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In addition to documenting the many accomplishments made by people affiliated with the Centre over the past year, this 45th report marks a historic change. Members of the Centre have agreed to change the name of the Centre to better reflect the focus of our activities and research over the past decade and, we hope, to guide it through the coming decades as well. After much deliberation, we have agreed to assume the name of Centre for Educational Research on Languages and Literacies (or CERLL, which you may want to pronounce like the name, Cyril). In French, we will be called Centre pour Recherche Éducative en Langues et Litéracies (CRELL).

Over the past two years we have had numerous, spirited discussions about whether to adopt a new name for the Modern Language Centre. When the Modern Language Centre was first established in 1968, H.H. Stern wrote an authoritative, compelling argument for its name and mandate as one of the first research centres at the Ontario Institute for Studies in Education. Stern’s argument was that research and an improved knowledge base were needed to strengthen and enhance the teaching of languages in schools, incorporating and advancing new insights from linguistics, psychology, and educational theory, bringing together scholars and educators from across the university and throughout regional school boards. The term “modern languages” referred to French primarily but also other European languages, such as Italian, German, and Spanish, commonly taught as school subjects and then, later, through Immersion programs in schools in Ontario.

Over these more than 40 years the reputation of the Modern Language Centre at OISE has expanded and extended to become a positive “brand name”, recognized across Canada and internationally for quality empirical research combining theories, policies, and practices for language learning and teaching. Despite the positive reputation and “brand recognition”, various questions about the suitability of the term “modern languages” have appeared, following trends generally within language education locally and internationally. These changes have been reflected as well in the research activities and scholarly and professional specializations of professors affiliated with the Centre.

There has been no particular doubt about the idea, mission, or context of the Centre. Like other centrally-funded research centres at OISE, the Modern Language Centre brings together professors, graduate students, visiting professors, and local educators with common interests and expertise in a particular domain or area, providing a context for the development and administration of research grants, ongoing seminars and colloquia, collegial involvement, and professional advancement. Formally, the Modern Language Centre fits neatly into the University of Toronto’s definition of an Educational Unit C. The most recent external review of the Modern Language Centre in 2008 affirmed its status as one of the most productive and distinctive of the dozen internal centres at OISE.

It is the term “modern languages”, however, that has seemed outmoded, particularly in a so-called “post-modern age”. The majority of research in the Centre now focuses on English as a second or international language, often involving contexts of cultural diversity, literacy, and adult as well as school-based students in Ontario and around the world. Studies of French language pedagogy have certainly continued alongside projects related to other international, minority, heritage, or indigenous languages. Indeed, our newest faculty member, Enrica Piccardo, strongly embodies this tradition as well as bringing a wealth of experience and invigorating, creative ideas from her previous experiences in French language pedagogy in France, Italy, and Austria. The mission and activities of the Modern Language Centre are now more inclusive yet diffuse than the word “modern” could imply. Most fundamentally, those working in and affiliated with the Centre have long wondered whether the term adequately describes the
nature, substance, or scope of their work. Research on languages in education is certainly a common, integral focus. But little more can be attributed to the term “modern” than alignment with previous traditions, accomplishments, and recognitions.

To pursue these matters, we undertook four initiatives over the past year: The first was to raise, for response by external reviewers last year, the question of possibly changing the name of the Centre. The reviewers expressed divergent opinions. One endorsed a name change (though not for the particular name proposed at the time). The other recommended retaining the current name for the “cachet that comes with the long-standing name recognition and professional reputation”.

The second initiative was to discuss the issue at the annual meeting of the Modern Language Centre’s Advisory Committee, composed of representatives from professional organizations, government agencies, and educational institutions affiliated with the Centre and language education locally. At that meeting on May 21, 2009, members of the advisory committee discussed then voted unanimously to adopt a new name. But in considering alternative names, faculty members as well as students expressed uncertainty about the most appropriate words to include in the name. So a third initiative was undertaken with the additional purpose of incorporating the opinions of graduate students affiliated with the Centre. An e-mail survey was sent to full-time graduate students in the Modern Language Centre in the summer of 2009. Thirty-three anonymous responses were received: 76% (or 25 responses) from Ph.D. students, 18% (or 6 responses) from M.A. students, and 6% from M.Ed. (or 2 responses). No consensus on the exact wording of a new name appeared from this survey either.

