CERLL 49TH ANNUAL REPORT
CENTRE FOR EDUCATIONAL RESEARCH ON LANGUAGES AND LITERACIES
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This Annual Report is the first in 20 years that has not come from the creative energies of Alister Cumming. He has been at the forefront of the Centre’s activities through many of its years as the Modern Language Centre (MLC) and in the past few years as CERLL. On behalf of all CERLL members, I thank Alister for his innumerable contributions to the research excellence for which the MLC/CERLL has long been recognized, for his wise mentorship of faculty and students within the Centre (including the new CERLL Director, who is scrambling to step into Alister’s shoes), and for his ongoing and careful attention to the details and everyday activities that sustain and enrich a research centre.

The year, 2014, is one of change in CERLL’s membership, as well as in its leadership. In January we welcomed Sandra Styres, a new assistant professor, who conducts research in language and literacy teaching and learning in Indigenous contexts. We also conducted a successful search for a new second language education researcher, as Jeff Bale, currently an assistant professor at Michigan State University, will be joining us in August, 2014. CERLL will be losing a longstanding member in June, 2014, however. Jim Cummins, who has contributed immensely to MLC’s/CERLL’s world-renowned reputation, will be retiring. CERLL members had a chance to honour Jim’s work and congratulate him on his retirement at the 12th annual Celebrating Linguistic Diversity conference, where presenters provided an abundance of evidence about the impact of Jim’s work on research and practice, and where Jim told us some of the stories behind his work in a “fireside chat” with Antoinette Gagné.

Change is also a theme in upcoming CERLL activities, as we respond to OISE’s new priorities for all of its research centres. Although OISE’s review of CERLL resulted in a recommendation for a five-year renewal, OISE will not continue to fund the Centre’s day-to-day activities. Like all OISE research centres, we are taking steps to build a sustainable foundation for research and knowledge mobilization that engages faculty and students in interdisciplinary work that is not currently underway in the Centre. To that end, CERLL members submitted a proposal for seed money to (1) develop proposals for research that supports the language and literacy goals of Ministries of Education, non-profit organizations and private businesses who are interested in research partnerships with the Centre; and (2) extend the impact of CERLL members’ research through new knowledge mobilization initiatives. These collaborative projects will build on the individual experiences and expertise of CERLL faculty and students.

We are thankful that one thing will not be changing at CERLL in the upcoming year--our opportunity to work with Lisa Rupchand. Her warm smile of support and creativity in helping us iron out the wrinkles that appear from time to time will be invaluable as CERLL moves in new directions.

Shelley Stagg Peterson
Professor and Head of CERLL
VISITORS AND EVENTS

VISITING SCHOLARS

CERLL continues to attract interest from scholars and practitioners internationally in language and literacies education seeking opportunities to conduct or write about their research in CERLL and to use the unique resources in the Modern Language library collection at OISE. We welcome several scholars each year whose research fits closely with our activities. CERLL hosted several visits this past year including Rahat Naqvi (Faculty of Education, University of Calgary) Gladys Xiong Ying (School of Foreign Languages, Yunnan Normal University, China), Isis da Costa Pinho (Federal University of Rio Grande do Sul (UFRGS) and Aija Virtanen (University of Jyvaskyla, Department of Languages).

TDSB CELEBRATING LINGUISTIC DIVERSITY CONFERENCE

The Toronto District School Board’s annual professional development conference, Celebrating Linguistic Diversity, co-sponsored by CERLL, resumed this year after a hiatus in 2013. This year, the conference honoured Jim Cummins and his many contributions to the field of language learning and teaching on the eve of his July 2014 retirement from OISE/UT. It was a huge success, bringing together over 1000 attendees from across Canada and the world. The extended 3 day conference, coordinated by Paula Markus and Lyle Pearson from the TDSB ESL/ELD Program, Jia Li from the University of Ontario Institute of Technology and Antoinette Gagné from OISE, featured numerous keynote speakers including Bonny Norton (University of British Columbia), Christian Horst (University of Aarhus, Denmark), Lars Anders Kulbrandstad (Hedmark University College, Norway) Diane Dagenais (Simon Fraser University), Kelleen Toohey (Simon Fraser University & UOIT), Mary Jo Leddy (Romero House) and the guest of honour, Jim Cummins.

SYMPOSIUM

CERLL co-hosted a symposium titled “Learning Greek as a Second Language Online: The Combined Dynamic Model of Language Learning (CDMLL) of the University of Crete”. The presentations from Greek scholars focused on the Greek-language Intercultural Education Abroad project and brought together Greek heritage language teachers across Toronto. The speakers included: Aspa Chatzidaki, University of Crete; Ioannis Spantidakis, University of Crete; Vasilia Kourtis-Kazoullis, University of the Aegean and Anna Chatzipanagiotidi, Frederick University. The symposium was very well attended and received.
CERLL COLLOQUIUM SERIES AND CO-SPONSORED LECTURES

The CERLL Colloquium Series, held on alternate Fridays throughout the term, provided a continuing opportunity to hear about recent research from local and international experts in the field of Language and Literacies Education. CERLL also sponsored or co-sponsored lectures in addition to the Colloquium Series. This year’s presentations included:

**JENNIFER ROWSELL**, Brock University | September 27, 2013
‘Be Where Your Hands Are’: Literacy Learning in 2013

**PHILIPP ANGERMEYER**, York University | October 11, 2013
Punitive Multilingualism: Indexing Deviance in the Linguistic Landscape

**JULIE KEREKES AND ZHANNA PERHAN**, OISE/University of Toronto | November 1, 2013
Challenges of Analyzing Naturalistic, Quantifiable Interlanguage Pragmatics Data

**CAROL A. CHAPELLE**, Iowa State University | November 14, 2013
Diagnostic assessment with Automated Writing Evaluation: How can we Evaluate Validity?

**GUY ALLEN**, University of Toronto | November 15, 2014
Writing and the Brain: What Current Research Shows and What It Does Not Show

**ROY LYSSTER**, McGill University | November 22, 2014
Cross-Lingual Pedagogy for Dual Language Awareness

**JIM CUMMINS**, OISE/University of Toronto | January 24, 2014
Linguistic Diversity and Educational Reform: What Do Teachers and Administrators Need to Know to Educate Students in Multilingual School Contexts?

