47TH ANNUAL REPORT OF CERLL

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INTRODUCTION

This is the 47th annual report of the Centre for Educational Research on Languages and Literacies (CERLL), formerly the Modern Language Centre which was instituted in 1968. After a year of practice, the acronym CERLL is finally beginning to roll off our lips and there are fewer blank faces among colleagues in the Institute when they hear the term.

Alister Cumming, Head of the Centre, is on study leave this year and I have taken over as Acting Head in his absence. Alister has spent time in various parts of the world during his study leave, including China, Southeast Asia, Honduras and parts of Europe. Alister (together with Esther Geva) has also edited a book based on the Adolescent Literacy in Three Urban Regions (ALTUR) project which has just been published by Routledge. Julie Kerekes and Eunice Jang have also been on study leave this year. Both Julie and Eunice were approved for tenure and promotion to Associate Professor in 2011 and I’m sure they are appreciating the opportunity to write up some of the significant research they have conducted during their initial years at OISE.

As Alister outlined in last year’s report, OISE has been going through a restructuring process which is affecting departments and graduate programs as well as the senior governance of the Institute. Research Centres have, so far, not been significantly affected by the broader changes that are underway but CERLL is likely to experience some uncertainty as a result of challenges faced by the Second Language Program, the graduate program to which most CERLL faculty belong. SLE faculty numbers have shrunk significantly over the past five years from ten full-time faculty members to the current complement of six. When two of the six faculty are on study leave (as is the case this year and also in the coming year), it leaves only four faculty to carry out all the administrative and most of the student advisory work. This situation is likely to be exacerbated in the coming years with three senior SLE faculty approaching retirement age. Obviously, these coming retirements will also affect the complement of faculty associated with CERLL unless they are replaced through new appointments.

CERLL responded to these changes through broadening its focus to include “Languages and Literacies” in addition to second language research, which enabled us to welcome Dr. Shelley Stagg Peterson into the Centre. SLE is currently in the process of similarly attempting to broaden its scope which will include a change of name. Currently, the tentative new name for the program is Language and Literacies Education. We anticipate that this expansion of scope will attract additional faculty to the program and put it on a more secure foundation. So both CERLL and the SLE graduate program are undergoing an expansion of identity which we see both as practically necessary and academically positive in many ways. However, change also always brings a degree of uncertainty but we are confident that our major historical focus on language learning and linguistic diversity can be usefully integrated with broader issues relating to the development of language abilities and multiple forms of literacy across the school curriculum.

Our sense of community continued to be fostered by the publication of the CERLL Bulletin, this year edited expertly by Kate Higgins and Jon Lambert. In Chull Jang and HyeYoon Cho also organized the CERLL Informal Seminars in which graduate students and visiting scholars presented their ongoing research. Our collective appreciation also goes to Eun-Yong Kim (PHD) and Jeanette Veber (MA), our SLE Student Representatives for organizing numerous social activities which nurtured both mind and body. Finally, a very special “thank you” to Lisa Rupchand who coordinates brilliantly all of the academic, social and administrative activities of the Centre and who makes a very complex set of tasks look effortless.
VISITOR’S AND EVENTS

VISITING SCHOLARS

The Centre engaged in a variety of international projects and networking activities during the past year which are described in the individual faculty reports. Our international contacts were also expanded by the presence of several visiting scholars including Dr. Stuart Webb from the University of Wellington, New Zealand who spent time working primarily on developing a new version of the Vocabulary Levels test in collaboration with Dr. Paul Nation; Professor Yoshiyuki Okaura from the Department of Socio-Environmental Studies, Fukuoka Institute of Technology; Katrin Buerger from Weingarten University of Education, Germany; and Marte Monson from Hedmark University College. Most recently we have welcomed Professor Mitsuyo Sakamoto from Sophia University who will be with us through March 2013 and will teach a course in the SLE program during this period. Mitsuyo is a graduate of the OISE SLE program and it is a real pleasure to have her back with us. We are also very much looking forward to hosting Professor Rahat Naqvi from the University of Calgary from August 2012 through April 2013. Rahat has carried out highly original research on the effects of incorporating dual language books into linguistically diverse classrooms and she will also teach one of the SLE courses during the 2012/2013 academic year.

CONFERENCES AND EVENTS

CERLL COLLOQUIUM SERIES AND CO-SPONSORED LECTURES

The CERLL Colloquium Series, held on 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:

Liming Yu  
Shanghai Jiao Tong University  
Implications of the Canadian strong version of bilingual education model for bilingual education in China

Lars Anders Kulbrandstad  
Hedmark University College, Norway  
Education of immigrant students in Norway: Policy and research

Sunny Man Chu Lau  
Sherbrooke University, Quebec  
Re-conceptualizing critical literacy education: Possibilities and challenges in ESL classrooms
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<th>Name</th>
<th>Institution</th>
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<tr>
<td>David Little</td>
<td>Trinity College Dublin</td>
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<td>Roma Chumak-Horbachsz</td>
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<td>Enrica Piccardo</td>
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<td>Theory made easy: Enhancing reflective practice among teachers. The case of the “Encouraging the Culture of Evaluation among Professionals” (ECEP) project. (ecep.ecml.at)</td>
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<td>Shelley Taylor</td>
<td>University of Western Ontario</td>
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<td>Merril Swain &amp; Lindsay Brooks</td>
<td>OISE, University of Toronto</td>
<td>A Comparison of TOEFL iBT Speaking Tasks with Performance on Real-Life Academic Speaking Tasks</td>
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<td>Rob Simon</td>
<td>OISE, University of Toronto</td>
<td>New Literacy Studies, New London, and their discontents: Theorizing literacy from and in practice</td>
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<tr>
<td>Patricia Lamarre</td>
<td>Université de Montréal</td>
<td>Montréal français, Montréal multilingue : pratiques langagières dans une ville redéfinie, co-sponsored with CREFO</td>
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<tr>
<td>Char Ullman</td>
<td>University of Texas at El Paso</td>
<td>“My grain of sand for society”: Neoliberal freedom, language learning, and the circulation of ideologies of national belonging</td>
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<td>Francis Yaiche</td>
<td>Université Paris 5, René Descartes</td>
<td>Les nouveaux constructeurs d’identités: atomisation, parcellisation, multiplication du “moi” sur les scènes de la réalité et de la virtualité, co-sponsored with CREFO</td>
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<tr>
<td>Jan Hulstijn</td>
<td>University of Amsterdam</td>
<td>Basic language cognition</td>
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CERLL INFORMAL SEMINARS

