming and Pavlenko (Temple University).

Sylvie Lamoureux (Ph.D.) *La transition de l'école secondaire de langue française à l'université en Ontario: perspectives étudiantes.* Thesis supervisor Dr. Labrie with committee of Drs. Churchill, Farmer and Feuerverger.

David McCormick (Ph.D.) *Teaching the English present perfect in the L2 classroom.* Thesis supervisor Dr. Spada with committee of Helms-Park and Steele.

Manjit Pawa (M.A.) *Peer dialogue: Cognitive and affective processes and outcomes in an adult EAP classroom.* Thesis supervisor Dr. Lapkin with committee of Dr. Cummins.

Natalie Poulson (M.A.) *Civil society and indigenous language education in Bangladesh: Language education as an international development activity.* Thesis supervisor Dr. Labrie with committee of Dr. Mundy.

Paul Quinn (M.A.) *Two Japanese language tourists' general experience of spoken output.* Thesis supervisor Dr. Jang with Committee of Dr. Spada.

Michael Salvatori (Ph.D.) *Learning, yearning and discerning: The development of French language proficiency of non-native speaker teachers of French as a Second Language in Ontario.* Thesis supervisor Dr. Gagné with committee of Drs. Lapkin and Gérin-Lajoie.

Miwa Takeuchi (M.A.) *Social identity negotiation in critical literacy learning: A case study in a Japanese heritage/community language classroom.* Thesis supervisor Dr. Cummins with committee of Dr. Kerekes.

**New Student Thesis
Committees**

Vicki Bismilla (Ed.D.) *Preparing to legitimize students' first languages in college classrooms*. Thesis supervisor Dr. Cummins with committee of Drs. Goldstein and Portelli.

Christian Chun (Ph.D.) *Evangelism and technologies of the self: English language teaching as Christian mission*. Thesis supervisor Dr. Labrie with committee of Dr. Cummins and McElhinny.

Susan Elgie (M.A.) *Student achievement on the Ontario Secondary School Literacy Test: A focus on immigrant students*. Thesis supervisor Dr. Wolfe with committee of Dr. Jang.

Yuhong Jia (M.A.) *A comparison between monolingual ESL class and bilingual ESL class in a Chinese adult ESL educational setting*. Thesis supervisor Dr. Kerekes with committee of Dr. Cummins.

Geoff Lawrence (Ph.D.) *The cultural dimension in international language teacher preparation: An analysis of teacher beliefs and experience*. Thesis supervisor Dr. Gagné with committee of Drs. Cummins and Jang.

Ranya Khan (Ph.D.) *At the margins: An examination of the pedagogical challenges and issues facing English language learners with interrupted formal schooling*. Thesis supervisor Dr. Gagné with committee of Drs. Goldstein and Niyozov.

Kathy Lee (M.A.) *A case study of an integrated community of practice in a south-eastern Chinese university*. Thesis supervisor Dr. Gagné with committee of Dr. Goldstein.

Iryna Lenchuk (M.A.) *"They think I'm nuts!": An investigation of the relationship between languaging and cognition*. Thesis supervisor Dr. Swain with committee of Dr. Lapkin.

Mario López-Gopar (Ph.D.) *Teacher collaboration in culturally and linguistically diverse classrooms*. Thesis supervisor Dr. Cummins with committee of Drs. Botelho and Labrie.

Mei Lan Ma (M.A.) *An exploratory case study of the participation and interaction among elementary school ESL students and native speakers in online discussions*. Thesis supervisor Dr. Gagné with committee of Dr. Kerekes.

Kirk Perris (Ph.D.) *Online learning in the open university systems of India and China: A comparison of responses to globalization*. Thesis supervisor Dr. Hayhoe with committee of Drs. Jang and Mundy.

Colette Peters (Ph.D.) *International medical graduates in Ontario: Learning during licensure and interview preparation*. Thesis supervisor Dr. Kerekes with committee of Dr. Cumming and Jang.

Vanessa Peters (Ph.D.) *Scripting individual and collaborative learning activities within a knowledge building framework*. Thesis supervisor Dr. Slotta with committee of Drs. Jang and Brett.

Reed Thomas (M.A.) *An exploratory comparative case study of teachers' beliefs and practices regarding content-based instruction in early French immersion and English as a second language in Ontario elementary schools*. Thesis supervisor Dr. Gagné with committee of Dr. Cummins.

Yasuyo Tomita (Ph.D.) *Learner investment in L2 communication: The role of form-focused instruction*. Thesis supervisor Dr. Spada with committee of Drs. Kerekes and Cummins.