So we held several meetings in the autumn of 2009 and winter of 2010 to discuss and deliberate further. By March this year, we had reached a full consensus. We put the new name of CERLL forward for ratification now at the May 12 meeting of CTL Council (in the Department of Curriculum, Teaching and Learning) and at the May 13 meeting of our Advisory Committee. We hope you agree on its suitability. We have already sought and received the verbal approval of the Associate Dean for Research at OISE (both Lana Stermac, acting this year in this role, and Normand Labrie, who is on sabbatical leave), the Chair of the Department of Curriculum, Teaching and Learning (Tara Goldstein), as well as the Research Standing Committee of OISE’s Faculty Council.

The new name signals an expansion of our research into studies of literacies in addition to languages, a trend evident for several years in certain projects documented in the present report (notably by Jim Cummins, Alister Cumming, and Eunice Jang). This enhanced focus has also allowed us to welcome an additional member to the Centre, Professor Shelley Stagg Peterson, whose research interests on writing pedagogy, gender issues, and cultural diversity have long been aligned with those of the Centre.
VISITING SCHOLARS
As in past years, the Modern Language Centre has garnered international interest from scholars and practitioners in the field of Second Language Education seeking the opportunity to conduct research in the MLC and have access to the Modern Language library collection. We were able to accommodate several requests of scholars whose research fits closely with activities in the Centre. This past year, the MLC hosted the following visiting scholars, some of whom taught a course in the Second Language Education Graduate program during their stay:

Andrea Haenni Hoti, University of Teacher Education, Switzerland
Visiting Scholar and SLE Stipend Instructor

Peter Robinson, Aoyama Gakuin University, Japan
Visiting Scholar and SLE Stipend Instructor

Shiva Sadeghi, Sam Houston State University
Visiting Scholar and SLE Stipend Instructor

Kiyomi Yoshizawa, Kansai University, Japan
Visiting Scholar

Dennis Riches, Seijo University, Japan
Visiting Scholar

CONFERENCES AND EVENTS
As in years past, faculty and students in the Modern Language Centre have organized numerous research-oriented events to foster community building and enhance students’ learning experience. The MLC 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. This year’s speakers included:

**Professor Andrea Hoti**, University of Teacher Education, Lucerne, Switzerland
Reforming Foreign Language Education in Swiss Primary Schools: The Impact of English (L2) on the Acquisition of French (L3)

**Professor Katherine Rehner**, University of Toronto at Mississauga
The Development of Sociolinguistic Competence by Advanced FSL Learners at the University Level

**Professor Shelley Stagg-Peterson**, OISE, University of Toronto
Teaching and Assessing Writing in Grades 4-8 Classrooms across Canada

**Professor Nina Spada** and **Yasuyo Tomita**, OISE, University of Toronto
The Nitty-gritty of Doing Meta-analyses in L2 Teaching and Learning

**Professor Jim Cummins**, OISE, University of Toronto
21st Century Literacy Discourses: From Scripted Instruction to Transformative Multiliteracies Pedagogy

**Professor Ruth Childs**, OISE, University of Toronto
What Does “No Answer” Mean? The Effect of Missing Data on Differential Item Functioning Analyses
The MLC Friday Informal Seminar Series, organized once again by PhD candidates Robert Kohls and Seung Won Jun, 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:

**Gail Prasad**, SLE PhD Candidate
Alter(n)ative literacies: Elementary teachers’ practices with culturally and linguistically diverse students in one French-language school in Ontario

**Al-Alawi, Jun, Kohls, & Wilson**, SLE PhD Candidates
Using primary trait scoring with at-risk adolescent writers

**Dr. Shiva Sadeghi**, Visiting Scholar
Promoting heritage language literacy in Ontario schools: A multiliteracies perspective

**Hyunjung Shin**, SLE PhD Candidate
Applied linguistics in globalization: Rethinking SLA as Second Language Capital Acquisition

**Dr. Geoff Lawrence**
Learning about otherness: The treatment and impact of culture learning in international language teacher preparation

**Christian W. Chun**, SLE PhD Candidate
“Learning to compete with everyone, everywhere, and everything”: Interrogating the intertextualities of ‘Globality’ in an EAP classroom

**Reed Thomas**, SLE PhD Candidate
The second language classroom as a complex system: Implications for teaching and research

**Dr. Kiyomi Yoshivawa**, Visiting Scholar
L2 readers’ motivational profiles: Reading motivation of Japanese high-school students in EFL context

**Mardi Michels**, SLE PhD Candidate
Innovation in French teaching at the elementary level: An exploratory investigation

**Greta Camase**
The ideological construction of a second reality: A critical analysis of a Romanian EFL textbook (published between 1983-1988, during communism)

**Saskia Stille**, SLE PhD Candidate
Re/constructing literate identities with multilingual students: A collaborative action research project