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:

- **Hana El-Fiki**  
  PhD Candidate, SLE Graduate Program, OISE, University of Toronto  
  Teaching English as a foreign language and using English as a medium of instruction in Egypt: Teachers’ perceptions of teaching approaches and sources of change

- **Sebnem Yalcin**  
  PhD Candidate, SLE Graduate Program, OISE, University of Toronto  
  Individual learner differences and grammatical difficulty in EFL context

- **Dr. Stuart Webb**  
  CERLL Visiting Scholar, University of Wellington, New Zealand  
  Does writing a new word really detract from learning it? A partial replication of Barcroft (2006)

- **Lorena Jessop**  
  PhD Candidate, SLE Graduate Program, OISE, University of Toronto  
  Adults acquiring English pronunciation: The case of Spanish speakers acquiring reduced vowels

- **Reed Thomas**  
  PhD Candidate, SLE Graduate Program, OISE, University of Toronto  
  Researching second language proficiency for teaching: Challenges and opportunities

- **Eun-Yong Kim**  
  PhD Candidate, SLE Graduate Program, OISE, University of Toronto  
  Linguistic globalization and North Korean refugees’ investment in international English proficiency test

- **Seung Won Jun**  
  PhD Candidate, SLE Graduate Program, OISE, University of Toronto  
  Developing self-regulated learning skills to overcome lexical problems in writing: Case studies of Korean ESL learners

TDSB 2012 CELEBRATING LINGUISTIC DIVERSITY CONFERENCE

The Centre for Educational Research on Languages and Literacies once again co-sponsored the Toronto District School Board’s professional development conference, Celebrating Linguistic Diversity. The 2 day conference is co-ordinated by Paula Markus and Lyle Pearson from the TDSB ESL/ELD Program and consists of presentations, resources and workshops, bringing together over 1,500 teachers and educators from across Canada each year. This year’s conference was held on April 26th and 27th and was a tremendous success.
ALISTER CUMMING was on sabbatical leave from July 2011. During that time he published the results of the ALTUR project as Adolescent Literacies in a Multicultural Context (2012, Routledge) along with Esther Geva and 10 OISE PhD students. He spent most of the autumn on a fellowship at the National Research Centre for Foreign Language Education at Beijing Foreign Studies University, where he provided numerous lectures as well as conferring on research and thesis projects and also gave invited lectures at Tsinghua, Jilin, and Zhejiang Universities in China. Alister gave plenary addresses at conferences for TESOL in Doha, Qatar, at the Hong Kong Polytechnic University, and at the Symposium on Innovations and Challenges for Second Language Pedagogy at the University of Toronto, Mississauga. Last spring he presented in and organized symposia at AAAL in Chicago, TESOL in New Orleans, and CCERBAL at the University of Ottawa, and this spring he gave plenary addresses in the Currents for Language Learning symposium at the University of Michigan and in the SLA Graduate Symposium at the University of Madison, Wisconsin. Alister completed in 2011 his terms as Chair of the Social Sciences Panel for the Connaught Committee at the University of Toronto and as Chair of the TOEFL Committee of Examiners at Educational Testing Service as well as serving on its Research Sub-Committee and on the TOEFL Board. He continued as Executive Director for Language Learning, overseeing an extensive granting program, managing the finances of the journal, and organizing their annual Board meeting in Ann Arbor, and this past year, drafting new policies for the journal. Alister serves on the editorial boards of the journals Assessing Writing, Canadian Modern Language Review, Curriculum Inquiry, Journal of Second Language Writing, Language Assessment Quarterly, Language Learning, Language Testing, Present Tense: A Journal of Rhetoric in Society, TESL Canada Journal, Writing and Pedagogy and of the upcoming Routledge Encyclopedia of Second Language Acquisition. He also serves on a national-level advisory panel of testing experts reviewing and advising on English and French language proficiency tests for immigration decisions at Citizenship and Immigration Canada and on the selection panel for the Ph.D. Fellowship scheme at the Research Grants Council of Hong Kong.
During 2011 JIM CUMMINS’ research and scholarly writing has focused on issues related to English language learners (ELL) and aspects of bilingual development. He has been engaged with several research projects during the year and has also written two scholarly books which have been published. One of these is a synthesis of empirical and theoretical work relating to bilingual students’ academic development which was written specifically for publication in Japan (translated into Japanese by a long-time University of Toronto colleague, Professor Kazuko Nakajima). The other book, entitled Identity texts: The collaborative creation of power in multilingual schools (co-edited with Margaret Early) brings together many of the outcomes of research and theorizing on multiliteracies that Jim has pursued during the past decade and are a central focus of his CRC research. In addition to these two books, Jim co-edited (with Professor Shelley Taylor of the University of Western Ontario) a special issue of the journal Writing and Pedagogy which focuses on the themes of Identity Texts, literacy engagement and multilingual classrooms. He also gave 14 keynote and/or featured presentations at scholarly or professional conferences during the year. These included invited presentations in Denmark, Germany, Ireland, Japan, Norway and Mexico in addition to Canada and the United States. In September 2011 and March 2013 respectively, Jim received Honorary Lifetime Membership Awards from the Canadian Association of Second Language Teachers (CASLT) and the Ontario Modern Language Teachers Association (OMLTA).