Antonella Valeo (Ph.D.) *The integration of language and content: Form-focussed instruction in a content-based language program*. Thesis supervisor Dr. Spada with committee of Dr. Cummins and Jang.

Yunmei Xu (Ph.D.) *Examination of the accuracy of longitudinal national results obtained from international educational assessment: The case of countries with low achievement*. Thesis supervisor Dr. Wolfe with committee of Drs. Jang and Childs.

Update on Recent Graduates

Khaled Barkaoui (Ph.D.) is assuming the position of Assistant Professor in the Faculty of Education at York University in July 2008.

Dr. Michael Busch (Ph.D.) is teaching at the University of Michigan-Flint.

Karen Caldwell (M.A., SLE) entered a Ph.D. program at Lancaster University, UK after several years teaching at Bilkent University, Turkey and in the Arabian Gulf.

Dr. Louis Chen (Ph.D.) has been appointed as a policy and research analyst in the Ministry of Employment and Income Assistance of the government of British Columbia.

Dr. Sarah Cohen (Ph.D.) is an Assistant Professor position at the University of Wisconsin, Whitewater and is Editor of *Bilingual Basics Newsletter* for Bilingual Education Interest Section, TESOL.

Dr. Jill Cummings (Ph.D.) is teaching at St. Thomas University in Fredericton, New Brunswick.

Dr. Farahnaz Faez (Ph.D.) is an Assistant Professor in the Faculty of Education at the University of Western Ontario.

Dr. Huamei Han (Ph.D.) is Assistant Professor in the Faculty of Education, Simon Fraser University.

Dr. Rowena He (M.A., SLE) is completing her Ph.D. in CTL and will be a SSHRC postdoctoral fellow at Harvard University next academic year.

Dr. Tae-Young Kim (Ph.D.) is Assistant Professor in the Department of English Education at Chung-Ang University, South Korea.

Dr. Maki Ojima (M.A., SLE) completed her Ph.D. last year at the University of London and is now teaching at Sophia University in Tokyo, Japan.

Michael Roberts (M.A., SLE) entered a Ph.D. program at the University of Western Ontario, specializing in program management, building on his years of teaching English in Korea since completing his Masters degree at OISE.

Dr. Michael Salvatori (Ph.D.) is the Director of Membership Services at the Ontario College of Teachers.

Dr. Shijing Xu is an Assistant Professor in the Faculty of Education at the University of Windsor.

Student Publications

Barkaoui, K. (2007). Participants, texts, and processes in second language writing assessment: A narrative review of the literature. *The Canadian Modern Language Review*, 64, 97-132.

Barkaoui, K. (2007). Rating scale impact on EFL essay marking: A mixed-method study. *Assessing Writing*, 12, 86-107.

Barkaoui, K. (2007). Revision in second language writing: What teachers need to know. *TESL Canada Journal*, 25, 81-92.

Barkaoui, K. (2007). Sources of variability in second language writing: Learner and task characteristics. *Contact*, 33(3), 36-45.

Barkaoui, K. (2007). Teaching writing to second language learners: Some insights from theory and research. *TESL Reporter*, 40, 35-48.

Botelho, M. J., Cohen, S., Leoni, L., Sastri, P. & Chow, P. (accepted). Respecting children's cultural and linguistic knowledge: The pedagogical possibilities and challenges of multiliteracies in schools. In M. L. Dantas & P. Manyak (Eds.), *Home-school connections in a multicultural society: Learning from and with cultural and linguistically diverse families*. Oxford: Routledge

Byrd Clark, J. (in press). Comment définir qui est Francophone? Représentations de la francophonie, investissements linguistiques et les identités imbriquées dans les actes du colloque. In *Produire et reproduire la francophonie en la nommant*. Ottawa: Université d'Ottawa Press.

Byrd Clark, J. (in press). *Overlapping discursive spaces: The notion of italianità meets the construction of la francité*. Selected papers from the 4th International Conference on Third Language Acquisition and Multilingualism, University of Fribourg. In B. Hufeisen's (Ed.), *L3 Book Series*. Clevedon, U.K.: Multilingual Matters.

Byrd Clark, J. (in press). Overlapping identities, representations of multilingualism, and conceptions of citizenship in an urban, globalized world in Special edition of *RANAM*, publication of l'université de Marc Bloch, Strasbourg, France, November 8-10 2007.

Byrd Clark, J. (in press). Representations of multilingualism and language investment in a globalized world. In M. Mantero, P. Chamness Miller, & J. Watzke (Eds.), *Readings in language studies, volume one: Language across disciplinary boundaries*. New York: Information Age Publishing.

Byrd Clark, J. (in press). [Review of Carol Sanders (Ed.), *The Cambridge companion to Saussure*]. *Critical Inquiry in Language Studies*.