**SANDRA STYRES**, OISE/University of Toronto | February 7, 2014
Philosophies of Iethi’nihsténha Ohwentsia’kékha (Land): Pathways for (Re)membering and (Re)cognizing Indigenous Thought in Education

**BURCU YAMAN NTIELIOGLOU**, OISE/University of Toronto | February 21, 2014
English Language Learners and Drama Pedagogy: Multiliteracies, Situated Practice and Multimodality

**RHONDA MARTINUSSEN**, OISE/University of Toronto | March 7, 2014
A Comparison of the Effects of Different Types of Adjunct Displays on Text Comprehension Proficiency in Adolescents with and without Attention Deficit Hyperactivity Disorder
CERLL INFORMAL SEMINARS

The CERLL Friday Informal Seminar Series, organized by PhD candidate Jin-Suk Yang, provided an informal setting for graduate students from the Language and Literacies Education program as well as some visiting scholars to present findings from their doctoral or master’s research. This year’s presenters included:

CRISTINA S. JAIMUNGAL | September 13, 2013
Language, power, and race: Understanding the sociopolitics of English

MIWA TAKEUCHI | September 27, 2013
English language learner’s participation in classroom mathematics practices: The situated multiliteracies approach

ISIS DA COSTA PINHO | October 11, 2013
A pedagogical agent mediation in EFL collaborative learning

JOANNA CICHOCKA | November 1, 2013
Translanguaging and kindergarten children

CHOONGIL YOON | November 8, 2013
Web-based concordancing and other reference resources as a problem solving tool for L2 writers: A mixed-methods study of Korean ESL graduate students’ reference resource consultation

CAROLYN PIERSMA | January 10, 2014
Literacy inside and out: Investigating the literacy practices of adult English literacy learners

TIFFANY NG | January 24, 2014
Language as power: Translanguaging beyond the language curriculum

HAN ZHANG | February 7, 2014
Individual culture and teaching culture of CSL teachers

YECID ORTEGA | February 21, 2014
Pedagogy of second languages at an early age

HYEYOOON CHO | March 7, 2014
Synchronous small-group collaborative writing via Google docs: What is helping or not helping the learners?
ALISTER CUMMING completed his 20th year as Head of CERLL in December 2013 after starting a three-year phased retirement last July. He was recently awarded a prestigious Chang Jiang Scholarship from the Ministry of Education of China and Li Ka Shing Foundation to coordinate studies of English writing at a consortium of universities throughout China from 2014 to 2017 through the National Research Centre for Foreign Language Education at Beijing Foreign Studies University. Over the past year, Alister gave the APPLE lectures at Teachers College, Columbia University and gave plenary addresses in China at the Symposium on Second Language Writing at Shandong University and the World University Research Network at Zhejiang University. He was the invited discussant for a featured symposium on diagnostic language assessment at the Language Testing Research Colloquium in Seoul, Korea. Alister continued his ninth year as Executive Director of Language Learning, directing the journal’s budget, policies, and four granting programs, and attending their annual Board meeting in Ann Arbor in April. Alister led a team at the Educational Testing Service to develop a new framework for the writing section of the TOEFL-IBT, attending several meetings in Princeton and producing an extended report. He also participated in meetings in March for the Hong Kong Research Grants Council’s International PhD Fellowship Scheme and was part of a team reviewing the Department of English at Iowa State University. Alister continued to work on a panel of experts that review tests of English and French proficiency for Citizenship and Immigration Canada. Alister serves on the editorial boards of the journals Assessing Writing, Canadian Modern Language Review, Curriculum Inquiry, Iranian Journal of Language Teaching, Journal of Second Language Writing, Language Assessment Quarterly, Language Learning, Present Tense: A Journal of Rhetoric in Society, Writing and Pedagogy, and TESL Canada Journal.

During 2013, JIM CUMMINS gave invited presentations at conferences in Luxembourg, Belgium, Spain, Germany, The Netherlands, Thailand (by video), Canada and the United States. He is also serving as the Team Leader (Canada) for the Language and Learning components of the project, Reciprocal Learning, between Canada and China, which was funded by SSHRC in 2013 (Principal Investigators, Shijing Xu, University of Windsor and Michael Connolly, OISE/University of Toronto). He is also engaged in the final phases of the evaluations of Mandarin/English and Arabic/English Transitional Bilingual Programs in the Hamilton Wentworth District School Board and the Greater Essex County District School Board (Windsor) respectively.

ANTOINETTE GAGNÉ was part of the Conference Organizational Committee, as well as Co-chair of the Academic Program for the Celebrating Linguistic Diversity Conference, honouring the many contributions of Dr. Jim Cummins to the field of language learning and teaching on the eve of his July 2014 retirement from OISE/UT. The conference is organized in partnership with the Toronto District School Board, the Centre for Educational Research on Languages and Literacies at OISE/University of Toronto, and the University of Ontario Institute of Technology.
**JULIE KEREKES** is currently concluding three projects that investigate the role of second language ability and identity formation in institutional discourses – *Internationally Educated Professionals Project* (IEPro), *Electronic Interlanguage Pragmatics project* (EILP), and *Enhancing Internationally Educated Nurses’ Language Competencies: Fair and Effective Systems Change* (IEN). She was an invited speaker at University of California, Berkeley, and also co-presented findings from these research projects with her graduate students at the University of Toronto and York University. She also presented papers at the 2013 Multidisciplinary Approaches in Language Policy and Planning Conference in Calgary and the conference of the International Society for Language Studies in Puerto Rico. She was invited to publish findings from IEPro in an edited volume, *Negotiating boundaries at work* (edited by Angouri, Holmes, and Marra), to be published next year. IEPro has transitioned into a service-learning project in her new graduate course, *Communication and Second Language Learning in the Workplace*, which involves her students in collaborative research with WoodGreen Community Services in Toronto. Julie looks forward to building new collaborations in the areas of sociolinguistically-informed theater performance and the discursive construction of the identities of Ethiopian immigrants in the Greater Toronto Area.