ANTOINETTE GAGNÉ is the Academic Coordinator of the OISE Academic and Cultural Support Centre which was established in September 2005 for pre-service and graduate students. She acts as academic advisor for a team of 12 TAs to offer a wide range of services to support students at OISE. Members of the ACSC meet on a monthly basis to discuss pedagogical issues and explore how to best meet the needs of our clients. Several of the services offered by the ACSC were based on strategies suggested by participants in my TESOL funded study as well as inspired by the feedback of internationally educated teacher candidates enrolled at OISE. Antoinette was also involved in the Curriculum Renewal at Playa Ancha University. Her involvement included consultation on 1) curriculum renewal in higher education, 2) the improvement of the student experience, 3) the development, management and implementation of field experiences and field partnerships in the initial preparation of university students in professional programs at Playa Ancha University, Valparaíso and San Felipe, Chile.
EUNICE JANG published a monograph with a group of international researchers including two OECD colleagues based on field research that reviewed the Danish student assessment and school evaluation framework (Shewbridge et al., 2011). The monograph received significant attention from the Danish public and media, and subsequently a group of the Danish educators visited the Ontario Ministry of Education and OISE as a follow up of the report. Eunice met with the group and delivered a talk. In addition, she delivered 4 keynote speeches in Seoul (2 speeches, invited by KICE), Vienna (invited by the University of Vienna), and Krakow (invited by ALTE), 4 refereed conference presentations, 3 invited academic lectures, and 2 workshops presented to York Region and Peel District School Boards. She also served on the Adjudication Committee for the SSHRC Insight Development Grant. Eunice continued to serve on the Ontario Ministry Education’s ELL Advisory Group and was invited to serve on the TOEFL COE Committee by Educational Testing Service.

JULIE KEREKES and her graduate students presented the Internationally Educated Professionals Project (IEPro) research at the American Association of Applied Linguistics and Metropolis. She also presented findings as a guest speaker in University of Hawai‘i’s Second Language Studies Lecture Series. Together with three student co-authors, Julie drafted and completed the first article from the IEPro project, which is now in press as a chapter of Discourses of Trust, edited by Chris Candlin & Jonathan Crichton (published by Palgrave Macmillan). She continues to serve on editorial boards for The Open Applied Linguistics Journal and University of Sydney Papers in TESOL; review manuscripts this year for Sociolinguistics Studies, Journal of Applied Linguistics, and Modern Language Journal. Julie also serves on the Board of Directors for Gailey Road Productions.
SHARON LAPKIN is serving as consultant to an SSHRC-funded project led by Dr. Callie Mady of Nipissing University. The project is entitled Elementary Core French for allophone students? An investigation of a theory/practice distinction. Sharon 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, where she chairs the Research Committee. Sharon taught an online course in the winter term and co-edited a special issue of the Canadian Journal of Applied Linguistics entitled “Trends in second language teaching and teacher education.” She remains actively involved in preparing publications based on current and previously funded research projects.

ENRICA PICCARDO gave a plenary lecture at the CAUTG (Canadian Association of University teachers of German) conference in Fredericton (NB), was invited to present at a symposium at the CCERBAL conference in Ottawa, at the GERFLINT international conference in London (UK), at the international ECML conference in Graz (Austria) and at a symposium within the international conference “Vers le Plurilinguisme: 20 ans après” in Angers (France). She presented at the ACLA conference in Fredericton, at the ALTE Conference in Krakow (Poland), at the CERLL research colloquium and at the AAAL conference in Boston. In the ECML conference in the Fall, she gave a seminar presenting the books and CD ROMs (in English and in French) she co-authored resulting from the four-year project funded by the Council of Europe she coordinated. The title of the English book is Pathways of Assessment, Learning and Teaching through the CEFR and it is available online (http:ecep.ecml.at). She subsequently was invited to run workshops and give presentations on the Common European Framework of Reference (CEFR) in the Canadian context (CPF, OMLTA, York University YUELI). She also published a book with RK Publishing entitled The CEFR Guide for Canadian Educators. Over the past academic year Enrica has chaired a panel for the adjudication of the Ontario Graduate Scholarships. She has worked in a panel of experts that reviewed the Canadian Language Benchmarks (and their French equivalent Niveaux de compétence linguistique canadiens) both as far as the theoretical framework is concerned and for the redefinition of the specific assessment section. Enrica continues to serve as editor-in-chief of the academic journal Synergies Europe and has coordinated the 2011 issue on the adaptability of the CEFR outside the European context together with Aline Germain-Rutherford and Richard Clément. 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).
SHELLEY STAGG-PETEYSON is the founder and chief editor of the Journal of Classroom Research in Literacy, an online peer-reviewed journal featuring classroom-based research. She is also chief editor of Language and Literacy, and has reviewed submissions for The Reading Teacher, Alberta Journal of Educational Research, Research in the Teaching of English, and Canadian Journal of Applied Linguistics. 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 second 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 400 books to determine the top 25 notable books for 2011. Shelley presented invited workshops at the Reading Recovery and Early Literacy conference, as well as the Educating for Peace and Justice, Nipissing University Adolescent Literacy, Reaching Higher regional consortium, and Toronto Action Research for Excellence in Teaching conferences in Ontario. She presented a keynote and a workshop at the Adolescent Literacy Summit in Winnipeg.

