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Diversification informs and unifies the activities documented in this year’s annual report for CERLL. The 22 research projects currently administered within the Centre or in which the members of CERLL are professionally engaged extend into a broad range of educational settings (including schools, preschools, higher education, teacher development, and workplaces), media (oral and written as well as electronic communications, mostly in English but also other languages including French, Mandarin, and Catalan), and geographic locations (in Ontario, across Canada, as well as Europe, Asia, and the USA). Most of these projects focus directly on the analysis and development of educational policies and practices to address linguistic, cultural, and professional diversity. Correspondingly, the expertise of the faculty in CERLL continues to be called upon for leadership roles for a range of agencies, professional associations, and scholarly journals, both provincially and nationally (e.g., Ontario Ministry of Education, Citizenship and Immigration Canada, Centre for Canadian Language Benchmarks) and increasingly internationally (in China, Chile, France, Greece, Spain, the USA, the UK, and Scandinavia). Diversity applies as well to the sources and prospects for funding represented in CERLL’s current projects. Several long-term projects funded by the Social Sciences and Humanities Research Council of Canada or by Educational Testing Service have recently or soon will be completed. In turn, faculty members have recently engaged in various small-scale or non-funded projects with the intention of their forming a preliminary basis for major grants in the future. In addition, many professors have been serving as collaborators or consultants on projects that are located elsewhere in the country or world, and in doing so we are diversifying mutual relationships and the sharing of knowledge across institutions and societies.

Diversification applies as well to the major initiative this past year in the graduate program linked to CERLL. As foreshadowed by the change in the name of CERLL (from the Modern Language Centre) in 2010, the graduate program in Second Language Education (established formally in 1997) is now expanding its focus, scope, and membership to become the graduate program in Language and Literacies Education next academic year. Julie Kerekes has ably taken on the challenging role of coordinating the program and organizing the transition, bringing together faculty members with interests that are considerably more diverse than had previously focused just on second languages, including a range of expertise and interests that involve language and literacies in various forms and media, spanning teacher development, multicultural policies,
and history. A primary impetus for this transition was the recognition that with the retirement of several core faculty members in the coming years (Cumming, Cummins, and Spada) the program needs to diversify and refocus on conceptually related issues, colleagues, and interests. The same question has to be asked of CERLL too: Can seven full-time and two emeritus professors continue to do all that is documented in the present report (particularly as 3 shift from full-time to emeritus positions)?

The urgency for faculty renewal in language and literacies education at OISE has been particularly evident this past year as Jim Cummins, Shelley Stagg Peterson, and Antoinette Gagne were each on well-earned sabbatical leaves and Normand Labrie moved to become the Scientific Director of the Fonds de recherche du Québec—Société et culture. The need to recruit new faculty and to take up new and worthy directions will surely feature in discussions over the coming year as CERLL engages in the five-year, periodic review required of all Centres at OISE. That process will also involve a search for a new Head of CERLL as my (third) term ends in June 2014.

Future directions will need to build on the strengths and diversity of activities appearing in the present report as well as the importance of CERLL’s contributions since its establishment in 1968. A notable achievement and future prospect for CERLL was drafting and signing this past year a Memorandum of Understanding between CERLL and the Center for Applied Linguistics (CAL) in Washington, DC, following the formal requirements of the University of Toronto’s Policy on International Cooperation. This affiliation acknowledges, and provides a formal basis to extend into future activities for collaboration and research, activities for mutually beneficial cooperation that have taken place regularly since the 1970s between CERLL (formerly the Modern Language Centre until 2010) and CAL. These activities include presentations by representatives (i.e., Head of CERLL and President or Vice-Presidents of CAL) at annual meetings of each other’s Advisory Committee (for CERLL) or Board of Directors (for CAL); collaboration on research projects and educational visits by faculty members, staff, and graduate students; advice on organizational planning, policies, and funding; and exchanges of reports, materials, and information from ongoing, current projects. We look forward to celebrating this historic milestone as we welcome Dr. Terence Wiley, the current president of CAL, to his first visit to CERLL for this year’s meeting of our Advisory Committee.

It is worth noting as well that we continue to maintain linkages with other major centres related to CERLL, for example, hosting a meeting on April 17 in Toronto with the directors of the European Centre for Modern Languages (ECML) from Graz, Austria and of the Official Languages and Bilingualism Institute (OLBI) at the University of Ottawa.

These relations and future directions will need to continue to thank Lisa Rupchand for her marvelous abilities to administer and keep moving, with an always cheerful smile, the diversity of activities represented in this report.

Alister Cumming
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 extended visits this past year from Professors Rahat Naqvi of the University of Calgary and Mitzi Sakamoto from Sophia University in Tokyo, while each was on a sabbatical leave, as well as briefer visits from Neomy Storch of the University of Melbourne, Australia; Scott Jarvis of Ohio University, USA; Diane Larsen-Freeman of the University of Michigan, USA; Richard Clement of the University of Ottawa; Waldemar Martyniyk of the European Centre for Modern Languages in Graz, Austria; Zdenka Gadusova of Constantine the Philosopher University in Nitra, Slovakia; and Yoshiyuki Okaura of the Fukuoka Institute of Technology, Japan.

TDSB Celebrating Linguistic Diversity Conference

The Toronto District School Board’s annual professional development conference, Celebrating Linguistic Diversity, co-sponsored by CERLL took a hiatus in 2013 but will resume in April 2014. The 2 day conference, coordinated by Paula Markus and Lyle Pearson from the TDSB ESL/ELD Program, consists of presentations, resources and workshops, bringing together over 1,500 teachers and educators from across Canada each year.