**ENRICA PICCARDO** continued and expanded her work on plurilingualism both in her research and in her teaching. She gave two invited keynote addresses last fall at the Universitat de Barcelona in Spain on plurilingualism in SLE. The first, *Nous sommes tous plurilingues* (Wandruszka, 1979). *Le plurilinguisme comme manière d’être: Dimensions linguistique, cognitive et émotionnelle*, was followed by an invited workshop focused on research in education. The second focused on language policies: *Entre défis et opportunité: plaidoyer pour une vision plurilingue de l’enseignement supérieur*. In the summer, she gave a plenary at the International Conference of the Association of German Teachers/Professors in Bozen/Bolzano, Italy: *Sprachunterricht im Zeichen der Komplexität: Rückblick und Ausblick*. She continued her collaboration as associate member in the Council of Europe international project, *Language in Corporate Quality* (LINCQ), of the European Centre for Modern Languages, Graz, Austria (within the ECML programme 2012-2015: Learning through languages. Promoting inclusive, plurilingual and intercultural education) and is working on the final publication. She developed a new course at the doctoral level, entitled, *Multilingualism and Plurilingualism* (which was taught in the spring of 2014). She was appointed by the Ontario Ministry of Education to develop a resource for guiding teachers to understand the move from a communicative to an action-oriented approach in Second Language Education. The resource will be published in 2014. Together with colleagues from other Canadian provinces and one US institution, Enrica continued and expanded her research project on the creation of a Personal Language Portfolio specifically targeted for the Canadian linguistic and cultural situation. This research aims at valuing and fostering existing plurilingualism in the North American context. Enrica actively continued her Connaught funded research project on the role of empathy in second language learning in collaboration with colleagues in France. She is going to present on this research at two international conferences in May and has one article under review and a second in preparation. With a colleague, Enrica has edited an issue of the French scholarly journal, *LIDIL*, on emotions that was published in 2013. She is presently coediting an issue on plurilingualism of the journal, *Canadian Modern Language Review*. One co-authored book chapter is in press with *Multilingual Matters*, informed by both research strands, plurilingualism and emotions. Enrica has edited one academic journal issue and is editing a second one, has published six articles in scholarly journals, two articles in conference proceedings, and one book review. Two articles in conference proceedings and one book review are in press. One book chapter is in press and another is under review. Enrica serves as a reviewer for several academic journals both Canadian (*International Journal of Multilingualism*, *Les cahiers de l’ILOB/OLBI Working Papers*, *Canadiand Journal of Applied Linguistics*, *McGill Journal of Education*, *Arborescences: Revue d’études françaises*) and international (*Synergy*, *Rumania*, *Repères-DORIF université*, Italy; *Rassegna Italiana di Linguistica Applicata* (RILA), Italy; *Pedagogies: An International Journal*).
It has been a busy travel year for NINA SPADA. Last May she gave a plenary address at the Eleventh New York International Conference on the Teaching of Chinese Language and Culture. In June she travelled to Japan to give a series of lectures and workshops at Miyagi University of Education in Sendai. In October, she gave an invited lecture in the Centre for Language Study at Yale University and then returned to Japan in November to give an invited lecture in the Department of English Studies at Sophia University. More recently, she gave two presentations at the annual meeting of the American Association for Applied Linguistics (AAAL) conference in Portland Oregon (March 2014). This was followed by a joint presentation with Patsy Lightbown at the TESOL conference, also in Portland, to celebrate the official launch of their book series, *Key Concepts for the Language Classroom*, published by Oxford University Press. The book series is directed to second/foreign language teachers with the purpose of making research in specific domains (e.g. literacy, assessment, oral interaction) accessible and relevant to classroom teachers. Nina also continued her role as co-editor of the *Language Learning and Language Teaching* book series with John Benjamins Publishing Company, which resulted in the publication of two new volumes this year. This series is directed to an academic audience (i.e. researchers and graduate students of applied linguistics). In addition to these activities, Nina has produced a number of manuscripts based on her ongoing research on the role of instruction in second language learning. This includes 3 published papers, 2 in press, 3 under review and 3 in preparation several of which are co-authored with current and former doctoral students. Throughout the past year Nina has also continued her role as a member of the editorial boards of three journals.

SHELLEY STAGG PETERSON was on sabbatical leave for 2012-2013. She co-presented papers at the Literacy Research Association conference in San Diego and at the Ontario Library Association conference in Toronto, as well as a workshop on multicultural children’s literature at OISE’s *Educating for Peace and Justice* conference and two workshops on writing instruction at York School in Toronto. Shelley was elected to a three-year term to the International Reading Association Board of Directors in 2012. Her board responsibilities include presenting at local, state and regional conferences of International Reading Association councils and affiliates. She presented a keynote at the Albany Reading Association conference in Albany, New York, and at the Mississippi Reading Association conference in Vicksburg, Mississippi. Shelley is the founder and managing editor of the *Journal of Classroom Research in Literacy*, an online peer-reviewed journal that features classroom-based research. She has been a member of the editorial review board of *The Reading Teacher*, a journal of the International Reading Association, since 2008, and was invited to review manuscripts for the *Alberta Journal of Educational Research, Voices from the Middle*, journal of the National Council of Teachers of English, and *Language and Literacy*, a journal of the Language and Literacy Researchers of Canada. In 2013, Shelley completed a three-year term as a member of the Notable Books for a Global Society Committee of the Children’s Literature and Reading Special Interest Group of the International Reading Association. The nine members of this committee read approximately 200 multicultural books published for children and young adults and determined the top 25 notable books for the year. Shelley was the Overseas Panel Member for the Hong Kong Institute of Education Programme Revalidation of Bachelor of Arts (Honours) in Language Studies.

In 2013 SANDRA STYRES completed a year-long SSHRC sponsored postdoctoral research fellowship with Te Pūtahi a Toi: School of Māori Art, Knowledge and Education at Massey University in Palmerson North, New Zealand. As part of her fellowship, Sandra was invited to conduct research on the online platform of the Te Aho Tātairangi initial teacher education program, which is delivered
completely in te reo Māori. She also presented *Philosophies of iethi’nhsténha Ohwentsia’kékha (Land): Pathways for (Re)membering and (Re)cognizing Indigenous Thought in Education* at Massey University’s Institute of Education Research Forum. This collaborative partnership has resulted in successfully being awarded a SSHRC Connections Grant as co-applicant. The grant has three objectives: (1) create an Indigenous Consortium of Educators that will provide mentoring opportunities for Indigenous students and emergent Indigenous scholars as well as forming new partnerships and research collaborations; (2) publish an edited volume, *Contested Places: Theory, Practice and New Directions in Indigenous Education*, exploring Indigenous education across multiple contexts; (3) expose graduate and undergraduate students, as well as Faculty members and administrators at OISE/University of Toronto, Brock University, and Massey University to Indigenous education issues. The University of Toronto Press has expressed strong interest in publishing this text, which includes chapters from 32 high profile Indigenous scholars from across Canada, United States, Hawaii, and New Zealand. Three of those contributors are from OISE/UT. Sandra continues to serve her community by sitting on the Six Nations Community Education Committee and the Niagara Peninsula Aboriginal Area Management Board Research Steering Committee.