Over the past year NINA SPADA travelled to Iran, Spain and the U.S. as an invited plenary speaker at 3 international conferences. She also gave papers at the AILA conference in Beijing last August and the AAAL conference in Boston in March 2012. Her writing activities include the preparation of the 4th edition of How Languages are Learned published by Oxford University Press. The new edition has undergone substantive revisions, updates and will include a companion website when published next fall. Much writing is also underway as her SSHRC grant comes to an end next year. Several manuscripts are ‘in the works’. Over the past year Nina became involved as a consultant to a research project in Spain investigating the effects of comprehension-based learning in English foreign language classrooms in primary schools. She also assumed her role as co-editor of a new book series entitled Key Concepts for the Language Classroom with Oxford University Press. This includes commissioning and working with authors as they write research-led volumes on a wide range of topics linking theoretical and empirical work in second language learning with classroom practice. Eight volumes are proposed for the series over the next 2-3 years. During this period Nina continued her editorship of the academic book series Language Learning and Language Teaching for John Benjamins and as a member of 3 journal editorial boards.
MERRILL SWAIN was awarded an Honorary Doctorate in May, 2011, from the University of Vaasa, Finland. She gave a plenary address at the Australian and New Zealand Applied Linguistics Associations’ Bi-Annual conference on Cognitive and affective enhancement among older adults: The role of languaging. She also presented in the first symposium in honour of Wilga Rivers at the 2012 AAAL conference. Additionally she gave a talk at Cornell University in April, 2012. She will shortly be going to Lima, Peru to give a keynote address at the 2nd Annual Seminar on CLIL. 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, Language Teaching Research, The International Journal of Applied Linguistics, The International Journal of Multilingualism, and the new journal Multilingual Education. 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. She received a grant from TOEFL (ETS) to fund research into the relationship between speaking items on the TOEFL speaking test and real-life academic speaking activities.
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 bilingual and culturally diverse contexts. Brief summaries of the funded projects administered in the Centre during the past year are provided below.

1. A Comparative Case Study of Concurrent Language Teacher Education at the University of Toronto and the University of Playa Ancha (UPLA)
   **Project Staff:** Antoinette Gagné, Cecilia Arriagada-UPLA, Isabel Vasquez-UPLA, Ricardo Nunez-UPLA, Patricia Vargas – UPLA, Marlon Valencia (Research Assistant)
   **Funding and Duration:** Non-Funded, 2011-2013
   The development of language proficiency, teaching competencies as well as professional identity are the focus of this comparative study of two 5-year teacher preparation programs. Future teachers of French are our core participants at the University of Toronto and future teachers of English at the University of Playa Ancha. We are exploring how the various program components and field experiences are operationalized across contexts as well as how these impact the experiences of teacher candidates. Observation, online surveys as well as interviews and focus groups with program administrators, instructors, teacher candidates and field partners are our main data collection strategies. A framework of knowledge bases for teaching as well as Activity Theory and the Communities of Practice framework will guide the analysis of our data.

2. A New Framework for Literacy in Teacher Education
   **Project Staff:** Members of the Working Group from OISE, Antoinette Gagné, Rhonda Martinussen and Janette Pelletier
   **Funding and Duration:** Non-Funded, 2010-2011
   In 2010-2011, at the request of the Ontario Association of Deans of Education, faculty members of the teacher education programs in thirteen Ontario universities met as a working group in Pre-service Literacy Education to identify the elements that should be included in initial teacher preparation in literacy education. The membership of the Working Group comprised literacy researchers working in a variety of paradigms, representing a span of epistemological frameworks, and responsible for the education of teacher candidates in both elementary and secondary panels. In meeting its mandate, the Working Group operated with an understanding of four principles that shaped the discussion and generation of ideas for the report entitled Towards a Foundation for Teacher Preparation in Literacy Education in Ontario Report prepared for the Ontario Association of Deans of Education by Lesly Wade-Woolley.

   The four principles include the following: 1) Literacy education is foundational to the educative process and is central to economic prosperity and quality of life; 2) Effective literacy instruction is based on research from a variety of paradigms; 3) Given that the teacher education programs in Ontario’s Faculties of Education vary considerably in their length, format, and nature of course offerings, a guiding document in teacher preparation in literacy education should provide an important reference point for the work of the Faculties; 4) Universities, as institutions dedicated to research and teaching, in conjunction with partners in the field, are the optimal sites for teacher candidates to examine the relationship between theorizing and fostering learning.
In this project we are comparing test-takers’ performance on TOEFL iBT speaking tasks and their performance on 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’ performance in the speaking section of the TOEFL iBT and their performance in one in-class activity and in one out-of-class activity. We obtained stimulated recalls from half the students about their speaking performance in these three contexts, and interviewed all our participants about their perceptions of speaking. In our analyses, we are investigating the linguistic and discourse characteristics of their performance as well as the strategies that the participants reported using in their speaking in each of these contexts. Our findings, some of which we presented as part of the 2011-2012 CERLL Colloquium Series, will provide evidence for the TOEFL iBT validity argument as to whether the spoken discourse elicited by the TOEFL iBT tasks is comparable to that used in real-life academic activities.

4. Diverse Teachers for Diverse Learners -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. Joy Kangxian Zhao (Research Assistant)

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

This seminar series builds on the work that was initiated with the support of a SSHRC International Opportunities Fund Grant that I held in 2008 and 2009. The focus of our 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.

5. 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 the Scotland, Finland, Iceland, and Norway. Ahmed Kandil (Research Assistant)

Funding and Duration: The Nordforsk Foundation, 2011-2014

The main aim of the DTDL Network is to explore how diverse students benefit from diverse teachers and how the variety of experiences, cultures, languages and religions among learners and teachers impact learning and socialization in schools. Our main research questions across country contexts include: 1) In what ways do diverse teachers benefit diverse students? 2) How does the teaching force generally benefit from diversification? 3) Which teacher competencies are particularly important for diverse students? 4) How do diverse teachers in the different countries contribute to diverse teaching practices and school cultures? 5) How should teacher education in the different country develop to take into account the diversification of teachers and students? Each country team conducts collaborative as well as individual research projects using qualitative as well as quantitative research methods. Findings from the collaborative research projects in Finland, Iceland, Norway, Sweden, Scotland and Canada will be disseminated at conferences and via joint publications.
6. ECEP (Encouraging the Culture of Evaluation among Professionals)
Project Staff: Enrica Piccardo (Principal Investigator); In Chull Jang and Sumbal Malik (Graduate Assistants)
Funding and Duration: Council of Europe, 2009-2011

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 coming with a CDrom) 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 multidimensionality of assessment and possible reframing of assessment practice. An article has been published in the Journal Synergies Europe 6/2011 and a presentation has been held at the international conference “Vers le plurilinguisme: 20 ans après” in Angers (France) in the Spring 2012.