Byrd Clark, J. (2008). So, why do you want to teach French? Representations of multilingualism and language investment through a reflexive critical sociolinguistic ethnography. *Education and Ethnography*, 3(1), 1-16.

Byrd Clark, J. (2007). Discourse encounters through school experiences: the notion of *Italianità* meets the construction of *la francité*. In M. Mantero (Ed.), *Identity and second language learning: Culture, inquiry, and dialogic activity in educational contexts* (pp. 93-117). New York: Information Age Publishing.

Byrd Clark, J. (2007). Voices of youth and discourses of multilingualism and citizenship in *Selected Proceedings for 2006 BAAL IRAAL (British Association of Applied Linguistics and Irish Association of Applied Linguistics) Conference* (pp. 149-164). Birmingham, UK: University of Birmingham Press.

Chun, C. W. (in press). Comments on "Evaluation of the usefulness of the *Versant for English* test: A response to Chun (2006): The author responds. To appear in *Language Assessment Quarterly*, 5(2).

Corcoran, J. (2007). What do they know of English who only English know: Non-native English-speaking teachers in English Language Teaching, *The Ontario Institute for Studies in Education-University of Toronto 7th Annual Dean's Graduate Student Research Conference Proceedings* (pp. 42-61). Toronto, OISE.

Corcoran, J. (2007). L1 in the L2 Classroom: Framing NES/NNES teacher beliefs. *The 1st International Association of Brazilian University English Professors Conference Proceedings* (pp. 52-69). Belo Horizonte: Prensa da Universidade Federal de Minas Gerais.

Cummins, J., Ardeshiri, M., Cohen, S. (2008). Computer-supported scaffolding of literacy development. *Pedagogies*, 1, 4-21.

Engelking, M., & McPherson, G. (2008) *Breakthroughs: An advanced English program*, 2nd Ed. Toronto: Oxford University Press.

Ishii, D. (2008). Language dia-logs: Consciousness-raising through collaborative reflection. In J. Eckerth & S. Siekmann (Eds.), *Task-based language learning and teaching: Theoretical, methodological, and pedagogical perspectives* (pp. 119-142). New York: Peter Lang.

Jessop, L., Suzuki, W., & Tomita, Y. (2007). Elicited imitation in second language acquisition research. *Canadian Modern Language Review*, 64, 215-220.

Lawrence, G.P.J., Compton, T., Young, C., & Owen, H. (in press). Using wikis for collaborative writing and intercultural learning. In S. Rilling & M. Dantas-Whitney (Eds.), *Authenticity in the classroom and beyond*. Alexandria, VA: TESOL.

López Gopar, M. E. (2007). El alfabeto marginante en la educación indígena: el potencial de las multilectoescrituras. *Lectura y Vida: Revista Latinoamericana de Lectura*, 28(3), 48-57.

López Gopar, M. E. (2007). What do Mexican parents think about literacy learning? *Temas de Lingüística Aplicada, UABJO*, 1(1), 34-50.

López-Gopar, M. E. & Julián Caballero, J. (2007). Language Politics: Examples from Oaxaca, Mexico. *Bilingual Basics: TESOL Newsletter* 9(2). http://www.tesol.org/s_tesol/article.asp?vid=163&DID=10035&sid=1&cid=736&iid=10029&nid=3077

Mady, C., Arnott, S., & Lapkin, S. (in press). AIM: Where's the target? *Réflexions*.

Mayuzumi, K., Motobayashi, K., Nagayama, C., & Takeuchi, M. (2007). Transforming diversity in Canadian higher education: A dialogue of Japanese women graduate students. *Teaching in Higher Education*, 12(5/6), 581-592.

Petrescu, M.C. (2007). [Review of the book *Assessing vocabulary*.] *Contact*, 33(3), 67-70.

Reynolds, D.W., Bae, K., & Wilson, J.S. (in press). Individualizing pedagogy: Responding to diverse needs in freshman composition for non-native speakers. In M. Roberge, M. Siegal, & L. Harklau (Eds.), *Generation 1.5 in college composition: Theory, research, and pedagogy*. Mahwah, NJ: Lawrence Erlbaum.

Ross, J., A., Barkaoui, K., & Scott, G. (2007). Evaluations that consider the cost of educational programs: The contribution of high-quality studies. *American Journal of Evaluation*, 28, 477-492.

Snoddon, K. (in press). American Sign Language and early intervention. *Canadian Modern Language Review*.

Snoddon, K. (in press). [Book note for *Sign language and linguistic universals*]. *Language in Society*.