Cultural Space and Deaf Identity in Education Workshop

CERLL co-hosted a workshop presented by the Deaf Culture Centre titled “Cultural Space and Identity Development Among Deaf Youth” on September 28, 2012. There were over 100 attendees including OISE faculty, students and educators from the Toronto area. The workshop featured several speakers including: Dr. Alister Cumming; Dr. James Côté (Professor of Sociology, University of Western and expert on identity formation); Dr. Anita Small (Co-Director and Co-Founder, Deaf Culture Centre, expert on Deaf bilingual education, University of Toronto/SC), Joanne Cripps (Co-Director and Co-Founder, Deaf Culture Centre and author of Quiet Journey), and Ella Mae Lentz (Co-Author Signing Naturally Series, renowned lecturer on Deafhood).
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 Second Language Education. CERLL also sponsored or co-sponsored lectures in addition to the Colloquium Series. This year’s presentations included:

BECKY CHEN  
OISE, University of Toronto  
Learning to Read Chinese in China and in Canada: A Cross-cultural Comparison

KHALED BARKAOUI  
York University, Toronto  
Test-takers’ Pausing and Revision Behaviors during a Computer-Based L2 Writing Test: Examining the Effects of L2 Proficiency and Keyboarding Skills

RAHAT NAQVI  
University of Calgary  
New Possibilities for Our Children: Language as a Cultural Amplifier

MITZI SAKAMOTO  
Sophia University, Japan  
How Effective is Interactive Learning? Investigating Japanese University Students’ Languaging Patterns in a Collaborative Writing Task

SHELLEY STAGG-PETERTSON  
OISE, University of Toronto  
Improving Writing through Peer Feedback

DIANE GERIN-LAJOIE  
OISE, University of Toronto  
Identity and Language: The Case of the Official Linguistic Minorities in Canada

SCOTT JARVIS  
Ohio University, USA  
Modeling and Measuring Lexical Diversity

EUNICE JANG  
OISE, University of Toronto  
The Centrality of Diagnostic Feedback in Language Learning

DIANE LARSEN-FREEMAN  
University of Michigan, USA  
Complexity Theory: What is on Offer?

NEOMY STORCH  
The University of Melbourne, Australia  
Face-to-face and computer mediated collaborative L2 writing: Opportunities, outcomes, and future directions
The CERLL Friday Informal Seminar Series, organized by PhD candidates In Chull Jang and Hyeyoon Cho, 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:

**DIANE DEKKER**
PhD Candidate, OISE, University of Toronto
Improving Student Competence in Filipino and English: The Role of the First Language in Education

**ZDENKA GADUSOVA**
Lecturer, Teacher Training College, Slovakia
Impact of School Reform on the Content of Foreign Language Education

**ALINA LEMAK**
MA Candidate, OISE, University of Toronto
Silence and Miscommunication

**VEDRAN DRONJIC**
PhD Candidate, OISE, University of Toronto
The On-Line Processing of English Morphology by Mandarin, Korean, and English Native Speakers and Its Connection to Short-Term and Working Memory

**ROBERT KOHLS**
PhD Candidate, OISE, University of Toronto
“You don’t write to be understood; you write to avoid being misunderstood”: Tutor Beliefs about Writing and Approaches to Teaching Writing in an Afterschool Literacy Program

**KYOKO MOTOBAYASHI**
PhD Candidate, OISE, University of Toronto
Japan's Diaspora Policy and Japanese as a Heritage Language Teaching in South America

**PAUL QUINN**
PhD Candidate, OISE, University of Toronto
The Timing of Corrective Feedback

**CHOONGIL YOON**
PhD Candidate, OISE, University of Toronto
Online Concordancing as a Problem-solving Tool for L2 Writing: A Mixed Methods Study of Korean ESL graduate Students’ Academic Writing

**DAPHNE LIN**
PhD Candidate, OISE, University of Toronto
The Relationships Between L2 Collaborative Writers’ Composing Processes and Writing Performance in a Computer-Supported Classroom
Members of the Centre for Educational Research on Languages and Literacies are full-time faculty in the Department of Curriculum, Teaching and Learning at OISE, University of Toronto. There are currently 9 faculty members in CERLL, all of whom have been actively engaged in research, professional services and activities in the field of Languages and Literacies Education.

**Alister Cumming**

ALISTER CUMMING completed a year-long sabbatical in July 2012. During the past year he gave plenary addresses at the Second Language Acquisition Graduate Student Symposium at the University of Wisconsin-Madison, Symposium on Second Language Writing at Purdue University, Currents in Language Learning Symposium at the University of Michigan, and TESL Ontario’s Research Symposium in Toronto. Together with Lourdes Ortega and Nick Ellis, he co-edited the proceedings of the symposium at the University of Michigan as a supplement to the journal *Language Learning*, which was also published as the book *Agendas for Language Learning Research* by Wiley-Blackwell. Alister was the Lansdowne Lecturer for the Department of Linguistics at the University of Victoria for a week in March. He presented with three OISE graduate students preliminary results of their current project at the Annual Meeting of the American Association for Applied Linguistics in Dallas. Alister continued his role as Executive Director of *Language Learning*, directing the journal’s budget and four granting programs and attending their annual Board meeting in Ann Arbor in April. Alister joined a new committee at Educational Testing Service preparing revisions to the TOEFL, attending two of their meetings in Princeton in the summer and autumn. He also participated in two granting councils, attending meetings in March for the Hong Kong Research Grants Council’s International PhD Fellowship Scheme and for SSHRC’s Insight Grants. He 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, Language Testing, Present Tense: A Journal of Rhetoric in Society, Writing and Pedagogy*, and *TESL Canada Journal* and of the recently published *Routledge Encyclopedia of Second Language Acquisition*. 
Jim Cummins

JIM CUMMINS is on sabbatical leave for 2012/2013. Among the major presentations he was invited to deliver during this time were keynote presentations at the Language and Literacy Researchers of Canada (LLRC) conference at Wilfred Laurier University in May 2012 and at the conference on Urban Multilingualism at the University of Ghent in Belgium in March 2013. While on study leave, Jim has been working on several book projects which he expects to complete in 2013.