7. Empirical Calibration and Validation of the STEP Proficiency Descriptor Scales
Project Staff: Eunice Jang and Jim Cummins (Principal Investigators); Saskia Stille (Project coordinator);
Maryam Wagner, Maggie Dunlop, June Starkey, Michelle Lui (Research Assistants)
Funding and Duration: Ontario Ministry of Education, 2010-2011

Since 2006, a group of researchers at OISE have worked with the Ontario Ministry of Education and more than 10 school boards across Ontario on the development and field validation research of the new Steps to English Proficiency (STEP) assessment framework. We completed the STEP field research project and delivered a comprehensive research report to the Ministry of Education (Jang et al., 2011). The project involved over 45 teachers and 150 students from three largest school boards in Ontario, and the research outcomes provided strong validity evidence for the STEP assessment framework (which was officially implemented in 2011).

8. 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 continue to 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.
9. 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)

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. Effective academic plans and service delivery to meet the comprehensive language learning needs of IEN students as well as other adult immigrant students will result. Project activities include: a) assessing IEN language competency, b) identifying best practices for teaching and learning through sociolinguistic interactive interventions, c) developing faculty teaching skills, d) developing innovative relevant curricular components e) implementing educational policy changes and f) disseminating project results to key stakeholders (educators, regulators, policy makers) to facilitate uptake of these innovations in the larger educational system. This system change strategy can be transferred to other internationally educated professional programs.

10. 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, 2009-2012

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 is currently being uploaded to the project Language-as-Resource website which will be launched during the summer of 2012.

11. 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 Catalunya Spain with extended periods of uninterrupted 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. The limited L2 competence of some English teachers is another reason why students are exposed to little quality input. There is also a trend in primary schools 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. The consequence of these factors is that 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.
12. ESL Infusion Website 2007+
**Project staff:** Antoinette Gagné (Principal Investigator) Mariana Jardim (Education Commons), Kamara Jeffreys, Scott Verhoeve, Freshtah Yasseen, Danielle Freitas and Bryan Thompson (Graduate Assistants)
**Funding and Duration:** Non-Funded, 2007-Present

The team has worked to update the resources on the ESL Infusion website and link to the UT library system and other appropriate online resources when possible.

13. Examining Preschool Early Literacy Programs in Ontario Public Libraries
**Project Staff:** Shelley Stagg Peterson (Principal Investigator); Eunice Jang (Co-investigator); Maggie Dunlop, Carol Jupiter, Kerrie Kennedy, Brittnay McCarter, and Jennifer Wilson (Research Assistants)
**Funding and Duration:** Federation of Ontario Public Libraries, 2011-2012

This research study examines the features of preschool literacy programs in Ontario public libraries that are contributing to participating children’s early literacy development. It also examines 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.

14. EWIS (Expressive Writing and International Students)
**Project Staff:** Enrica Piccardo (Principal Investigator); Gary Fogal (Graduate Assistant)
**Funding and Duration:** Non-funded

This project builds on the previous AWIS (Academic Writing and International Students) project and 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 and it surveying international students in different context. A first article is under press and a presentation has been accepted in the second IFAW international conference in Tel Aviv (MOFET Institute) in the Summer 2012.

15. Growing New Roots: Coming Together - New Immigrant and Canadian Teenagers
**Project Staff:** Antoinette Gagné (Principal Investigator), Stephanie Soto Gordon (Research assistant and field partner), Genna Megaw (videographer), Kamara Jeffreys, Scott Verhoeve, and Freshtah Yasseen (Graduate Assistants)
**Funding and Duration:** Inquiry into Practice Project (via Mark Evans and Carol Rolheiser), 2009-2011

This study builds on previous collaborative work involving English Language Learners and the development of resources to support teacher development. In addition, it grows from Stephanie Soto-Gordon doctoral research with English Language Learners in the Toronto District School Board. This research aims to: 1) uncover the nature of the relationships between teenaged English language learners and their native-speaker peers in a secondary school context (the class and the school as a whole) and the community outside of school with regard to their participation and identity formation and development, 2) examine the impact of this collaborative DVD project on English language learners and native-speaker students as co-participants, and 3) situate this student participation and identity formation and development in the language socialization framework of “legitimate peripheral participation” (Lave & Wenger, 1991; Wenger, 1998).
16. Improving Student Writing through Peer Feedback

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

Funding and Duration: SSHRC Research Development Initiative, 2010-2012

This research will inform the design of a new line of research on the use of peer feedback on student writing in grades 1-8 classrooms. The research will provide needed information about: (1) the potential of peer feedback to support the writing development of elementary and middle-grade students and (2) 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. Ultimately, it is expected that the implications of this line of research will provide the field with an understanding of conditions for using peer feedback as an instructional tool that leads to the improvement of students’ writing. These implications will address developmental, social and cultural factors that influence the effectiveness of the peer feedback on students’ writing.

17. Internationally Educated Professionals Project (IEPro)

Project Staff: Julie Kerekes (Principal Investigator); Zhanna Perhan (Graduate Assistant); Alina Lemak (Research Assistant); Joanne Chow (Research 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. Currently in its third year of funding, data collection has been completed and a bulk of the data has been analyzed. Findings include theoretical and empirical developments regarding internationally educated engineers’ ideologies and attitudes about immigrating to Canada: They exhibit a complex acquisition of (their perceived) Canadian attitudes, in combination with a resistance to some aspects of their new work cultures. We next plan to compare data from the internationally educated engineers to the data we have collected from internationally educated teachers.

18. Investigating Elementary School Students’ Literacy Skill Profiles Using Cognitive Diagnostic Assessment

Project Staff: Eunice Jang (Principal Investigator); Zhimei Gu, Maggie Dunlop, Gina Park (Research Assistants)

Funding and Duration: SSHRC Standard Grant, 2009-2013

This project builds on my previous work in the areas of cognitive diagnostic assessment and literacy assessment in K-12 school contexts. The purposes of this research program are to investigate junior elementary school students’ literacy skill profiles through cognitive diagnostic assessment and to examine the impact of skills diagnosis on students’ literacy abilities and engagement in learning. Special attention is paid to students such as English Language Learning (ELL) students who require greater instructional support. We identified distinct skill profiles using cognitive diagnostic models in Phase 1 and are currently preparing to conduct an intervention study in classrooms in order to examine the usefulness of diagnostic feedback based on the skill profiles.
19. 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.