Snoddon, K. (in press). [Review of *Making a difference in the lives of bilingual/bicultural children*]. *TESL-EJ*.

Snoddon, K. (2007). Developing American Sign Language identity texts: A case study. *Bilingual Basics*, 9(1). http://www.tesol.org/s_tesol/docs/8500/8420.html?nid=3077#135

Snoddon, K. (2007) [Review of *Language, space and power: A critical look at bilingual education*]. *TESL-EJ*, 11(1), 1-4, <http://tesl-ej.org/ej41/r9.pdf>.

Suzuki, W. (in press). [Review of K. Bardovi-Harlig and Z. Dorneyi (Eds.), *Themes in SLA research*]. *Canadian Modern Language Review*, 64, 528-530.

Suzuki, W., & Itagaki, N. (2007). Learner metalinguistic reflections following output-oriented and reflective activities. *Language Awareness*, 16(2), 131-146.

Tokumaru, S., Motobayashi, K., Horikawa, Y., Nakane, I., & Chen, S. (in press). Sakubun.org intaanetto denshi keijiban: Sakubun kara sakuhin he [Sakubun.org: A text-exchange project on an electronic bulletin board]. To appear in Hatasa, Y. (Ed.), *Gaikokugo to shite no Nihongo Kyoiku [Japanese as a foreign language teaching]*, (Ch.10: pp. 173-190). Tokyo, Japan: Kuroshio Syuppan.

Valeo, A. (2008) [Review of M. del Pilar Garcia Mayo (Ed.), *Investigating Tasks in Formal Language Learning*]. *Canadian Modern Language Review*, 64(3).

Watanabe, Y., & Swain, M. (in press). Perception of learner proficiency: Its impact on the interaction between an ESL learner and her higher and lower proficiency partners. *Language Awareness*.

Watanabe, Y. (in press). Peer-peer interaction between L2 learners of different proficiency levels: Their interactions and reflections. *Canadian Modern Language Review*.

Student Presentations at Conferences

Arnott, S. (2008, February). *The Accelerative Integrated Method (AIM): A descriptive case study*. Paper presented at the OISE Dean's Graduate Student Conference, OISE, Toronto, ON.

Arnott, S. (2008, January). *The Accelerative Integrated Method (AIM) for teaching FSL and ESL: A descriptive case study and inquiry into the effectiveness of prescriptive teaching methods*. Paper presented at the MLC Informal Seminar Series, OISE, Toronto, ON.

Bae, K., Wilson, J.S., & Doss, M.M. (2007, April). *To infinity and beyond: Creating an organic writing space for the college student*. Panel presentation at the International Writing Center Association (IWCA) annual conference, Houston, TX.

Bae, K., & Wilson, J.S. (2008, April). *Developing and assessing an EAP graduate workshop*. Panel presentation at the TESOL 2008 conference, New York, NY.

Barkaoui, K. (2007, April). *Raters' perceptions of the effects of thinking aloud on their ESL essay rating performance: A qualitative study*. Paper presented at the annual meeting of the American Association of Applied Linguistics (AAAL), Costa Mesa, CA.

Barkaoui, K. (2007, June). *Effects of thinking aloud on ESL essay rater performance: A FACETS analysis*. Paper presented at the annual meeting of the Language Testing Research Colloquium (LTRC), Barcelona, Spain.

Barkaoui, K. (2007, June). *Verbalization as a learning tool: What do novice and experienced raters say about thinking aloud while rating ESL essays?* Paper presented at the annual meeting of the Canadian Association of Applied Linguistics (ACLA), Saskatoon, SK.

Barkaoui, K. (2008, January). *Effects of scoring method and rater experience on ESL essay rater performance*. Paper presented at the MLC Informal Seminar Series, OISE, Toronto, ON.

Barkaoui, K. & Knouzi, I. (2007, June). *What they value: Demystifying EFL teachers' writing assessment criteria*. Poster presented at the annual meeting of the European Association of Language Testing (EALTA), Sitges, Spain.

Britnell, J., Engelking, M., Germain-Rutherford, A., Kerr, B., Siddall, G., & Murphy, P. (2008, February). *Success in academia: A faculty development*

resource to promote the integration of international faculty into post secondary institutions. Paper presented at the Annual Winter Conference of the Educational Developers Caucus of the Society for Teaching and Learning in Higher Education, Vancouver, BC.

Byrd Clark, J. (2008, April). *Voices of Canadian Youth : Investing in Discourses of Multilingualism and Citizenship.* Paper accepted to be presented at the Sociolinguistics Symposium 17, Amsterdam, The Netherlands.