Antoinette Gagné

ANTOINETTE GAGNÉ is on sabbatical leave for 2012/2013. As part of ongoing consultation around curriculum renewal in teacher education at Playa Ancha University in Valparaiso and San Felipe, Chile, Antoinette, in collaboration with UPLA colleagues, is guiding the creation of ARC, a centre devoted to action research and reflective practice connected directly to the 2013-2016 Institutional Improvement Plan for Teacher Education at UPLA. Antoinette has also designed a pilot project to help increase the capacity of professors and administrators to teach and work in English at Northeastern University in Shenyang, China. Antoinette will evaluate the effectiveness of the three-part pilot, which includes pre-departure and post-program components as well as a 6-month study period in Toronto.

Julie Kerekes

In her new roles as Associate Professor and Coordinator of the new program in Language and Literacies Education, JULIE KEREKES has broadened her research and teaching projects and collaborations to include a wider array of students and colleagues at home and internationally. The funding for her SSHRC Standard Research grant, “Internationally educated employment seekers in North America: An ideological and sociolinguistic investigation of their experiences,” concluded this year. Findings from the project were disseminated at conferences and invited talks in Berkeley, Berlin, Boston, Guelph, San Bernardino, San Diego, San Francisco, and Toronto. Julie co-authored a chapter in Discourses of trust, edited by Candlin and Crichton, together with three Research Assistants, Joanne Chow, Alina Lemak, and Zhanna Perhan. Julie is a Co-Investigator on “Enhancing internationally educated nurses’ language competencies: Fair and effective systems change,” a project funded by the Ontario Ministry of Citizenship and Immigration. In its second year of funding, together with colleagues Julie presented papers in Chicago, Dallas, and Toronto; published a paper in ESP News; and prepared two manuscripts for submission to refereed journals. Other research on internationally educated professionals in workplace contexts has resulted in new collaborations and grant applications with colleagues in Finland, Hungary, and Ethiopia. Julie continues to serve on two international editorial boards and on Gailey Road Productions Board of Directors.
Sharon Lapkin

SHARON LAPKIN continues to serve on an advisory committee to the Ontario Ministry of Education on French second language issues in Ontario and as a Director of the Canadian Association of Second Language Teachers (CASLT), where she chairs the Research Committee. Sharon made one plenary panel presentation and presented a paper at the Languages Without Borders conference of the CASLT in Winnipeg. She is one member of a team consulting with the Toronto French School and remains actively involved in preparing publications based on current and previously funded research projects.

Enrica Piccardo

ENRICA PICCARDO gave a keynote address last fall at the University of New Brunswick in Fredericton on plurilingualism in SLE followed by an invited workshop on “Plurilingual education: German after English” organized by the Atlantic Council of Teachers of German. She was invited by the Official Languages and Bilingualism Institute of the University of Ottawa to give a plenary speech on “Découvrir et valoriser le plurilinguisme des apprenants: pour une nouvelle posture pédagogique”. The speech was broadcast live through the web through the North and South American Universities network. Enrica also worked as a consultant-expert reviewing the theoretical framework of the Canadian Language Benchmarks (and their French equivalent Niveaux de compétence linguistique canadiens) and contributing to rework the French descriptors. She was invited to speak in two symposia organized by the Centre for Canadian language benchmarks: at the B.C. TESL Canada conference and at the TESL Ontario conference. Enrica continued her Connaught-funded research project on the role of Empathy in SL in collaboration with colleagues in France. She also developed the research project ECEP with SL/FL teachers on the implication of CEFR-based assessment tools for their practice. She started a new project aimed at creating a Personal Language Portfolio specifically for Canadian linguistic and cultural situations. With a colleague, Enrica is editing an issue of the French scholarly journal LIDIL on emotions to be published later this year. Enrica continues to serve as editor-in-chief of the academic journal Synergies Europe. She serves as a reviewer for several academic journals both Canadian (International Journal of Multilingualism, Les cahiers de l’ILOB/OLBI Working Papers, Canadian Journal of Applied Linguistics, McGill Journal of Education) and European (Synergy, Rumania, and Repères-DORIF, Italy).

Nina Spada

Last spring NINA SPADA travelled to Turkey to give a plenary address at an International ELT conference in Ankara followed by an invited lecture in the Applied Linguistics program at the University of Bogazici in Istanbul. In the fall she visited Spain as a research consultant on a project investigating the teaching and learning of English as a foreign language with primary school children in Barcelona. While there she gave an invited lecture in the Department of Philology at the University of Barcelona. More recently, she and the members of her research group gave three papers at the American Association for Applied Linguistics conference. Nina also attended the TESOL conference where she and Patsy Lightbown gave a presentation to mark the launch of the 4th edition of their co-authored book How Languages are Learned published by Oxford University Press. The past year has resulted in several manuscripts either published or in press based on Nina’s SSHRC funded research and that of her doctoral students. She
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 4 new volumes this year. This series is directed to an academic audience (i.e. researchers and graduate students of applied linguistics). Nina was also actively engaged as co-editor of a new book series with Oxford University Press, Key Concepts for the Language Classroom which is directed to second/foreign language teachers. The first volume in the series is in press (Content-Based Language Teaching) and four others have been commissioned and are at various stages of development. In 2013 Nina also continued her role as a member of the editorial boards of three journals.