20. 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, Sebnem Yalcin, (Graduate Assistants); Yasuyo Tomita (Research Assistant)

**Funding and Duration:** Social Sciences and Humanities Research Council of Canada (SSHRC), 2009-2013

This research project investigates questions about whether the benefits of second language (L2) instruction vary depending on the target language feature and the type of L2 knowledge. The selected language features differ in their inherent complexity and difficulty to learn. Two quasi-experimental instructional studies have been carried out both of which targeted the passive construction with adult learners of English. One investigated the effects of two types of form-focused instruction (FFI) – isolated and integrated – on learners’ knowledge of and ability to use the passive construction. A second study examined the effects of integrated FFI on learners’ development of implicit and explicit L2 knowledge of the same language feature. The results indicate benefits for both types of instruction as well as greater advantages for integrated FFI on oral communicative tasks and for isolated FFI on grammar tests. We have also completed a validation study of an elicited imitation task as a measure of implicit knowledge and we are working on a second validation study with a different target feature (i.e. past progressive). This research is intended to examine whether different language tests measure different types of L2 knowledge (e.g. implicit/explicit; declarative/procedural) and the extent to which other factors contribute to learners’ performance on these measures (e.g. modality, proficiency).


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

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

Jill McClay and I are investigating grades 4-8 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.
22. **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 newly started research aims at facilitating plurilingualism and explicit language focus in Canadian 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 aims at studying the conditions and potential benefits of a newly conceived Personal Language Portfolio in the Canadian context. It is presently analyzing institutional documents and studies and relevant scientific literature. It will then create a prototype of 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 which will guide the development of the tool and also an analysis of its potential impact on language learning. This project is a small-scale study with the aim of developing a larger, more ambitious one in this domain.

23. **RESLE (The Role of Empathy in Second Language Education)**  
**Project Staff:** Enrica Piccardo (Principal Investigator) Sumbal Malik (Graduate Assistant) Carolyn Piersma (Research Assistant)  
**Funding and Duration:** Connaught New Researcher Grant and SSHRC Institutional Grant, 2011-2013

This study investigates the role of literary narratives in second language education (SLE) through the emotional lens of empathy. 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 the cultural aspects of 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. This research can potentially contribute to the development of L2 curricula. This phase of the research aims at devising appropriate criteria for selecting narrative texts and at studying specific aspects of narratives that can trigger empathy in SL teenage learners. This research is propedeutic to a larger interdisciplinary and international project which will investigate reading comprehension in SL through the targeted use of emotionally relevant literary narratives. The project was presented at the “FOOT 2012 Theatre & Learning Festival” in Toronto.

24. **Smart ICT**  
**Project Staff:** Enrica Piccardo (Principal Investigator) Saskia Stille and Usha Viswanathan (Research Assistants)  
**Funding and Duration:** RK Publishing, 2010-2011

This project has studied the use of knowledge media and communication technologies in FSL classes in the Ontario context. In particular it focused on teachers’ perceptions about the use of digital media and information and communication technologies in French as a Second language Instruction, with a particular attention to Smart boards. The results of the study were synthesized in a final report. This also included a framework for operationalizing the findings in the creation and publications of ICT resources for the use in the French language classroom. Some of the findings were presented at the AAAL conference in Boston and an article is in preparation. Other results of the project will be presented at the CCERBAL conference in Ottawa and at the ACLA conference in Waterloo. Data were collected in the GTA so far, but as great interest was expressed in this research at the AAAL conference, an extension of the study to other contexts is foreseen.
The purpose of this small-scale study was to create and test learning environments that can optimize such effects. Such learning environments need to be responsive to what is happening in and outside of classrooms in which today’s learners find technology engaging and practical to advance their learning, which is viewed as 21st century competencies (Binkley et al., 2010). Therefore, it is reasonable to assume that technological integration is essential for realizing the potential of formative diagnostic assessment and for actively engaging learners so that they become self-regulated learners who manage their own learning cognitively and motivationally (Azevedo, 2009; Muis, 2007; Winne & Perry, 2000; Zimmerman, 2008). The present study addresses the following questions: 1. What is the interplay of cognition and affect for designing innovative technology rich assessments? 2. To what extent can students’ self-regulated learning and assessment be integrated into the design of a cognitively rich diagnostic assessment in technology rich learning environments? 3. How does such assessment guide students’ learning? We developed a conceptual framework which would be further tested in a large-scale research project funded by the SSHRC Partnership Grant Program.


**BOOK CHAPTERS**


**ARTICLES IN REFEREED JOURNALS**


Piccardo E. (In press) Multidimensionality of assessment in the CEFR, *Cahiers de l’ILOB.s*


PAPERS IN REFEREED CONFERENCE PROCEEDINGS


Piccardo, E., Puozzo, I. (in press). Pour une évaluation créative en classe de langues” *actes du 5eme Colloque international ADCUEF L'enseignant au sein du dispositif d'enseignement/apprentissage de la langue étrangère* Dijon (France)


Piccardo, E., Puozzo, I. (In press) La créativité pour développer la compétence plurilingue déséquilibrée, *proceedings of the PLIDAM Conference “Quelle didactique plurilingue et pluriculturelle en contexte mondialisé.”* Paris, France

NON-REFEREED JOURNAL ARTICLES


RESEARCH AND TECHNICAL REPORTS


The Second Language Education Graduate Program 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 SLE 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 SLE graduate program have been granted a considerable number of awards and honours.