**MERRILL SWAIN** gave the Gil Watz Memorial Lecture at Penn State University on *The Role of Languaging in Cognitive and Affective Enhancement Among Older Adults* in April of 2013. She also gave a plenary address at the conference on Speaking in Poland in May, and in June taught a course at the Hellenic American University’s Ph.D. program in Applied Linguistics in Athens, Greece. With Lindsay Brooks, she presented a paper at the 2014 Portland AAAL conference about the TOEFL speaking test compared to “real-life” academic contexts. Merrill recently completed her term on the Board of Trustees for AAAL’s Fund for Future Applied Linguists (FFAL). Her editorial commitments include being a member of the Editorial Boards of the *Annual Review of Applied Linguistics (ARAL)*, *the Canadian Modern Language Review, Language Awareness, Language and Education, The Modern Language Journal, The International Journal of Applied Linguistics, The International Journal of Multilingualism, Multilingual Education* and the new journal, *Language and Sociocultural Theory* (Equinox). In her retirement, Merrill remains actively involved in preparing publications based on current and previously funded research projects, and in presenting at scholarly and professional conferences.
RESEARCH AND DEVELOPMENT PROJECTS

ACTION RESEARCH IN TEACHER EDUCATION IN CHILE - THE ARC INITIATIVE @ UPLA

Project staff: Antoinette Gagné (Principal Investigator), Marlon Valencia, Yecid Ortega, Andrea Mardones (Research Assistants), Danai Florou, Danielle Freitas, Heejin Song (GAs) Luis Minutti (Work/Study Program)

Funding and Duration: Non-funded, 2013-2015

This research and development (R&D) initiative at the University of Playa Ancha (UPLA) in Chile is focused on supporting action research among professors, teacher educators, school partners, and university students. The goal is the creation of a culture of research among discipline-focussed university professors, teacher educators, and school partners working in collaborative inquiry groups. Each group is linked to an international critical friend with similar interests.

The ARC/SIA bilingual website http://wordpress.oise.utoronto.ca/arc/ and the PeppeR learning environment support this R&D initiative by providing virtual spaces for various types of collaboration. “Translanguaging” is the norm in these virtual spaces and this allows English and Spanish participants to access both the material and human resources. The project is in its first phase during which participants have been introduced to action research.

ASSESSING AND SUPPORTING CHILDREN’S ORAL LANGUAGE AND WRITING DEVELOPMENT THROUGH PLAY IN CLASSROOMS, DAYCARES AND HOMES IN NORTHERN COMMUNITIES

Project Staff: Shelley Stagg Peterson (Principal Investigator), Eunice Jang, Janette Pelletier, Clare Brett, Jim Hewitt - OISE/University of Toronto, Laureen McIntyre, Laurie Hellsten-Bzovey - University of Saskatchewan Donna Forsyth, Karen Rempel - Brandon University (Co-investigators)

Funding and Duration: SSHRC Partnership Grant, 2013-2020

This research aims to develop and evaluate a play-based assessment and instructional framework, Northern Oral Language and Writing Development through Play (NOW_Play,) that describes and supports young Aboriginal and non-Aboriginal children’s oral language and writing development in an attempt to address achievement gaps that have social and cultural, as well as geographic dimensions.

The research program will take place in two phases over seven years in northern Alberta, Saskatchewan, Manitoba, and Ontario. Using design experiment methodology, community and university team members will collaboratively design, implement, and evaluate an innovative play-based, culturally and linguistically appropriate assessment and instruction framework through multiple iterations over two years in Phase I. Also in Phase I, these team members will co-create a professional development model that infuses Aboriginal perspectives, is responsive to the needs of educators in northern communities, and provides a foundation for sustainable capacity-building.
Phase II will involve tracking approximately 800 children’s oral language and literacy development from the ages of 5-7 years. Treatment and comparison group data will be used to evaluate the NOW_Play framework and to inform theories of oral language and writing development, early childhood education, Aboriginal education, assessment, and teacher education. Knowledge mobilization and capacity development are also important outcomes of Phase II, as community participants and researchers will support, using the collaboratively-created professional development model, a group of northern Canadian teachers from their own and other school districts in their implementation of the NOW_Play framework. Interview and observational data will be used to evaluate the efficacy of the professional development model.

A SYNTHESIS OF RESEARCH ON LEARNING TO WRITE FROM SOURCES FOR ACADEMIC PURPOSES

**Project Staff:** Alister Cumming (Principal Investigator); HyeYoon Cho and Conttia Man Lai (Graduate Assistants)

**Funding and Duration:** Non-funded, 2013-2014

A major challenge for students learning to write for academic purposes is developing the ability to integrate source material effectively into written compositions. This project is a systematic synthesis of research publications that have investigated writing from sources from a variety of analytic perspectives and in diverse contexts internationally, including students in universities, colleges, and secondary schools. Five general claims emerged across our analyses of 49 empirical studies published in refereed journals in English since 1993. Each claim warrants further research, evaluation, and refinement: (1) students experience difficulties with the complex processes of writing from sources but can overcome these with certain strategies; (2) prior knowledge and experience influence students’ performance in reading-to-write tasks; (3) performance in reading-to-write tasks varies by task conditions and types of texts; (4) differences appear between L1 and L2 students in their understanding and uses of sources in writing; (5) instruction can help students improve their uses of sources in their writing.