**Meng-ying Lin**, SLE PhD Candidate
The interaction of task complexity and task condition on L2 writing
Alister Cumming was honoured in November with an honorary doctorate from the University of Copenhagen, presented in an elaborate ceremony presided over by the Queen of Denmark. He gave plenary addresses at the annual conferences of the Centre for Internationalization and Parallel Language Use at the University of Copenhagen in November, the Centre for Intercultural Language Studies at the University of British Columbia in May 2009, B.C. TEAL in Vancouver in May 2010, and the Symposium on Second Language Writing at the University of Murcia, Spain in May 2010. In the summer he taught in the Summer Institute in Applied Linguistics at Pennsylvania State University. Alister is completing his term as Chair of the TOEFL Committee of Examiners, and member of its Research Sub-Committee as well as the TOEFL Board, at Educational Testing Service. He attended their meetings in Princeton in October and November, in Key West in January, and in San Francisco in May. Alister continued his role as Executive Director of the Board of Language Learning, directing the journal’s budget and four granting programs and attending their annual Board meeting in Ann Arbor in March. Alister consulted last summer for the National Association of Pharmacy Regulatory Authorities to establish standards for English proficiency on four language tests for licensure as a pharmacy technician in Canada as well as this April for the College of Nurses of Ontario to establish standards for English proficiency on three language tests for licensure as a nurse in Canada. He also participated (through funding from the Canadian Ministry of Heritage) for the project, Encouraging the Culture of Evaluation among Professionals, sponsored by the European Centre for Modern Languages in Graz, Austria and for the project, Learning Potential of EFL Writing, in Murcia, sponsored by the Fundación Séneca in Spain. 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, Journal of Second Language Writing, Language Assessment Quarterly, Language Learning, and Language Testing, as well as two new journals, Writing and Pedagogy and Present Tense: A Journal of Rhetoric in Society, and for the upcoming Routledge Encyclopedia of Second Language Acquisition.

Jim Cummins presented keynote or plenary lectures in Brazil, Germany, Ireland, Italy, and the United Kingdom in addition to the United States and Canada. These presentations focused on a variety of issues including instructional strategies for promoting the learning of academic language, the role of societal power relations in student achievement, and the relevance of bilingual students’ home languages for their learning of the major school language. In December 2009, Jim and other team members involved in the Engaging Literacies project presented at the Ontario TESL conference with three of the teachers involved in the project and they will present again at the TDSB “Celebrating Linguistic Diversity” conference in OISE in late April 2010. Jim is actively working on two books that (hopefully) will appear in 2011. One of these (tentatively entitled Pedagogies of Choice for English Language Learners) will be published by Heinemann and the other (tentatively entitled Identity Texts: The Collaborative Creation of Power in Multilingual School Contexts) will be published by Trentham Books, a UK publisher.

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 11 TEPAs 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 their clients. Several of the services offered by the ACSC were based on strategies suggested by participants in Antoinette’s TESOL-funded study as well as inspired by the feedback of internationally educated teacher candidates enrolled at OISE.
Eunice Jang was one of the keynote speakers at a 5-day workshop funded by the National Science Foundation and organized at the Statistical and Applied Mathematical Sciences Institute (SAMSI) in Research Triangle Park, North Carolina in 2009. Over 20 researchers from the fields of education, psychology, medicine, and computer science were invited to present their research and discuss opportunities for collaboration on future interdisciplinary research on diagnostic assessment. Eunice was also invited to provide a summer item-writing workshop for educators and the Ministry staff. Working with five graduate research assistants, producing a comprehensive technical report (Jang, Wagner, Wright, Stille, Kim, & Zhang, 2009), now used as a guide for revising the STEP continua. Eunice presented papers at the Language and Reading Comprehension for Immigrant Children Conference in Toronto, Canadian Society for the Study of Education, and International Congress for School Effectiveness and Improvement. Eunice also delivered an invited talk in the Modern Language Centre Colloquium series at OISE. She continued to serve on the Editorial Board of Language Assessment Quarterly and EQAO’s Assessment Advisory Board. Eunice was invited to review grant proposals for the Natural Sciences and Engineering Research Council of Canada and ETS’s TOEFL COE Grants.

Julie Kerekes spent most of this year (on leave) happily immersed in new motherhood, but came up for breath to give a plenary at TESL Ontario, entitled A Pragmatic(s) Approach to Teaching and Learning ESL. She continues to be a reviewer for several journals and conferences.