**STUDENT HONOURS AND AWARDS**

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<td>Stephanie Arnott</td>
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<td>Sreemali Herath</td>
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<td>Gail Prasad</td>
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<td>Heejin Song</td>
<td>Ontario Graduate Scholarship</td>
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Reed Thomas  Ontario Graduate Scholarship  
OISE, University of Toronto Academic Excellence Award  

Maryam Wagner  OISE, University of Toronto Academic Excellence Award  
SSHRC Doctoral Fellowship  

Jennifer S. Wilson  Ontario Graduate Scholarship  
OISE, University of Toronto Academic Excellence Award  

STUDENTS AWARDED THESIS DEGREES

Jesse BLACK-ALLEN, MA  
Validity and fairness in assigning accommodations, special provisions, deferrals, and exemptions on the Ontario secondary school literacy test  
Thesis Supervisor: Eunice Jang  
Thesis Committee: Esther Geva  

Jessica CHANG, MA  
Reading between the “frames”: English language learners’ responses using graphic novels  
Thesis Supervisor: Shelley Stagg Peterson  
Thesis committee: Mary Kooy  

Martha MCGLOIN, MA  
An achievement gap revealed: a mixed method research investigation of Canadian-born English language learners  
Thesis Supervisor: Eunice Jang  
Thesis Committee: Becky (Xi) Chen-Bumgardener  

Saad CHAHINE, PhD  
Validity of diagnostic use of a large-scale test  
Thesis Supervisor: Ruth Childs  
Thesis Committee: Eunice Jang, Olesya Falenchuk and Richard Wolfe  

Merlin CHARLES, PhD  
The heart and soul of language teaching: Making inter-connections between holistic and second language education in the post-secondary context  
Thesis Supervisor: Antoinette Gagné  
Thesis Committee: Jack Miller and Enrica Piccardo
Hana A. EL-FIKI, PhD
Teaching English as a foreign language and using English as a medium of instruction in Egypt: Teachers’ perceptions of teaching approaches and sources of change
Thesis Supervisor: Antoinette Gagné
Thesis Committee: Jim Cummins, Eunice Jang and Sarfaroz Niyozov

Zhimei GU, PhD
Utilizing diagnostic information from mc distracters for diagnostic purposes
Thesis Supervisor: Eunice Jang
Thesis Committee: Ruth Childs and Richard Wolfe

Yihua HONG, PhD
Impact of high-stakes standardized testing on student academic improvement
Thesis Supervisor: Guanglei Hong
Thesis Committee: Eunice Jang and Kenneth Leithwood

Seung Won JUN, PhD
Developing self-regulated learning skills to overcome lexical problems in writing: Case studies of Korean ESL Learners
Thesis Supervisor: Alister Cumming
Thesis Committee: Rena Helms-Park, Becky Xi Chen-Bumgardner and Yoonjung Kang

Ranya KHAN, PhD
Meeting the needs of English language learners with interruptions in their formal schooling: A comparative case study of two teachers’ classrooms
Thesis Supervisor: Antoinette Gagné
Thesis Committee: Sarfaroz Niyozov and Tara Goldstein

Pamela MARSHALL, PhD
A case study of compact core French models: A pedagogic perspective
Thesis Supervisor: Sharon Lapkin
Thesis Committee: Antoinette Gagne and Nina Spada

Kirk PERRIS, PhD
Online learning in the open university systems of India and China: A comparison of responses to globalization
Thesis Supervisor: Ruth Hayhoe
Thesis Committee: Eunice Jang and Karen Mundy
Colette PETERS, PhD
SLE international medical graduates in Ontario: Learning during licensure and interview preparation
Thesis supervisor: Julie Kerekes
Thesis Committee: Alister Cumming and Lorelei Lingard

Isabelle PUOZZO-CAPRON, PhD (Université Stendhal Grenoble, France)
Le sentiment d’efficacité personnelle dans un contexte d’éducation plurilingue. Le cas de la vallée d’Aoste, une région bi-plurilingue
Thesis supervisor: Enrica Piccardo
Co-supervisor: Mohamed Benrabah

Brenda STEIN DZALDOV, PhD
An observational study of a resource-rich 21st century grade 1 classroom: An analysis of teacher pedagogy and students’ literacy practices
Thesis Supervisor: Shelley Stagg Peterson
Thesis committee: Alister Cumming, Rob Simon and David Booth

Miwa TAKEUCHI, PhD
The social organization of learning and English language learners’ participation in mathematics classroom practices
Thesis Supervisor: Indigo Esmonde
Thesis Committee: Julie Kerekes and Tara Goldstein

Yasuyo TOMITA, PhD
The role of form-focused instruction in learner investment in L2 communication
Thesis Supervisor: Nina Spada
Thesis Committee: Jim Cummins and Julie Kerekes
NEW STUDENT THESIS COMMITTEES

MA CANDIDATES

Syeda Rufeeda BUKHARI
Realizing the promise of diversity: A case study of the integration experiences of immigrant teachers in Toronto area schools
Thesis Supervisor: Antoinette Gagné
Committee Member: Ann Lopez

Kent JONES
Beyond uptake: Examining the affective dimension of student responses to corrective feedback in an EAP classroom
Thesis Supervisor: Enrica Piccardo
Committee Member: Rena Helms-Park

Jonathan LAMBERT
Students’ perspectives of ‘identity texts’: A case of Guza, Kangding, Dartsendo
Thesis Supervisor: Jim Cummins
Committee Member: Antoinette Gagné

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

Karlene STEWART-REID
Silent voices: The experiences and perceptions of Caribbean immigrant parents and children regarding the use of the Caribbean variety of English when interacting with teachers in Toronto
Thesis Supervisor: Antoinette Gagné
Committee Member: Linda Cameron

PhD CANDIDATES

Tina BENEVIDES
Examining reading processes and engagement of struggling and proficient readers when using IPads
Thesis Supervisor: Shelley Stagg Peterson
Committee Members: Clare Brett and Jim Hewitt
James CORCORAN
A case study of social justice and diversity in a Toronto TESL program,
Thesis Supervisor: Antoinette Gagné
Committee Members: Jim Cummins and Katherine Rehner