A VALIDATION STUDY OF IMPLICIT MEASURES OF SECOND LANGUAGE KNOWLEDGE

**Project Staff:** Nina Spada (Principal Investigator) Meng-Ying (Daphne) Lin, (Graduate Assistant); Yasuyo Tomita and Shiu Li Ju (Research Assistants)

**Funding and Duration:** SSHRC Institutional Grant, 2011-2014

This research project was motivated by the need for more systematic investigation into the validity of implicit measures of L2 knowledge in instructed second language acquisition (SLA) research. Previous research has shown that tasks with specific design features (e.g., time constraints, focus on meaning, low degree of awareness) are conducive to the access and retrieval of implicit knowledge. One task that is considered to have great promise as a measure of implicit knowledge is elicited imitation (EI). However, research investigating the validity and reliability of EI tasks is limited. Using factor analyses, we carried out a validation study by comparing L2 learners’ performance on an EI with their performance on other language measures hypothesized as measures of explicit and/or implicit knowledge.
COMPARING TOEFL IBT SPEAKING TASKS WITH PERFORMANCE ON REAL-LIFE ACADEMIC SPEAKING ACTIVITIES

**Project Staff:** Merrill Swain (Principal Investigator); Lindsay Brooks (Project Coordinator)

**Funding and Duration:** Educational Testing Service, 2010-2013

In this project we compared test-takers’ performances on TOEFL iBT speaking tasks and their performances during real-life academic speaking activities. Thirty international graduate students from mixed language backgrounds and different disciplinary backgrounds, participated in the study. We recorded our participants’ performances in the speaking section of the TOEFL iBT and their performances in one in-class activity and in one out-of-class activity. We obtained stimulated recalls from half the students about their speaking performances in these three contexts, and interviewed all our participants about their perceptions of speaking.

In our analyses of the participants’ speaking (examining grammatical, discourse and lexical features), reported strategy use and in analyzing their perceptions, we have demonstrated that there are distinct differences in their performances and their perceptions of their performances across contexts. Our findings, therefore, raise questions about extrapolating from the TOEFL Speaking test items to real-life academic speaking contexts. Additional analyses will be conducted during 2014-15. At present, one article is in press (see publication section) and another one has been submitted for publication. Three papers based on this study have been presented at AAAL conferences.

DIVERSE TEACHERS FOR DIVERSE LEARNERS (DTDL): A NORDFORSK RESEARCH NETWORK

**Project staff:** Antoinette Gagné, Clea Schmidt (University of Manitoba), and Hanna Ragnarsdottir (University of Iceland), and additional partners from Scotland, Finland, Iceland, and Norway.

**Funding and Duration:** The Nordforsk Foundation, 2011-2014

This project includes senior researchers and graduate students from Finland, Iceland, Norway, the UK and Canada, whose research touches on various aspects of diversity in teaching. This group has met five times since October 2011 and will have a final meeting in May 2014, to allow team members to create a research agenda, carry out a number of comparative projects and prepare joint publications on interrelated topics ranging from the diversification of the teaching force and inclusive teaching strategies to the experiences of immigrant children and youth and leadership for diversity. The meetings have taken place in Finland, Iceland, Norway, the UK and Canada.

DIVERSITY IN TEACHING (DiT) WEBSITE http://wordpress.oise.utoronto.ca/diversityinteaching/

**Project staff:** Antoinette Gagné, Clea Schmidt (University of Manitoba), Mariana Jardim (Education Commons), Marlon Valencia, Diane Dekker, Jiang Tianfei, Arif Anwar, and Paul Quinn (Graduate Assistants)

**Funding and Duration:** Social Sciences and Humanities Research Council of Canada as part of an International Opportunities Fund Grant, 2012-ongoing

The main goal of the Diversity in Teaching project is to promote discussions, sharing of resources and collaboration among educators, teachers and administrators from all over the world who share the belief that ethnic, linguistic, religious, cultural and gender diversity in our classrooms will enhance the learning for all students. The DiT site includes information about events, projects, and resources related to teaching diverse learners and diversifying the teaching force and suggestions
for numerous ways to become involved. It is possible to submit a profile to the DiT Community, let others know about an upcoming conference or workshop, share resources, react to some of the videos or respond to one of the surveys.

**ELECTRONIC INTERLANGUAGE PRAGMATICS (EILP)**

**Project Staff:** Julie Kerekes (Principal Investigator); Zhanna Perhan (Co-Author); Nobuko Fujita (Co-Author)

**Funding and Duration:** Non-funded

This investigation of email communications as a learning tool for English-learning and English-proficient graduate students has resulted in three manuscripts (two under review and one being completed). One examines, quantitatively, the pragmatics of greetings and closings in communications between lower- and higher-status interlocutors. A second is its qualitative counterpart, analyzing the co-construction, over time, of rapport-building strategies between these interlocutors. The third examines email as a tool used by graduate students and their professors for academic socialization as well as subject-matter learning.

**ENGLISH INSTRUCTION IN CATALUNYA PRIMARY SCHOOLS: AN ENRICHMENT PROGRAM OF SELF-DIRECTED READING/LISTENING**

**Project Staff:** C. Muñoz and E. Tragant (Principal Investigators); N. Spada (Consultant)

**Funding and Duration:** Ministry of Education Catalunya, 2012-2014

This research project is intended to increase the opportunities for more ‘quality’ input by providing primary students of English as a foreign language in Spain with extended periods of self-directed silent reading and listening in English. The progress of learners in an experimental input enrichment group will be compared with learners in a control group who will receive traditional teacher-led instruction. The motivation for this research is based on the observation that in primary schools in Spain, English instruction is based on textbooks that offer limited input and are sequenced in terms of grammatical forms. There is also a tendency to expose students to activities that are highly controlled with few opportunities for learner language production. In addition, many students tend to have little contact with English outside the instructional context. As a result foreign language learning tends to be a very slow process. The goal of this research is to investigate whether opportunities for greater input via self-directed reading and listening will lead to higher levels of English language ability for this group of learners and if so, to determine how English language input enrichment programs can be best implemented on a large scale in primary schools in Spain.

**ENHANCING INTERNATIONALLY EDUCATED NURSES’ LANGUAGE COMPETENCIES: FAIR AND EFFECTIVE SYSTEMS CHANGE**

**Project Staff:** Lillie Lum, RN, Ph.D., and Pat Bradley, RN, Ph.D. (Principal Investigators); Julie Kerekes and Antonella Valeo (Co-Investigators)

**Funding and Duration:** Ontario Ministry of Citizenship and Immigration, 2011-2014

This project looks at the role of pragmatic competence in internationally educated nurses’ (IENs’) communicative success in clinical settings. Analyses of transcripts of IENs’ performance in nursing assessments, which include clinical role-plays, indicate that pragmatic competence is not enough to
combat sociopolitical ideologies that prevent many IENs from becoming gainfully employed in their profession.