Shelley Stagg-Peterson

SHELLEY STAGG PETERSON is the founder and chief editor of the Journal of Classroom Research in Literacy, an online peer-reviewed journal featuring classroom-based research. She has reviewed submissions for The Reading Teacher, and Reading Research Quarterly and for the AERA and IRA conferences. She co-presented papers reporting research reports at the Literacy Research Association and International Reading Association conferences. This year she was honoured by the International Reading Association membership by being elected as a member of the Board of Directors. She is in the third of a three-year term on the Notable Books for a Global Society committee of the International Reading Association. The nine academics on this committee read approximately 300 books to determine the top 25 notable books for 2012. Shelley was an invited speaker on two TVO Parents.com panels, talking about informational literature and literature for pre-school children. She was a guest on the CBC Radio noon-hour talk show, Ontario Today, on the topic of whether cursive writing should be taught in today’s schools.

Merrill Swain

MERRILL SWAIN gave a talk at Cornell University in April, 2012. She travelled to Lima, Peru to give a keynote address at the 2nd Annual Seminar on CLIL in June. In October, she gave a plenary address at the 4th International Conference on Immersion Education. In March, 2013, she participated in a colloquium on Investigating Emotions in Applied Linguistics at AAAL in Dallas, and, with Lindsay Brooks presented a paper on Strategic speaking clusters in testing and real-life contexts. She will be giving a plenary address at a conference on Speaking in Poland in May, and in June will be teaching a course in the Hellenic American University’s Ph.D. program in Applied Linguistics in Athens, Greece. Merrill has been appointed to the newly formed 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

Research and development projects in the Centre for Educational Research on Languages and Literacies cover a broad spectrum of theoretical issues and practical needs related to language and literacy education in multilingual and culturally diverse contexts. Brief summaries of the funded projects administered in the Centre during the past year are provided below.

COMPARING TOEFL iBT SPEAKING TASKS WITH PERFORMANCE ON REAL-LIFE ACADEMIC SPEAKING ACTIVITIES

**Project Staff:** Merrill Swain (Principal Investigator); Lindsay Brooks (Project Coordinator); Khaled Barkaoui (Consultant); Mohammed Al-Alawi, Alison Malcolm, Choongil Yoon (Graduate Assistants); Seung Won Jun, Paul Quinn (Research Assistants)

**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 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 tasks to real-life academic speaking contexts. Additional analyses will be conducted during 2013-14. At present, one article has been accepted for publication (see publication section).

DIVERSITY IN TEACHING (DiT) WEBSITE

**Project staff:** Antoinette Gagné, Clea Schmidt (University of Manitoba), Mariana Jardim (Education Commons), Ariel Quinio, Marlon Valencia, Diane Dekker, and Sama Hamid (Graduate Assistants), Jessica Lam and Daniel Chan (Work-Study Program)

**Funding and Duration:** SSHRC International Opportunities Fund Grant. 2012+

The main goal of Diversity in Teaching is to promote discussions, sharing of resources and collaboration among educators, teachers and administrators all over the world who share the belief that ethnic, linguistic, religious, cultural and gender diversity in 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 with 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.
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

Senior researchers and graduate students from Finland, Iceland, Norway, the UK, and Canada whose research touches on aspects of diversity in teaching will meet six times between October 2011 and 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 will take place in Iceland, Norway, the UK, and Canada.

DIVERSE TEACHERS FOR DIVERSE LEARNERS - UK ECONOMIC AND SOCIAL RESEARCH COUNCIL SEMINAR SERIES

**Project staff:** Antoinette Gagné, Clea Schmidt (University of Manitoba), and Geri Smyth (University of Strathclyde) and additional partners from the UK as well as Norway and Iceland.

**Funding and Duration:** The Economic and Social Research Council in the UK, 2010-2012

This seminar series built on work initiated with the support of Antoinette Gagne’s SSHRC International Opportunities Fund Grant in 2008 and 2009. The focus of the research network has broadened and now focuses on the diversification of the teaching force to support the needs of students from diverse backgrounds. We have been developing and expanding the Diversity in Teaching website by posting the papers and workshop materials shared at each seminar. Partners involved in this seminar series include representatives of public sector and academic institutions in the UK, Norway, and Canada. The seminars, scheduled every 4 to 5 months, beginning in February 2011 have included: International Perspectives on Teacher Diversity (University of Strathclyde); Defining the Issues (University of Southampton); Diverse teachers sharing experiences of their professional lives (GTCS); Young people sharing perceptions of teacher diversity (University of Strathclyde); Exploring the Issues (University of Birmingham); and Learning from the issues for a different future (University of Glasgow)

ECEP (ENCOURAGING THE CULTURE OF EVALUATION AMONG PROFESSIONALS) CANADIAN COMPONENT

**Project Staff:** Enrica Piccardo (Principal Investigator) In Chull Jang (Graduate Assistant)

**Funding and Duration:** Non-funded

This project is a Canadian extension of the ECEP project funded by the Council of Europe, which came to its end in 2011 with the publication of two books, one in English and one in French, each accompanied by a CD ROM, and both downloadable from the website http://ecep.ecml.at The aim is to explore the culture of evaluation among Canadian teachers, to study issues related to everyday implementation of assessment practices, and to explore potential benefits of the Common European Framework of Reference in deepening awareness of the multidimensionality of assessment and possible reframing of assessment practices.

After completing the first exploratory phase on teachers’ needs and concerns in the area of assessment, we moved to the second phase to explore the potential of CEFR-based assessment tools for fostering teachers’ reflection and scaffolding teachers’ practices in this domain. A study was conducted to see the impact of targeted professional development and of selected CEFR-based assessment tools on teachers’ reflection process. A presentation was given at the CASLT conference “Vers le plurilinguisme: 20 ans après” in Winnipeg in the Spring 2013. An article has been written for the *Canadian Modern Language Review*. 
ELECTRONIC INTERLANGUAGE PRAGMATICS (EILP)

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

**Funding and Duration:** Non-funded

Empirical research has examined email communications for indicators of how students learn English or other foreign/second languages, by looking at them communicating either with each other, or with their language instructors. Few such studies, however, have looked beyond single turns (individual emails); that is, they have not used email communications to look at interactions between language learners and their interlocutors. Furthermore, to date, we still know little about the range of purposes for which student-professor email communications are carried out, whether this mode of communication enhances students’ learning, and what professors’ feedback through email looks like. In this project, we are currently preparing manuscripts that analyze emails between students and their professors in terms of both pedagogical and interlanguage pragmatic findings, with a focus on the role of status and power in such interactions.