Carol DOYLE-JONES
Multimodal composing: Building student engagement through home-to-school literacy practices
Thesis Supervisor: Shelley Stagg Peterson
Committee Members: Clare Kosnik and Rob Simon

Sreemali HERATH
Preparing English language teachers to teach socially and culturally diverse learners: An analysis of teacher identities, experiences and expectations in three teacher education programs in Sri Lanka perceptions, experiences and expectations
Thesis Supervisor: Antoinette Gagné
Committee Members: Jim Cummins and Mark Evans

Robert IANNUZZI
Boys and new literacies: Honoring out of school literacies within classroom practice
Thesis Supervisor: Shelley Stagg Peterson
Committee Members: David Booth and Clare Kosnik

Susan JAGGER
How does your garden grow: Exploring the place of a school garden in community and curriculum
Thesis Supervisor: Erminia Pedretti
Committee Members: Eunice Jang and John Wallace

Donna KAKONGE
Portraits of black female high school students in Toronto: Family, school and community involvement in developing goals and aspirations
Thesis Supervisor: Antoinette Gagné
Committee Members: Njoki Wane and Ann Lopez

Eun-Yong KIM
Linguistic globalization and North Korean young adults’ investment in international English proficiency exams in South Korea
Thesis Supervisor: Monica Heller
Committee Members: Julie Kerekes and Alejandro Paz
Meng-Ying (Daphne) LIN
Collaborative writing in a computer-supported classroom: Processes and differences in writing performance, self-assessment, and attitudes
Thesis Supervisor: Alister Cumming
Committee Members: Eunice Jang and Jim Cummins

Sarah MUNCE
Considerations for self management support for individuals with spinal cord injury
Thesis Supervisor: Susan Jaglal
Committee Members: Eunice Jang, Sharon Straus and Fiona Webster

Beata PIECHOCINSKA
Exploring the sociolinguistic knowledge base of university level instructors of French as a second language
Thesis Supervisor: Katherine Rehner
Committee Members: Antoinette Gagné and Enrica Piccardo

Christine PORTIER
Complete reading through literary narrative structures
Thesis Supervisor: Shelley Stagg Peterson
Committee Members: David Booth and Marcel Danesi

Gail PRASAD
Constructing culturally and linguistically diverse pluri-literate identities in English and French schools
Thesis Supervisor: Normand Labrie
Committee Members: Jim Cummins, Enrica Piccardo and Diane Farmer

Paul QUINN
SLE delayed versus immediate corrective feedback on orally produced passive errors in English
Thesis Supervisor: Nina Spada
Committee Members: Alister Cumming and Julie Kerekes

Simona SUNARA
The learning and teaching of L2 French stress perception and production.
Thesis Supervisor: Jeffrey Steele
Committee Members: Laura Colantoni and Nina Spada
Reed THOMAS  
French proficiency development in the preparation of French-second-language teachers: A comparative case study  
Thesis Supervisor: Antoinette Gagné  
Committee Members: Enrica Piccardo and Katherine Rehner

Martha TRAHEY  
Form-focused instruction in the mainstream classroom: Effects on the grammatical development of adolescent English language learners  
Thesis Supervisor: Nina Spada  
Committee Members: Jim Cummins and Eunice Jang

Marlon VALENCIA  
From second language learners to second language teachers: A comparative study in teacher education  
Thesis Supervisor: Antoinette Gagné  
Committee Members: Jim Cummins and Normand Labrie

Usha VISWANATHAN  
Beginning teachers’ choice and use of teaching approaches, instructional strategies and classroom activities in core French programs in Ontario  
Thesis Supervisor: Enrica Piccardo  
Committee Members: Katherine Rehner and Antoinette Gagné

Chirag VARIAWA  
Examining the language of engineering education  
Thesis Supervisor: Susan McCahan  
Committee Members: Mark Chignell, Eunice Jang and Michael Gruninger

Yuko WATANABE  
Collaborative and independent writing: Japanese university English learners’ processes, products and opinions  
Thesis Supervisor: Alister Cumming  
Committee Members: Clare Brett and Merrill Swain

Choongil YOON  
Using online concordancing and internet-based reference resources as writing assistance: a mixed methods study of Korean ESL graduate students’ academic writing  
Thesis Supervisor: Alister Cumming  
Committee Members: Eunice Jang and Jim Cummins


STUDENT PRESENTATIONS


Lin, M.-Y. (2011, June). Collaborative writing among college students in Taiwan: What are their mediating strategies? Symposium on Second Language Writing (SSLW), National Taiwan Normal University, Taipei, Taiwan.


UPDATE ON RECENT GRADUATES

Jesse Black-Allen, MA is a lecturer at CCLCS

Martha McGloin, MA is a full-time elementary school teacher

Melanie Pothier, MA is beginning a Ph.D. program at York University in September 2012

Youn-Hee Kim, PhD is employed at the Korea Institute for Curriculum and Evaluation

Hana El-Fiki, PHD is working on an immigrant parent engagement project in the Peel Board of Education.

Ranya Khan, PHD is teaching ESL Across the Curriculum in the Consecutive Initial Teacher Education Program.

Colette Peters, PHD is an Educational Research Consultant working with TESL Ontario on a framework to recommend standards for Post TESL Certificate Training.

Jia Li, PHD assumes in July the position of Assistant Professor at the Ontario Institute of Technology, in Oshawa, after spending the past year as a visiting fellow at the Harvard Graduate School of Education.

Antonella Valeo, PHD has been offered a tenure track position as Assistant Professor in the Department of Languages, Literatures and Linguistics at York University. The appointment begins July 1, 2012.
CONCLUDING REMARKS

It is very clear from the activities and publications documented in the preceding pages that CERLL faculty and students have continued to pursue a wide range of research and publications focused on various aspects of language learning, literacy development, and linguistic diversity in both Canadian and international contexts. We look forward to remaining equally active in the coming year as we welcome new graduate students into our research projects and undertake an expanded range of research topics.

Sincerely,

Jim Cummins
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416.978.0269

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