EVALUATION OF THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD MANDARIN PROGRAM OF CHOICE AT PRINCE PHILIP JUNIOR PUBLIC SCHOOL: PHASE 3

**Project Staff:** Jim Cummins, Becky Chen Bumgardner, and Jia Li  
**Funding and Duration:** Hamilton-Wentworth District School Board through the Council of Directors of Education (CODE), 2012-2014

This project continues the evaluation of the Mandarin-English bilingual program initiated by the HWDSB with a specific focus on the relationship between students’ progress in Mandarin and English literacy and their Grade 3 Education Quality and Accountability Office (EQAO) provincial test results. In previous phases of this project, it was reported that students in the bilingual program were progressing well in both English and Chinese literacy. The present phase will relate these findings to mandated provincial assessments at the Grade 3 level.

EWIS (EXPRESSIVE WRITING AND INTERNATIONAL STUDENTS)

**Project Staff:** Enrica Piccardo (Principal Investigator) Alesia Malek (Research Assistant)  
**Funding and Duration:** Non-funded

This project aims at studying the potential of expressive/creative writing to promote effective language proficiency among international tertiary students. The first phase of the project has included a survey of international students both at the University of Toronto and in other contexts. A second phase is foreseen with new data collection (interviews and focus groups) and an article is in preparation.

INTERNATIONALLY EDUCATED PROFESSIONALS PROJECT (IEPRO)

**Project Staff:** Julie Kerekes (Principal Investigator); Yulia Smirnova and Chris Harwood (Graduate Assistants)  
**Funding and Duration:** Funding completed (SSHRC Standard Research Grant, 2008-2012)

This project investigates the role of second language ability and second language learning in the identity and employment trajectories of internationally educated professionals (IEPs) in the Greater Toronto Area. In the past year, data from interviews with internationally educated teachers have been analyzed, and two manuscripts have been drafted.

LEARNING ABOUT SELF AND THE WORLD BEYOND: CULTURAL, RELIGIOUS AND SOCIAL JUSTICE CLUBS IN HIGH SCHOOLS

**Project Staff:** Antoinette Gagné (Principal Investigator), Stephanie Soto Gordon (Field Partner), Genna Megaw (Videographer), Marlon Valencia, Diane Dekker, and Paul Quinn (Graduate Assistants)  
**Funding and Duration:** Inquiry into Practice Project, 2012-2014

The research study builds on the successes of the five DVDs and resources guides in the *Growing New Roots* series as well as a Ontario Ministry of Education-funded *Speak Up Project* at WL
Mackenzie CI focusing on the impact of club involvement for English languages learners. This study focuses on the role of cultural, religious and social justice clubs in terms of student participation and identity development in four TDSB secondary schools as well as among members of the Student SuperCouncil. The study explores 1) the impact of cultural, religious or social justice club involvement on students, 2) the type of relationships students develop as a result of their membership in cultural, religious or social justice clubs and 3) what students learn from their peers in these clubs and how this relates to their understanding of themselves and the world beyond. An online survey and videotaped focus group interviews are our two main sources of data. Study findings and video clips highlighting key themes are posted on the DiT - Diversity in Teaching website http://wordpress.oise.utoronto.ca/diversityinteaching/projects/project-4/ along with related resources on cultural, religious and social justice clubs.

NEW LITERACIES PERSPECTIVES AND PRACTICES IN TEACHING AND LEARNING: AN ACTION RESEARCH STUDY

**Project Staff:** Jill McClay, University of Alberta (Principal Investigator) Shelley Stagg Peterson (Co-investigator) Christine Portier (Research Assistant)

**Funding and Duration:** SSHRC Standard Research Grant, 2010-2013

Jill McClay and I investigated grades 4-8 teachers’ transition to using digital affordances and multimedia to teach writing. We examined issues related to teachers’ action research as they developed new teaching practices that used Web 2.0 technologies, as well as students’ contributions to wikis and their demonstration of content knowledge through their collaborative and independent writing.

PLP (PERSONAL LANGUAGE PORTFOLIO)

**Project Staff:** Enrica Piccardo (Principal Investigator) Co-applicant Dr. Aline Germain-Rutherford, Middlebury College, USA, Co-applicant Dr. Anette Guse, University of New Brunswick, Collaborator Norman Sieweke, Institute for Innovation in Second Language Education, Edmonton Public Schools, Collaborator Dr. Sandra Styres, OISE/University of Toronto, Angelica Galante, Kate Higgins and Alice Meyers (Graduate Assistants)

**Funding and Duration:** SSHRC Institutional Grant 2012-2014 & 2014-2015 and Departmental funding

This research aims at valuing Canadian and North American linguistic and cultural diversity and at facilitating plurilingualism and explicit language focus in Canadian and North American classes. On the basis of the results of current research on plurilingualism in link with the *Common European Framework of Reference* for languages and the *European Language Portfolio*, this research is studying the potential benefits of a newly conceived Personal Language Portfolio (PLP) in the Canadian context. It is a developmental research that aims at creating and piloting a new tool, the PLP, in different Canadian provinces and in a US institution. After analyzing institutional documents and studies, relevant scientific literature and different models of existing portfolios, the research has moved to a preliminary collection of data through interviews with Aboriginal educators and through the feedback of the implementation of a newly conceived portfolio in Middlebury College. The team is now creating the first part of the PLP (i.e. an online master template which will allow users to upload and organize portfolio content in different languages). During the second phase we will create a prototype of PLP specially adapted to the Canadian context, including both Canadian official languages, one Aboriginal language (Ojibwe) and one heritage/international language (German). A
testing phase will follow which will guide the development of the tool and also an analysis of its potential impact on language learning. This first phase of the project is a small-scale study in view of developing a larger, more ambitious one in this domain. The first phase of this project has in fact informed a proposal for a larger pan-Canadian and international research involving several languages and technologies.