ENGAGING LITERACIES: IDENTITY TEXTS AS CATALYST AND MEDIUM FOR ACADEMIC PERFORMANCE

**Project Staff:** Jim Cummins (Principal Investigator); Saskia Stille, Enam Huque, Tiffany Ng (Research Assistants)

**Funding and Duration:** Canada Research Chair, 2009-2013

Working collaboratively with teachers, students, and parents, members of the project team have assisted students to use technology tools to write creatively about their experiences and ideas and to “publish” this writing for a wider audience through the Internet. Students are encouraged to work with parents and/or community members to create home language (L1) versions of their writing and to publish their work as dual language texts. In other words, although instruction is in English within the classroom, students’ knowledge of other languages is explicitly recognized and they are encouraged to use the full repertoire of their bilingual cognitive tools in pursuing their literacy objectives. Students’ work will be displayed on the project’s Language-as-Resource website (http://www.oise.utoronto.ca/preview/lar/Home/index.html).

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, 2012-2013

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 (Co-Investigator); Antonella Valeo (Co-Investigator)

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

The objective of this research project is to contribute to the labour market integration of Internationally Educated Nurses (IENs) through implementing institutional change, focusing on systemic barriers preventing access to quality language education. Data collection this year, including interviews with IENs and their professors, focus groups with IENs, classroom observations, and videorecorded speaking tests, enabled the research team to examine CELBAN test results (Canadian English Language Benchmark Assessment for Nurses), biographical data, and areas of difficulty both IENs and their professors face in trying to enhance IENs’ pragmalinguistic and sociopragmatic competencies.

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 (Principal Investigators) Pohwee Koh, Tiffany Ng, and Enam Huque (Research Assistants)

**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 specific focus on the relationship between students’ progress in Mandarin and English literacy and their Grade 3 EQAO 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) Gary Fogal (Graduate 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. After a first phase focusing on University of Toronto students, the project has extended internationally by surveying international students in different contexts. Data analysis is in progress and an article is in preparation.

EXAMINING PRESCHOOL EARLY LITERACY PROGRAMS IN ONTARIO PUBLIC LIBRARIES

**Project Staff:** Shelley Stagg Peterson (Principal Investigator); Eunice Jang (Co-investigator); Carol Doyle-Jones (RF/Graduate Assistant); Christine Portier (Research Assistant)

**Funding and Duration:** Federation of Ontario Public Libraries, 2011-2012

This research study examined the features of preschool literacy programs in Ontario public libraries contributing to participating children’s early literacy development. It also examined the features that have a positive influence on family interactions that support the children’s literacy learning. The research team observed library staff and six children’s participation in 10 preschool literacy programs across Ontario during the second and final sessions of the 4-10 week programs.
IMPROVING STUDENT WRITING THROUGH PEER FEEDBACK

**Project Staff:** Shelley Stagg Peterson (Principal Investigator); Robert Kohls (Graduate Assistant), Jennifer Wilson, Mohammed Al-Alawi and Shiva Sadeghi (Research Assistants)

**Funding and Duration:** SSHRC Research Development Initiative, 2010-2013

Through observations in 8 grades 1 to 6 classrooms and analysis of peer feedback in the Writers in Electronic Residence forum, this research examined: (a) the potential of peer feedback to support the writing development of elementary and middle-grade students and (b) the nature of the scaffolding and the environment that teachers might provide students across these grades to maximize the impact of peer feedback on students’ writing development. Research implications will provide an understanding of conditions for using peer feedback as an instructional tool that leads to the improvement of students’ writing.

INTERACTIONS BETWEEN TYPE OF L2 INSTRUCTION, TYPE OF LANGUAGE FEATURE AND TYPE OF KNOWLEDGE

**Project Staff:** Nina Spada (Principal investigator) Hyeyoon Cho, Meng-Ying (Daphne) Lin, Paul Quinn, Daniel Riccardi (Graduate Assistants); Yasuyo Tomita (Research Assistant)

**Funding and Duration:** SSHRC Standard Research Grant, 2009-2013

This research project investigates the contributions of different types of second language (L2) instruction to the development of implicit and explicit L2 knowledge and whether there are differences depending on the type of language feature. Two quasi-experimental studies have examined the effects of isolated and integrated form-focused instruction (FFI) on the development of the passive voice with adult learners of English. The findings indicate positive contributions for both types of instruction overall as well as advantages for integrated FFI when it comes to learners’ performance on a communicative task and advantages for isolated FFI when it comes to learners’ performance on a grammar test. We are also engaged in a series of construct validation studies of different language tests as measures of implicit and explicit L2 knowledge. This includes elicited imitation tasks and grammaticality judgment tasks to investigate the extent to which task design features (e.g., aural/written; timed/untimed; grammatical /ungrammatical items; type of language feature) are more likely to elicit implicit or explicit L2 knowledge. Finally, a series of small-scale studies have emerged from the extensive database collected over two consecutive SSHRC grants on instructed SLA. This includes a study to investigate learners’ development of complexity, accuracy and fluency in their use of the passive voice and an investigation of the use ‘priming’ in task development and diagnostic assessment.

INTERNATIONALLY EDUCATED PROFESSIONALS PROJECT (IEPRO)

**Project Staff:** Julie Kerekes (Principal Investigator); Zhanna Perhan (Research Assistant); Alison Brooks and Yulia Smirnova (Graduate Assistant).