Byrd Clark, J. (2007, November). *Espaces multiformes et identités imbriquées chez les jeunes Canadiens.* Paper presented as an invited scholar and guest at the centre d'Études Canadiennes/Centre for Canadian Studies, University of Avignon, France.

Byrd Clark, J. et Labrie, N. (2007, November). *La voix de jeunes canadiens dans leur processus d'identification: les identités imbriquées dans des espaces multiformes.* Présentation orale retenue pour le colloque international de linguistique : Construction d'identité et processus d'identification, l'université de François Rabelais, Tours, France.

Byrd Clark, J. (2007, November). *Overlapping identities, representations of multilingualism and conceptions of citizenship in an urban, globalized world.* Paper presented at the Centre d'Études Canadiennes/Centre for Canadian Studies, Département d'Études Anglaises et Nord Américaines, Université Marc Bloch, Strasbourg, France.

Byrd Clark, J. (2007, September). *Comment définir qui est Francophone? Représentations de la francophonie, investissements linguistiques et les identités imbriquées.* Présentation orale pour le colloque, Produire et reproduire la francophonie en la nommant, à l'Université d'Ottawa.

Byrd Clark, J. (2007, September). *Voices of youth, ideologies of language, and discourses of multilingualism and Canadianité.* Paper presented at the 40th Annual British Association of Applied Linguistics, University of Edinburgh, Edinburgh, Scotland.

Byrd Clark, J. (2007, September). *Discourses of multilingualism and citizenship in an urban, globalized world.* Paper presented at the Fifth International Conference on Third Language Acquisition (L3) and Multilingualism, University of Stirling, Stirling, Scotland, UK.

Byrd Clark, J. (2007, June). *Représentations du plurilinguisme, investissements linguistiques et les identités imbriquées dans un programme de formation initiale à Toronto.* Paper presented at colloque international : Situations plurilingues et Français Langue Seconde du DILTEC « Didactique des Langues, des Textes et des Cultures » à l'université de la Sorbonne Nouvelle Paris III, Paris, France.

Chun, C. W. (2008, March). *The EAP classroom as discursive space of neoliberalism*. Paper presented at the annual meeting of the American Association of Applied Linguistics, Washington, DC.

Chun, C. W., & Wilson, J. S. (2008, April). *Incorporating Critical Literacy into ESL Writing Pedagogy*. Paper presented at the 2008 TESOL Annual Conference, New York, NY.

Cohen, S. (2008, April). *Multilingual identity texts: Promoting multilingualism, engaging students*. Paper presented as part of panel entitled: Identity texts, literacy engagement, and multilingual classrooms with Cummins, J., Cohen, S., Lopez-Gopar, M., Snoddon, K. at the TESOL Annual Conference New York, NY.

Cohen, S. (2007, April). *Negotiating identities through dual language identity texts: Dual language literacy in a monolingual instructional setting*. Paper presented at the Colloquium: "Multimodality in the Education of Multilingual, Multicultural Students: Policy and Practice" Presented as part of colloquium with Margaret Early, Diane Potts, and Jim Cummins at the annual meeting of the American Association of Applied Linguistics, Costa Mesa, CA .

Cohen, S., Cummins, J., López-Gopar, M., & Snoddon, K. (2008, April). *Identity texts as a tool for literacy engagement in multilingual elementary school contexts*. Panel session at the TESOL 2008 conference, New York, NY.

Cohen, S., & Leoni, L. (2007, May). *What's inside: Building literacy curriculum around students' identities*. Paper presented as part of the Symposium: "Multiliteracies in the classroom: Pedagogical possibilities and challenges" with other participants: Botelho, M.J., Cummins, J., Cohen, S., Leoni, L., Sastri, P., Chow, P. *IRA's Annual Convention*, Toronto, ON.

Corcoran, J. (2008, April). *L1 in the L2 classroom: Framing Brazilian teachers of adults' beliefs and practices*. Paper presented at the MLC Informal Seminar Series, OISE, Toronto, ON.

Corcoran, J. (2008, April). *Linguistic imperialism reinvented: NNES teachers in Brazilian ELT*. Paper presented at the Texas Foreign Language Education Conference, Austin, TX

Corcoran, J. (2008, March). *L1 in the FL classroom: Brazilian teacher beliefs and practices*. Paper presented at the 7th Annual McGill Education Graduate Students Society Conference: Making Education Count, Montreal, QC.

Corcoran, J. (2008, March). *Linguistic imperialism in Brazilian ELT: Myth or match?* Paper presented at the 52nd Annual Comparative and International Education Society Conference: New York, NY.

Corcoran, J. (2008, February). *Brazilian ELT: Market demand or linguistic imperialism?* Paper presented at the 8th Annual OISE Dean's Graduate Student Research Conference, Toronto, ON.