**RECI PROCAL LEARNING IN TEACHER EDUCATION AND SCHOOL EDUCATION BETWEEN CANADA AND CHINA**

**Project Staff:** Shijing Xu and Michael Connolly (Project leaders); Jim Cummins (Co-applicant)

**Funding and Duration:** SSHRC Partnership Sub-Grant, 2013-2015

This SSHRC Partnership Project, granted to the University of Windsor, involves two Canadian and five Chinese universities, two Canadian school boards and over forty Canadian and Chinese schools. The project is Co-Directed by Professors Xu Shijing, University of Windsor and Michael Connelly, OISE/UT and is advised by an International Advisory Committee. University of Toronto professors Doug McDougall, Grace Feuerverger, Jim Slotta, Jim Cummins, Jim Hewitt, Gila Hanna, Ruth Hayhoe, Linda Cameron, Mark Evans, and Lee Bartel are Co-Applicants and Collaborators.

The research program extends and integrates two programs: the University of Windsor-Southwest University, China, Teacher Education Reciprocal Learning Program, and the Shanghai-Toronto-Beijing Sister School Network. Seven research teams, each with Chinese and Canadian team leaders, faculty membership and graduate students, define the research scope: Arts and Humanities Education, General Education and Culture, Information Technology and Communication (ITC), Language and Culture Education, Mathematics Education, Science Education, and Teacher Education. The purpose is to create a comprehensive cross-cultural knowledge base and understanding of school education, teacher education and the cultural contexts for education in Canada and China. Researchers will begin with national surveys and the review of educational policy and relevant literature. The main research activity will be school visits to document classroom teaching and other school activities.

Research findings will be presented at annual general meetings held at Partner universities. The work will be mobilized for academic, professional and public audiences by traditional methods and by the use of an electronic communication platform developed by the ITC Research Team.

**RESLE (THE ROLE OF EMPATHY IN SECOND LANGUAGE EDUCATION)**

**Project Staff:** Enrica Piccardo (Principal Investigator) Carolyn Piersma and Burcu Yaman (Research Assistants) Marie-Emilie Masson and Eleonora Maldina (Graduate Assistants), Joëlle Aden, Université du Maine (Research collaborator), Claire Lepetit (Research Assistant)

**Funding and Duration:** Connaught New Researcher Grant 2011-2013 and SSHRC Institutional Grant

This interdisciplinary and international project investigates the role of literary narratives in second language education (SLE) through the emotional lens of empathy. The study investigates reading comprehension in SL through the targeted use of emotionally relevant literary narratives. Situated within an interdisciplinary context, the research focuses on how empathy and emotional resonance can positively affect L2 learning through a deep understanding of characters and situations in literary narratives. To understand a situation in a SL, one needs to be aware of the fact that
perception is a multifaceted notion, which involves predicting, remembering and imagining, and which interrelates with emotion. During this past year narrative texts have been presented to teenage SL learners for exploring their emotional reactions to them, and for testing their level of empathy towards specific characters. All data collection with teenagers was completed in 2013. The second phase of the data collection with young adult SL learners has been completed in early 2014. Data are presently been coded and analyzed. The research is being conducted in Canada and in France, following the same protocol for ESL and FSL students. On the topic of empathy and its role in SL acquisition in link with plurilingualism, a book chapter has been written and is under press with *Multilingual Matters*. An article cosigned by the Canadian staff involved in the project is under review. A presentation will be given at the CAAL/ACLA conference and another at the CATR/ACRT conference both in St Catherine in May.

**TEACHING AND LEARNING SPANISH ONLINE: ACTION RESEARCH AND PROFESSIONAL DEVELOPMENT FOR LANGUAGE TEACHER EDUCATORS**

**Project staff:** Antoinette Gagné, Carrie Chassels (University of Toronto), Marlon Valencia (University of Toronto), Clea Schmidt (University of Manitoba), Geraldine Smyth (University of Strathclyde), Kirsten Lauritsen (Nord-Trøndelag University College)

**Funding and Duration:** Non-funded, 2013-ongoing

For more than a year, six experienced educators have engaged in critical ethnographic action research focused on teaching/learning Spanish using a comprehensive website complemented by virtual meetings in different Canadian and European cities. Data collection strategies have included videotaping of virtual meetings, a learning blog, electronic documents, and triple entry journals. Using a critical theoretical lens drawing on Bakhtin’s understandings of discourse as situated in social context and influenced by multiple positions, the collaborative inquiry group are documenting what they have learned about: 1) themselves as language learners and teachers, 2) aspects of learning and teaching including the role of feedback, assessment activities, interaction with other learners and the teacher, authentic experiences, types and nature of learning activities and practice, culture, and homework. This study was initiated as professional development geared toward a better understanding of the learning of an additional language mediated with online tools to inform our practice as language teacher educators. However, it has also allowed us to reflect on the knowledge bases of language teachers and language TEs, and how these overlap and intersect.
FACULTY PUBLICATIONS

PUBLICATI ON SUMMA R Y

BOOKS

CHAPTERS IN BOOKS

REFEREED ARTICLES

PAPERS IN REFEREED CONFERENCE PROCEEDINGS

TECHNICAL REPORTS

REVIEWS

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5

BOOKS


**REFEREED ARTICLES**


Cumming & N. Ellis (Eds.) Agendas for language learning research. Supplement 1 to *Language Learning*, 63, 130-152. DOI: 10.1111/j.1467-9922.2012.00741.x


PAPERS IN REFEREED CONFERENCE PROCEEDINGS


TECHNICAL REPORTS


REVIEWS


The graduate program in Language and Literacies Education (LLE) in the Department of Curriculum, Teaching and Learning at OISE/UT links with research and resources in the Centre for Educational Research in Languages and Literacies. Students in the program work as research and graduate assistants on research projects that are administered through the Centre. Thesis students also conduct independent research while producing publications and presenting at conferences. Once again, students in the graduate program have been granted a considerable number of awards and honours.