**Funding and Duration:** SSHRC Standard Research Grant, 2008-2012

This project investigates the role of second language ability and second language learning in the employment trajectories of internationally educated professionals (IEPs) in the Greater Toronto Area. Having focused during the previous year on longitudinal data collected from internationally educated engineers who had participated in a language mentoring program, in 2012 my research assistants and I compared one-time interview data from 40 engineers and 20 teachers. The interviews address participants’ experiences immigrating to and living in Canada as pertains to their employment and employment-seeking experiences. These experiences are compared to those of the Canadian-educated participants’ employment and employment-seeking experiences in Canada. Interview questions prompt the participants to reveal their contrasting experiences, resultant ideologies, and emergent perspectives on whether or not Canada – its government, its employment infrastructure, and its people – is to be trusted. Findings from this study reveal the negative impact that current immigration and employment policies and practices have on many highly educated, experienced professionals who immigrate to Canada.
KNOWLEDGE MOBILIZATION THROUGH COLLECTIVE PEDAGOGICAL INQUIRY IN SCHOOLS SERVING CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS

**Project staff:** Jim Cummins, Leslie Stewart Rose and Shelley Taylor (Principal Investigators); Enam Huque and Tiffany Ng (Research Assistants)

**Funding and Duration:** KNAER, 2011-2013

The goal of this project is to document the instructional practices in two schools that have been pioneering in their approach to working with culturally and linguistically diverse students and communities. Regular meetings with teachers have focused on (a) integrating initiatives already undertaken in these schools with conceptual frameworks that represent the knowledge base derived from empirical research on academic achievement among culturally and linguistically diverse students; (b) documenting the outcomes of new pedagogical directions undertaken by teachers in response to their understanding of the empirical evidence; and (c) compiling the instructional initiatives undertaken by the teachers, and pedagogical tools that have been identified or developed by the project in the OISE Language-as-Resource website.

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 Sama Hamid (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 Ministry-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 4 TDSB secondary schools as well as among members of the Student SuperCouncil. The study explores (a) the impact of cultural, religious or social justice club involvement on students, (b) the type of relationships students develop as a result of their membership in cultural, religious or social justice clubs, and (c) 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 will be posted on the DiT - Diversity in Teaching website http://wordpress.oise.utoronto.ca/diversityinteaching/ along with related resources on cultural, religious and social justice clubs.

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

**Project Staff:** Jill McClay, University of Alberta (Principal Investigator); Shelley Stagg Peterson (Co-investigator); Carol Doyle-Jones (RF/Graduate Assistant); Christine Portier (Research Assistant)

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

We are investigating grades 4 to 8 teachers’ transition to using digital affordances and multimedia in the teaching of composition. We examine issues and tensions that teachers experience in their development of such practices. This study investigates three aspects of new literacies pedagogy: (a) ways in which teachers of writing address current and evolving literacy practices, particularly opportunities for social participation and knowledge creation; (b) ways in which teachers’ classroom assessment and response take account of the contemporary literacy environment and the diverse interests and abilities of their students; and (c) development of a theoretical framework for portraying new literacies teaching.
PLP (PERSONAL LANGUAGE PORTFOLIO)

**Project Staff:** Enrica Piccardo (Principal Investigator) Kate Higgins and Alice Meyers (Graduate Assistants)

**Funding and Duration:** SSHRC Institutional Grant, 2012-2014

This research aims at facilitating plurilingualism and explicit language focus in Canadian classrooms. Based on results from current research on plurilingualism linked with the Common European Framework of Reference for Languages and the European Language Portfolio, this research studies the conditions and potential benefits of a newly conceived Personal Language Portfolio (PLP) in the Canadian context. We have analyzed institutional documents and studies as well as relevant scientific literature. During the second phase we will create a prototype of the PLP specially adapted to the Canadian context, including both official languages and a different combination of aboriginal and/or international languages. A testing phase will follow to guide the development of the tool and also an analysis of its potential impact on language learning. This is a small-scale study in preparation for developing a larger, more ambitious project. The first phase of this project has informed a proposal for a larger pan-Canadian and international research involving several languages and technologies.

RECIPROCAL 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 Grant

This Partnership grant was awarded to Shijing Xu (University of Windsor) and Michael Connelly (OISE/University of Toronto), with several OISE faculty as co-applicants. Professor Cummins’ role is this project is to guide investigation of how issues related to language and culture are addressed in Canadian and Chinese school contexts.

RESLE (THE ROLE OF EMPATHY IN SECOND LANGUAGE EDUCATION)

**Project Staff:** Enrica Piccardo (Principal Investigator) Carolyn Piersma (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. Particularly, the study aims at investigating 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 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 selected and presented to teenage SL learners to explore their emotional reactions to them and to test their level of empathy towards specific characters. Following this phase, new passages are being used for deepening the exploration of SL narrative appreciation through the emotional implication of the readers. 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.
We are conducting a preliminary, exploratory study to develop, try out, and refine instruments, procedures, and analytic frameworks in preparation for a proposal for a larger study in the autumn of 2013. While at the same time as doing indepth case studies of three volunteer TESOL students as they each prepare one course paper we (in the research team) are analyzing our own processes of conducting this research as two parallel situations of knowledge construction, collaboration, identity development, and discourse engagement. We are focusing on two research questions: (a) What tasks, sources, collaborations, goals, knowledge, discourse practices, aspects of professional and multilingual identities, and unique challenges do three students each experience in preparing for and writing a paper for a course in a TESOL Certificate program? (b) Self-Reflexive Analysis: What tasks, sources, collaborations, goals, knowledge, discourse practices, aspects of professional and multilingual identities, and unique challenges do a professor and three PhD students of language and literacy education experience in preparing, conducting, and reporting on an educational research project?
BOOKS


CHAPTERS IN BOOKS


**JOURNAL ARTICLES**


REVIEWS


TECHNICAL REPORTS


PAPERS IN REFEREED CONFERENCE PROCEEDINGS


GRADUATE STUDIES

The graduate program in Second Language Education (SLE) 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. The graduate program is expanding and being renamed in 2013 as the graduate program in Language and Literacies Education (LLE). 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 honors.