Sharon Lapkin served as consultant to two research projects last year. The first was housed at Nipissing University, but employed three doctoral students in the SLE program at OISE/UT; it involved case studies of three grade 3 core French classrooms where literacy teaching practices were identified and described. Sharon is lead researcher on the second project, funded by Canadian Parents for French, Ontario. It involves conducting a needs assessment with respect to homework in elementary French immersion contexts. Sharon continues as a member of the Board of Directors of the Canadian Association of Second Language Teachers, where she chairs the Research Committee. She remains actively involved in preparing publications based on current and previously funded research projects, and in presenting at scholarly and professional conferences.

Since July 2009 when she joined OISE and the MLC, Enrica Piccardo was invited to give several lectures and seminars and continues to publish in various languages and venues. In August she coordinated an entire section on the European Language Portfolio (ELP) at the Internationale Deutschlehrertagung (IDT) in Jena (Germany). She gave a lecture at TESL Ontario’s Research symposium and in the MLC colloquium series, and she held seminars on the Common European Framework of Reference at the OMLTA congress as well as in Halifax and Ottawa in collaboration with the Service Culturel de l’Ambassade de France. Enrica co-edited together with Joëlle Aden a special issue on creativity of the academic journal Synergies Europe. A book chapter, originally published in France, is being published in an English version under the title Teaching social literacy: rethinking humanism in education. Another book chapter in French on teacher development in Europe is in press. One paper on multilingual tertiary education has been published in Bolzano (Italy). Proceedings of the IDT have been published on line by the IDV-Magazin in German. One paper (“From communicative to action-oriented: new perspectives for a new millennium”) is in press in the proceeding of TESL Ontario. Enrica is also the coordinator of an international project funded by the Council of Europe, ECEP, Encouraging the Culture of Evaluation among Professionals.
Nina Spada gave 5 plenary addresses during the 2009-2010 academic year. In June 2009 Nina gave a plenary at the Canadian Association of Applied Linguistics conference in Ottawa. A month later she spoke at the British Association for Applied Linguistics – Classroom Research Special Interest Group at Manchester University in the UK. In the fall Nina travelled to Chile to give a plenary address at the Ministry of Education conference on Foreign Language Teaching and Learning. Nina began a six-month study leave in January 2010 during which time she travelled to California and Sweden to give plenary talks. She also gave several national and international invited lectures/workshops during the 2009-2010 academic year. She published numerous manuscripts. She has also had a busy year giving papers at conferences with members of her research team. Throughout, Nina served as Past President of the American Association for Applied Linguistics (AAAL) and continued in her role as co-editor of the John Benjamins series Language Learning and Language Teaching and as a member of several journal editorial boards.

In the spring of 2009, Merrill Swain gave a series of workshops at a conference on Bilingual Education in Brazil; in the summer, she taught at Penn State University’s Summer Institute of Applied Linguistics; and in November, she gave a plenary at JALT in Tokyo. She will be travelling again to New Zealand and Hong Kong. Currently Merrill is working on an introductory textbook for Multilingual Matters on Sociocultural Theory and Second Language Learning and Teaching. The textbook is co-authored with Linda Steinman and Penny Kinnear. Merrill continues as a member of the Advisory Committee for the Center for Advanced Research on Language Acquisition (CARLA) of the National Language Resource Center at the University of Minnesota, and the Advisory Committee for the Center for Advanced Language Proficiency Education and Research (CALPER) at Penn State University. Her editorial commitments include being a member of the Editorial Boards of the Annual Review of Applied Linguistics (ARAL), the Canadian Modern Language Review, the ESL and Applied Linguistics Professional Series, Language Awareness, Language and Education, Language Teaching Research, The International Journal of Applied Linguistics, The International Journal of Multilingualism, and John Benjamin’s book series, Studies in Bilingualism, as well as Continuum International’s new Advances in Applied Linguistics Monograph Series. 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 just 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 Modern Language Centre cover a broad spectrum of theoretical issues and practical needs related to language and literacy education in bilingual and culturally diverse contexts. Brief summaries of the funded projects administered in the Centre during the past year are provided below.

1. Academic Writing and International Students (AWIS)

   **Project Staff:**
   Enrica Piccardo (Principal Investigator); Choongil Yoon (Graduate Assistant)

   **Funding and Duration:**
   OISE Graduate Assistantship, 2009-2010

   The current study is an exploratory project for the writing part of a bigger research study that will examine the relationships between emotions and language learning and particularly the role students’ creativity plays in language learning. Through a questionnaire survey, analysis of student writing, and interviews, this study explores ways of complementing the current rule/convention-oriented approaches to writing practices with writing for pleasure, which fewer constraints and thereby provides language learners with opportunities to take chances with a new language and ultimately improve their writing fluency and language proficiency. Specifically, this study has the following research questions: 1. How do international students, whose first language is not English, feel about writing for their courses (e.g. term papers) and more generally about writing under strict constraints? 2. How are these attitudes borne out in their writing? How different are their compositions under different constraints and in different genres?