AWARDS AND HONOURS

ALICE MEYERS
OISE/University of Toronto Academic Excellence Award
Ontario Graduate Scholarship, 2013-2014

ALISON ALTIDOR- BROOKS
Ontario Graduate Scholarship (OGS)
OISE Academic Excellence Award

DANIEL RICCARDI
Master’s SSHRC (Joseph-Armand Bombardier CGS Master’s Scholarships)

GARY FOGAL
SSHRC Doctoral Fellowship
OISE Academic Excellence Award

INCHULL JANG
SGS Research Travel Grant

JAMES CORCORAN
New College Senior Doctoral Fellowship 2013-14
Ontario Graduate Scholarship 2013-14

MARIA CLAUDIA PETRESCU
Doctoral Completion Award

MARYAM WAGNER
Ontario Graduate Scholarship 2013-2014
OISE/University of Toronto Academic Excellence Award
International Language Testing Association Travel Award

MENG-YING DAPHNE LIN
Ontario Grant Scholarship 2013-14

YECID ORTEGA
H.H. Stern Scholarship 2014

UPDATES ON LLE GRADUATES

STEPHANIE ARNOTT is an Assistant Professor in the Faculty of Education at the University of Ottawa
RICHARD NIXON is now Associate Professor at Aichi Prefectural University, Japan
SASKIA STILLE is a researcher at the Ontario Numeracy and Literacy Secretariat
NEW STUDENT THESIS COMMITTEES

TASNEEM AHMED, MA Candidate
Language choices of Pakistani Canadians in the Peel Region
Thesis Supervisors: Christine Connelly & Antoinette Gagne | Committee Member: Julie Kerekes

JAMAL ALMUHAISH, MA Candidate
English language identities in Qatari educational reform: Pedagogical and social implications
Thesis Supervisors: Christine Connelly and Julie Kerekes

ALISON ALTIDOR-BROOKS, MA Candidate
Discourse appropriation and identity construction in advanced academic writing
Thesis Supervisor: Alister Cumming | Committee Member: Julie Kerekes

YECID ORTEGA, MA Candidate
Observing and analysing pre-literacy skills in toddler-parent interactions in a Spanish language program
Thesis Supervisor: Jim Cummins | Committee Member: Shelley Stagg Peterson

DANIEL RICCARDI, MA Candidate
Task complexity, task type, and learner-learner interaction: A replication study with adult ESL learners
Thesis Supervisor: Nina Spada | Committee Member: Alister Cumming

NEERAJAH VIGNARAJAH, MA Candidate
Motivations behind code-switching among Tamil-English bilinguals in Toronto
Thesis Supervisors: Christine Connelly and Julie Kerekes

CATHY COULTHARD, PHD Candidate
Finding the voice of the early author: The impact of a self-authoring program among Aboriginal preschool children and families.
Thesis Supervisor: Jim Cummins | Thesis committee: Sandra Styres and Charles Pascal

ROBERT IANNUZZI, PhD Candidate
Boys and new literacies: Honouring out-of-school literacies within classroom practice.
Thesis Supervisor: Shelley Stagg Peterson | Thesis committee: David Booth and Clare Kosnik

MEGAN MCINTOSH, PHD Candidate
The centre will (not) hold: Multiliteracies and the (un)doing of writing centre ideology.
Thesis Supervisor: Antoinette Gagné | Thesis committee: Julie Kerekes and Jim Cummins

ALICE MEYERS, PHD Candidate
Linguistic (re)presentations of plants as foods: An ethnobotanical approach to celebrating First Peoples’ relationships with culturally significant keystone species.
Thesis Supervisor: Enrica Piccardo | Thesis committee: Diane Gérin-Lajoie and Sandra Styres

CHRISTINE PORTIER, PhD Candidate
Title: Layered reading through fictional narrative structures
Thesis Supervisor: Shelley Stagg Peterson | Thesis committee: David Booth and Marcel Denesi

MOBEEN UDDIN, PhD Candidate
Teacher’s and students’ experiences with writing and feedback in Grade 5 writers’ workshop
Thesis Supervisor: Shelley Stagg Peterson | Thesis committee: David Booth and Eunice Jang
RECENTLY AWARDED THESIS DEGREES

FATMA FARAJ, MA
Collaborating with the middle school teacher-librarian: Talking and planning literature circles
Thesis Supervisor: Shelley Stagg Peterson | Committee Member: Mary Kooy

KATE HIGGINS, MA
Identity positioning, perceptions and engagement of bilingual students: A critical classroom discourse analysis
Thesis Supervisor: Enrica Piccardo | Committee Member: Julie Kerekes

AIDEEN MOSS, MA
A needs assessment to support teachers with writing instruction
Thesis Supervisor: Shelley Stagg Peterson | Committee Member: Clare Kosnik

KARLENE STEWART-REID, MA
Silent Voices: An Exploratory Study of Caribbean Immigrant Parents’ and Children’s Interaction with Teachers in Toronto
Thesis Supervisor: Antoinette Gagné | Committee Member: Linda Cameron

XINCHEN WANG, MA
A case study in an English/Mandarin transitional bilingual education program
Thesis Supervisor: Jim Cummins | Committee Member: Becky (Xi) Chen-Bumgardener

TINA BENEVIDES, PHD
Using iPads and emerging technologies to support struggling and proficient readers
Thesis Supervisor: Shelley Stagg Peterson | Committee: Clare Brett, Jim Hewitt and David Booth

PAUL QUINN, PHD
The effects of immediate versus delayed corrective feedback in SLA
Thesis Supervisor: Nina Spada | Committee: Julie Kerekes and Alister Cumming

SASKIA STILLE, PHD
“Sometimes children can be smarter than grown-ups”: Re/constructing identities with plurilingual students in English-medium elementary classrooms.
Thesis Supervisor: Jim Cummins | Committee: Kathleen Gallagher and Stephanie Springgay

YUKO WATANABE, PHD
Collaborative and independent writing: Japanese university English learners’ processes, texts, and opinions.
Thesis Supervisor: Alister Cumming | Committee: Merrill Swain and Clare Brett

CHOONGIL YOON, PHD
Web-based concordancing and other reference resources as a problem solving tool for L2 writers: A mixed methods study of Korean ESL graduate students’ reference resource consultation.
Thesis Supervisor: Alister Cumming | Committee: Eunice Jang and Jim Cummins
STUDENT PUBLICATIONS


STUDENT PRESENTATIONS


Corcoran, J. (2014, March). *Publish (in English) or Perish: (Teaching) Academic Writing for Publication*. Paper presented at the New College Senior Doctoral Fellowship Lecture Series in Toronto, ON.


Kandil, A. (2014, April). *The theory and practice of task-based language learning*. Paper presented at TESL North York Region Spring Conference, Toronto, ON. [The presenter was invited by the course organizers to do a re-run of the TESL Toronto 2013 presentation]