STUDENT HONORS AND AWARDS

GARY FOGAL

SSHRC Doctoral Fellowship, 2013-2014

EUN-YONG KIM

SGS Research Travel Grant
SGS Conference Grant

ROBERT KOHLS

Doctoral Completion Grant

MENG-YING LIN

Study Abroad Scholarship, Ministry of Education of Taiwan 2012-2014

STEFANIE MUHLING

HH Stern Award, 2013

GAIL PRASAD

W. Garfield Weston Doctoral Fellowship Program 2013-2014
Joseph Bombardier Canada Graduate Scholarship 2010-2013
MITACS Accelerate Research Internship Gail Prasad 2013

SASKIA STILLE

Senior Doctoral Fellowship, New College, University of Toronto

MARYAM WAGNER

Ontario Graduate Scholarship, 2012-2013
OISE/University of Toronto Academic Excellence Award
STUDENTS AWARDED THESIS DEGREES

DANIELLE FREITAS, MA
Does the Background of Teacher Candidates Matter? A Multiple Case Study of Teacher Learning in an Intensive TESL Program
Thesis Supervisor: Antoinette Gagné | Committee Member: Jim Cummins

ALINA LEMAK, MA
Silence, intercultural conversation, and miscommunication
Thesis Supervisor: Julie Kerekes | Committee Member: Katherine Rehner

LYNDA CHUBAK, MA
A conversation analytic examination of workplace-situated social talk within an ethno-linguistically diverse employee population
Thesis Supervisor: Julie Kerekes | Committee Member: Jack Sidnell

MOHAMMED AL-ALAWI, PHD
Decision making during assessments of English writing in a university context in the Sultanate of Oman.
Thesis Supervisor: Alister Cumming | Committee: Jim Cummins and Normand Labrie

STEPHANIE ARNOTT, PHD
Why AIM?: Educator Perspectives and Implementation of an Instructional Method for Teaching Core French as a Second Language in Ontario.
Thesis Supervisor: Antoinette Gagné | Committee: Sharon Lapkin, Enrica Piccardo and Katherine Rehner

YAMIN QIAN, PHD
The Integration Experiences of Chinese Immigrant Teens in Toronto.
Thesis Supervisor: Antoinette Gagné | Committee: Jim Cummins and Diane Gérin-Lajoie

JENNIFER SHADE WILSON, PHD
Social Support Networks for Literacy Engagement among Culturally Diverse Urban Adolescents
Thesis Supervisor: Alister Cumming | Committee: Esther Geva and Shelley Stagg Peterson

SEBNEM YALCIN, PHD
Interactions between Individual Differences, Target Language Features and L2 Learning in a Turkish Secondary School.
Thesis Supervisor: Nina Spada | Committee: Jim Cummins and Alister Cumming

JOY KANGXIAN ZHAO, PHD
Internationally Educated Teachers in Canada: Transition, Integration, Stress and Coping Strategies.
Thesis Supervisor: Antoinette Gagné | Committee: Taryn Tang and John Wallace
NEW STUDENT THESIS COMMITTEES

KATHLEEN BROER, MA CANDIDATE
Language Teaching and the Socio-Cultural Curriculum: A Collaboration Model
Thesis Supervisor: Antoinette Gagné | Committee Member: Jim Cummins

KATE HIGGINS, MA CANDIDATE
Identity and Engagement of Adult Language Learners: A Critical Classroom Discourse Analysis
Thesis Supervisor: Enrica Piccardo | Committee Member: Julie Kerekes

SARAH KIPP-FERGUSON, MA CANDIDATE
Attitudes towards Native and Non-Native French Speaking Teachers in Ontario
Thesis Supervisor: Enrica Piccardo | Committee Member: Christine Connelly

CAROLYN PIERSMA, MA CANDIDATE
Literacy Inside and Out: Investigating the Literacy Practices of Adult English Literacy Learners
Thesis Supervisor: Enrica Piccardo | Committee Member: Katherine Rehner

LINDA WALL, MA CANDIDATE
From the Hands into the Eyes: An Analysis into Children’s ASL Story Comprehension
Thesis Supervisor: Jim Cummins | Committee Member: Alister Cumming

XINCHEN WANG, MA CANDIDATE
Identity and Biliteracy Development: A Case Study in an English/Mandarin Transitional Bilingual Education Program
Thesis Supervisor: Jim Cummins | Committee Member: Beck Chen-Bumgardener

MINOO ARDESHIRI, PHD CANDIDATE
Optimizing Self-Regulation Strategies to Enhance Learning: Improving Reading Comprehension Skills among ELL's with ADHD
Thesis Supervisor: Jim Cummins | Committee: Clare Brett and Judith Wiener

HYEYOUN CHO, PHD CANDIDATE
Synchronous Small-Group Collaborative Writing Via Web-Based Word Processor: What Facilitates and/or Constrains Learners to Achieve their Goals in Summary Reports?
Thesis Supervisor: Alister Cumming | Committee: Julie Kerekes and Clare Brett

DIANE DEKKER
Filipino Teachers’ Construction of an Integrated Trilingual Reading Curriculum
Thesis Supervisor: Antoinette Gagné | Committee: Jim Cummins and Sarfaroz Niyozov

MAGGIE DUNLOP, PHD CANDIDATE
Determining Optimum Individualized Feedback for Computer-Based Diagnostic Assessment
Thesis Supervisor: Eunice Jang | Committee: Alister Cumming and Jim Slotta
GARY FOGAL, PHD CANDIDATE
Pedagogical Stylistics and Concept-based Instruction: An Investigation into the Development of Voice in the Academic Writing of Japanese University Students of English
Thesis Supervisor: Alister Cumming | Committee: Nina Spada and Enrica Piccardo