Corcoran, J. (2007, October). *L1 in the L2 classroom: Framing NNES teacher beliefs.* Paper presented at the 5th Annual Association of Mexican University English Professors Conference: New Horizons for English Language Teaching, Puerto Vallarta, Mexico.

Corcoran, J. (2007, June). *L1 in the L2 classroom: Framing NES/NNES teacher beliefs.* Paper presented at the 5th International Association of Brazilian University English Professors Conference, Belo Horizonte, MG, Brazil.

Deters, P. (2008, April). *The professional acculturation of internationally educated teachers in Canada: Affordances, constraints, and the reconstruction of professional identity.* Paper presented at the Sociocultural Perspectives on Teacher Education and Development Conference, University of Oxford, England.

Deters, P. (2008, February). *Identity and agency in the acquisition of language and culture: Narratives of immigrant professionals in Canada.* Paper presented at the 2008 VALS-ASLA Kolloquium - Vereinigung für Angewandte Linguistik in der Schweiz / Association Suisse de Linguistique Appliquée (Swiss Association of Applied Linguistics), Università della Svizzera Italiana, Lugano, Switzerland.

Deters, P. (2007, November). *Second language acquisition in situ: Perspectives of internationally educated professionals in Canada.* Paper presented at the 2007 Studentische Tagung Sprachwissenschaft (Linguistics Student Conference). Christian Albrecht Universität, Kiel, Germany.

Dronjic, V. (2007, June). *The changing L1 system in bilinguals residing in an L2 environment: Judgments of L1 utterances of other bilinguals which do not conform to the monolingual standard.* Paper presented at the Canadian Association of Applied Linguistics conference, Saskatoon, SK.

Dronjic, V., Petrescu, M.C., Helms-Park, R. (2008, March). *The merits and potential weaknesses of Depth of Vocabulary Knowledge tests containing paradigmatic and syntagmatic associations: An exemplar.* Paper presented at the annual meeting of the American Association for Applied Linguistics, Washington DC.

Ellias, R., & Li, K.Y. (2008, February). *Chinese diaspora in Kolkata, India.* Discussion of book presented at the Asian Writers Series, India; the Centre for Canadian Studies, University of Dehli, the Institute of Chinese Studies at India International Centre; the Center for European and Latin American

Studies, Jamia Millia Islamic University, Delhi, India; the Comparative English Literature Department, Jadavpur University, Kolkata, India.

Faraone, A. & Knouzi, I. (2008, April). *FSL pre-service teachers: Building competency and confidence*. Paper presented at Ontario Modern Language Teachers' Association Annual Conference, Toronto, ON.

Gagné, A., Khan, R., Manji, S., Gershater, L.A., Eidoo, S. & López-Gopar, M. (May 2007). *Growing new roots: The voices of immigrant parents and the teachers of their children*. Paper presented at the Celebrating Linguistic Diversity Conference, Toronto, ON.

Gagné, A., & Lawrence, G. (June, 2007). *Fostering intercultural communicative competence among language teachers: Challenges & strategies*, Paper presented at the Language Teacher Education Conference, Minneapolis, MN.

Gagné, A. Rolheiser, C. Morrow, M. Schwartz, S., & Thomas, R. (2008, April). *E-Portfolios: An interactive teaching and learning tool*. Paper presented at the Innovative Teaching and Technology Conference, University of Toronto, Toronto, ON.

Gravel, S. (2008, February). *A sociocultural perspective on a summer French language immersion programme*. Paper presented at the OISE Dean's Annual Graduate Student Research Conference, Toronto, ON.

Helms-Park, R., Dronjic, V., & Petrescu, M.C. (2007, April). *Should lexical tests exclude cognates?: Analyzing Romanian and Vietnamese speakers' choices on the Nation-Schmitt vocabulary levels test*. Paper presented at the annual meeting of the American Association for Applied Linguistics, Costa Mesa, CA.

Kim, Y.-H. & Jang, E. (2008, March). *An investigation into differential item functioning on a secondary school English literacy test*. Paper presented at the 2008 annual meeting of the American Association for Applied Linguistics, Washington DC.

Kim, Y.-H., & Jang, E. (2007, October). *An investigation into differential item functioning on the Ontario Secondary School Literacy Test*. Paper presented at the MLC Informal Seminar Series, OISE, Toronto, ON.

King, R., & Wicks, J. (2008, April). *'Aren't we proud of our language?': Commodification and the Nissan Bonavista TV commercial*. Paper presented at the Sociolinguistics Symposium 17, Amsterdam, The Netherlands.