IN CHULL JANG, PHD CANDIDATE
An Ethnography of Language in Late Capitalism: South Korean Post-Secondary English Study Abroad
Thesis supervisor: Monica Heller | Committee: Jim Cummins and Julie Kerekes

ARIEL QUINIO, PHD CANDIDATE
Cognitive Change and Identity Formation of Native and Non-native English Speakers
Thesis Supervisor: Antoinette Gagné | Committee: Jim Cummins and Julie Kerekes

HEEJIN SONG, PHD CANDIDATE
A Comparative Case Study of Multicultural Education in South Korea
Thesis Supervisor: Jim Cummins | Committee: Diane Gérin-Lajoie and Antoinette Gagné


Kohls, R. (submitted for 2013). *Writing with a distinctive and identifiable voice: Our struggle to define, assess, and teach voice to L2 writers*. TESL Ontario’s *Contact*.


Herath, S. (2013, March). Fostering intercultural competence or reproducing the status quo? Colloquium presentation at the American Association of Applied Linguistics (AAAL) 2013, Dallas, USA.

Herath, S. (2013, March). A transformative approach to academic reading. A member of a panel on critical pedagogy in practice at the TESOL Convention 2013, Dallas, USA.

Herath, S. (2013, March). The impact of societal power relations on non-native teacher identity. Non Native Teacher special interest section panel at the TESOL Convention 2013, Dallas, USA.


Expanding horizons of language and communication: ELT issues, challenges and implications, New Delhi, India.


Kohls, R. (2012, November). You do not writing to be understood; you write to avoid being misunderstood. Tutor beliefs about writing and approaches to teaching writing in an afterschool literacy program. Paper presented at TESL Ontario, Toronto.


Lambert, J., Li Zerong, Geff, Xiaobin, Bibby, Yangting, Chenshuai, & Bumo Kaga. (2012, December). *Storied knowledge, bilingual education, and home languages*. A presentation with the English Department at Sichuan University for Nationalities, Dartsendo-Kangding, Sichuan.


Stille, S. (2013, April). *What is the position from which we speak? Representation, identity, and cultural production at school.* Paper presented at American Association of Educational Research (AERA), San Francisco, USA.


## UPDATE ON RECENT GRADUATES

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Current Position or Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOHAMMED AL-ALAWI, PHD</td>
<td></td>
<td>Mohammed is Assistant Professor at Sultan Qaboos University, Muscat, Oman.</td>
</tr>
<tr>
<td>STEPHANIE ARNOTT, PHD</td>
<td></td>
<td>Stephanie has been teaching courses in the Department of Language Studies at UTM as well as at OISE within the framework of the Concurrent Teacher Education Program.</td>
</tr>
<tr>
<td>SEUNG WON JUN, PHD</td>
<td></td>
<td>Seung Won is Head of English at the Academy of the Korean Air Force.</td>
</tr>
<tr>
<td>RANYA KHAN, PHD</td>
<td></td>
<td>Ranya is teaching ESL and Communications courses at Sheridan College.</td>
</tr>
<tr>
<td>GEOFF LAWRENCE, PHD</td>
<td></td>
<td>Geoff is starting as an Assistant Professor in ESL and Applied Linguistics at York University.</td>
</tr>
<tr>
<td>YAMIN QIAN, PHD</td>
<td></td>
<td>Yamin is a professor in the English Teacher Education Program at Guangzhou University of Foreign Studies.</td>
</tr>
<tr>
<td>KRISTIN SNODDON, PHD</td>
<td></td>
<td>Kristin was appointed as the next David Peikoff Chair of Deaf Studies at the University of Alberta.</td>
</tr>
<tr>
<td>JUNKO TANAKA, PHD</td>
<td></td>
<td>Junko has been promoted to Full Professor in the Graduate School of Intercultural Studies at Kobe University, Japan.</td>
</tr>
<tr>
<td>ANTONELLA VALEO, PHD</td>
<td></td>
<td>Antonella began a tenure-track position as Assistant Professor in the Department of Languages, Literatures and Linguistics at York University.</td>
</tr>
<tr>
<td>JENNIFER SHADE WILSON, PHD</td>
<td></td>
<td>Jennifer is a Senior Lecturer and Director of the Center for Written, Oral, and Visual Communication at Rice University, Houston, Texas.</td>
</tr>
<tr>
<td>SEBNEM YALCIN, PHD</td>
<td></td>
<td>Sebnem began a tenure-track position as Assistant Professor of Applied Linguistics, Faculty of Education, University of Bogazici, Istanbul</td>
</tr>
</tbody>
</table>
CONCLUDING REMARKS

We trust the institutional mandate and activities of CERLL will be approved, after review next autumn, to continue for another five years. Looking ahead to those future years, considerable effort is already going into planning several major, international conferences that we look forward to being in Toronto. Stephen Bahry and several PhD students and professors affiliated with CERLL and with the Comparative, International and Development Education Centre (CIDEC) are inviting us to highlight sessions on language issues at the annual conference of the Comparative and International Education Society (CIES) in March 2014. In March 2015 three of the annual conferences most integrally related to CERLL will be in Toronto: the annual meeting of the American Association for Applied Linguistics (AAAL, March 21-24), preceded by the Language Testing Research Colloquium (LTRC, March 16-20), and followed by the TESOL Convention (March 25-28). Tentatively aiming for late August 2016, Jim Cummins is taking a lead role in planning a major conference on International Bilingual Sign Language in Early Childhood Education to be held at OISE. Faculty and students in CERLL will surely play a fundamental role in all of these events as befit local hosts to colleagues from around the world.

Sincerely,

Alister Cumming

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