Lapkin, S., Swain, M., & Knouzi, I. (2007, April). *Teaching the grammatical concept of voice in postsecondary L2 French*. Paper presented at the annual

meeting of the American Association for Applied Linguistics, Costa Mesa, CA.

Lau, M. C. (2008, April). *A critical reading of the use of cultural traditions in Chinese Canadian children's books*. Paper presented at the A Place for Children's and Young Adult Literature in New Literacies Classrooms Conference, Toronto, ON.

Lau, M. C. (2007, October). Language and culture initiative: Training and support services for internationally educated teacher candidates. In A. Gagné (Chair), *Policies and practices affecting teacher mobility across national boundaries*. Workshop conducted at the 12th International Metropolis Conference, Melbourne, Australia.

Lawrence, G. (2008, April). *Building intercultural communicative competence in TESOL programs*. Paper presented at the 42nd Annual TESOL Convention, New York, NY.

Lawrence, G. (2008, March). *The (Inter?)cultural dimension in international language teacher preparation: An analysis of teacher beliefs and experience*. Paper presented at the 15th Annual ICC Conference, London, England.

Lawrence, G., & Gagné, A. (June, 2007). *Fostering intercultural communicative competence among language teachers: Challenges and strategies*. Discussion session presented at the Center for Advanced Research into Language Acquisition (CARLA) conference, Minneapolis, MN.

Lee, K.W.Y. (2008, January). *A case study of an integrated community of practice in a south-easter Chinese university*. Paper presented at the Hawaii International Conference on Arts and Humanities, Honolulu, HI.

López-Gopar, M. (2008, April). *Language politics in Mexico: Indigenous languages, Spanish and English*. Paper presented at the TESOL International Convention, New York, NY.

López-Gopar, M. (2008, April). *Identity texts, literacy engagement and multilingual classrooms*. Paper presented at the TESOL International Convention, New York, NY.

López-Gopar, M. (2008, March). *English and indigenous children in multilingual settings: Its impact and teacher preparation issues*. Paper presented at the American Association for Applied Linguistics Conference, Washington, DC.

López Gopar, M. (2007, December). *Critical action research and critical ethnography: A window into indigenous children's views of English*. Paper presented at The Ethnographic Turn in the Study of Learning Additional Languages Conference, Oaxaca, México.

López-Gopar, M. (2007, November). *Mexican indigenous teachers of English: Identity, praxis and multilingualism*. Paper presented at the Language, Education and Diversity Conference, Hamilton, New Zealand.

Mady, C., Arnott, S., & Lapkin, S. (2008, April). *AIM in Ontario: Where do we go from here?* Paper presented at the Ontario Modern Language Teachers' Association annual conference, Toronto, ON.

Motobayashi, K., Tokumaru, S., & Takeda, T. (2007, July). *Positions of participants in a sequential online interaction in Japanese: An analysis of communication on an electronic bulletin board*. Paper presented at the 10th International Pragmatics Conference (IPrA), Goteborg, Sweden.

Motobayashi, K. (2007, May). *Language policy studies: Its interdisciplinarity and methodology*. Paper presented at the 3rd International Congress of Qualitative Inquiry at the University of Illinois at Urbana-Champaign, IL.

Motobayashi, K. (2007, May). *Crossing borders: Epistemological, disciplinary and regional border crossings by a graduate student*. Paper presented at the 3rd International Congress of Qualitative Inquiry at the University of Illinois at Urbana-Champaign, IL.

Nemorin, S., Zhao, K., Wang, Y., Walsh, S., & Brigham, S. (June, 2007). *Internationally educated teachers and the importance of diversity in the teaching profession*. Poster presentation at Joint International Conference of the Adult Education Research Conference (AERC) 48th National Conference & the Canadian Association for the Study of Adult Education (CASAE) 26th National Conference, Halifax, NS.

Prasad, G. (2008, February). *Heritage language learners in the Canadian French immersion context*. Paper presented at the OISE Dean's Graduate Student Research Conference, Toronto, ON.

Quinn, P. (2008, March). *Two Japanese language tourists' ESL experience of the functions of the comprehensible output hypothesis: The potential for learning through speaking*. Paper presented at the MLC Informal Seminar Series, OISE, Toronto, ON.

Quinn, P. (2008, March). *Two Japanese language tourists' experience of spoken output*. Paper presentation at the American Association for Applied Linguistics conference, Washington DC.

Quinn, P. (2008, February). *Two Japanese language tourists' experience of spoken output*. Paper presentation at the Dean's Graduate Student Research conference, Toronto, ON.

Schwartz, S., Thomas, R., & Morrow, M. (2007, October). *Electronic portfolios: Developing reflective and technologically-literate educators*. Paper

presented at the Symposium of Teaching and Learning, University of Toronto, Toronto, ON.

Seung, W. J. (2007, November). *Writing conferences via SCMC: A case study of an ESL learner*. Paper presented at the MLC Informal Seminar Series, OISE, Toronto, ON.

Snoddon, K. (2008, April 3.) *Developing American Sign Language identity texts*. Paper presented at the TESOL 2008 conference, New York, NY.

Snoddon, K. (2007, October 13). *Developing American Sign Language identity texts: How deaf culture and heritage are incorporated into the classroom*. Conference Panel on Science Technology Studies, Disability Studies, and Deaf Studies. Society for Social Studies of Science Annual Meeting, Montreal, QC.

Suzuki, W. (2007, August). *Improving second language writing accuracy through languaging: An empirical study with Japanese EFL university students*. Paper presented at the annual meeting of the Japan Society of English Language Education, Oita, Japan.

Suzuki, W. (2007, October). *Improving L2 writing accuracy: Effect of languaging*. Paper presented at the MLC Informal Seminar Series, OISE, Toronto, ON.

Suzuki, W. (2008, March). *The role of written languaging combined with feedback in second language learning*. Paper presented at the annual meeting of the American Association for Applied Linguistics, Washington, DC.

Swain, M., Lapkin, S., Knouzi, I., Suzuki, W., & Brooks, L. (2008, March). *Languaging: University students learn the grammatical concept of voice in French*. Paper presented at the MLC Colloquium Series, OISE, Toronto, ON.

Swain, M., Lapkin, S., Knouzi, I., Suzuki, W., & Brooks, L. (2007, June). *Languaging: University students learn the grammatical concept of voice in French*. Paper presented at the Canadian Association of Applied Linguistics Conference, Saskatoon, SK.

Thomas, R. (2008, February). *An analysis of three frameworks for integrating language and non-language curricular considerations in second language education*. Paper presented at the OISE Dean's Graduate Student Research Conference, Toronto, ON.

Thomas, R. (2008, February). *An exploratory comparative case study of teachers' beliefs and practices regarding content-based instruction in early French immersion and English as a second language in Ontario elementary*

schools. Paper presented at the MLC Informal Seminar Series, OISE, Toronto, ON.

Tomita, Y., Suzuki, W., & Jessop, L. (2007, August). *Elicited imitation as a measurement of implicit second language grammatical knowledge: A development instrument*. Paper presented at annual meeting of the Japan Society of English Language Education, Oita, Japan.

Valeo, A. (2008, April). *Form-focussed instruction in a content-based language program*. Poster presented at the TESOL 2008 conference, New York, NY.

Valeo, A. (2008, March). *The integration of language and content: Form-focussed instruction in a content-based language program*. Poster presented at the annual meeting of the American Association for Applied Linguistics, Washington, DC.

Wang, Y., Nemorin, S., Zhao, K., Brigham, S., & Walsh, S. (June, 2007). *Internationally educated teachers in Canada: Institutional challenges and changes*. Poster presented at the Joint International Conference of the Adult Education Research Conference (AERC) 48th National Conference & the Canadian Association for the Study of Adult Education (CASAE) 26th National Conference, Halifax, NS.

Wicks, J. (2007, November). *Communities of practice: A critical discussion*. Paper presented at the MLC Informal Seminar Series, OISE, Toronto, ON.
Wilson, J.S., & Chun, C. (2008, April). *Incorporating critical literacy into ESL writing pedagogy*. Paper presented at the TESOL 2008 conference, New York, NY.

Zhao, K. (February, 2008). *Understanding postmethod pedagogy*. Paper presentation for the 8th Dean's Graduate Student Conference, OISE/University of Toronto. Toronto, ON.

Zhao, K. (October, 2007). *Methodological tales in the post-method era: Implications for teacher education*. Paper presented at the Atlantic Educator's Conference, Charlottetown, PE.

Zhao, K., Wang, Y., Nemorin, S., Brigham, S., & Walsh, B. (June, 2007) *Experiences of women who are internationally educated teachers (Atlantic Canada)*. Poster presented at the Joint International Conference of the Adult Education Research Conference (AERC) 48th National Conference & the Canadian Association for the Study of Adult Education (CASAE) 26th National Conference, Halifax, NS.

**Concluding
Comment**

I congratulate all members of the Modern Language Centre on yet another year of outstanding productivity, leadership roles in language education in Canada and around the world, and continued insights into theories, policies and practices about language teaching, learning, assessment, and curricula. We look forward to continuing and extending these accomplishments in the coming years.



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