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

   **Project Staff:**
   Alister Cumming and Esther Geva (Principal investigators); Mohammed Al-Alawi, Won Seung Jun, Ibtissem Knouzi, Robert Kohls, Mario Lopez-Gopar, Daphne Meng-Ying Lin, Gloria Ramirez, Jennifer Shade Wilson & Junko Watanabe (Graduate Research Assistants)

   **Funding and Duration:**
   Social Sciences and Humanities Research Council of Canada Standard Grant, July 2006 to March 2010

   This project describes the school, home, and community variables that make a difference for at-risk, adolescent students’ development of literacy in culturally diverse urban settings. We are collaborating with researchers at the University of Amsterdam and University of Geneva, administering parallel instruments and procedures to collect comparable, longitudinal data at the beginning and end of the school year, which we will analyze together for the three cities and languages (English, French, and Dutch). In Toronto, over the past year we have also been analyzing in depth data collected over the 2008-2009 school year from weekly tutoring sessions with 21 Grade 9 and 10 students at Pathways to Education Canada, an after-school tutoring and mentoring program in Regent Park. We are compiling these results into a book to be published in the coming year by Routledge Publishers. We reported and shared preliminary results at the EARLI conference in Amsterdam in August 2009. The project will culminate in a meeting with our collaborators from Europe who are coming to Toronto in late August 2010.
3. Application of Cognitive Diagnostic Assessment to Ontario Provincial Tests

Project Staff:
Eunice Jang (Principal Investigator); Youn-Hee Kim, Zhimei Gu, & Jingshun Zhang (Graduate Research Assistants)

Funding and Duration:
Connaught New Staff Matching Grant, University of Toronto July 2006 to January 2010

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

4. Empirical Calibration and Validation of the STEP Proficiency Descriptor Scales

Project Staff:
Eunice Jang and Jim Cummins (Co-Principal Investigators); Saskia Stille, Maryam Wagner, Michelle Lui (Graduate Research Assistants)

Funding and Duration:
Ontario Ministry of Education October 2009-May 2011

The proposed study examines the extent to which the existing STEP scales enable teachers to understand and differentiate between the descriptive categories used in the continua. Specifically, the objectives of the study are: (1) to empirically verify the current STEP scales; (2) to examine the linguistic and cultural sensitivity of the STEP descriptors; (3) to examine the quality of the revised STEP descriptors in terms of relevance and clarity; (4) linking between the STEP assessment and other existing curriculum-based assessment measures; and (5) to collect the samples of student performance that exemplify the levels of proficiency on the STEP scales.

5. Encouraging the Culture of Evaluation among Professionals (ECEP)

Project staff:
Enrica Piccardo (Principal Investigator); Sara Mison (Graduate Research Assistant)

Funding:
OISE Graduate Assistantship, extension of grant from European Centre for Modern Languages

The current study will be the Canadian research component of a larger international project which aims to build self-confidence among language teachers, in order to enable them to develop a free and autonomous attitude towards the Common European Framework of Reference for Languages (CEFR). The project aims at reinforcing the status, the image of teachers as well as their professionalism, in order to help them feel more confident and conscious and to enable them to adapt the CEFR without cultural or personal reserves, through several steps: awareness of possible positive contributions of their spontaneous knowledge of evaluation and assessment; understanding of both stakes and freedoms of the Common European Framework; appropriation of the framing lines and the operational steps suggested by the CEFR starting from some key concepts; implementation of the principles of the CEFR and other European documents on the bases of personal reflection, and in a way that suits the variety of cultural contexts, in order to support the consistency of the teaching process within the respect of diversity. The Canadian component of this research looks to provide a new context in comparative perspective between Canadian and European cultures of evaluation with a particular focus on secondary school language teaching. This portion of the project will include interviews with French Second Language (FSL) teachers in the Greater Toronto Area about their assessment methods, any pre-existing knowledge of the CEFR in an attempt to evaluate the feasibility of implementing the CEFR in Canada in an adapted format.
6. Engaging Literacies: Identity Texts as Catalyst and Medium for Academic Performance

Project Staff:
Jim Cummins (Principal Investigator);
Saskia Stille, Jacqueline Ng, Man Chu Lau (Sunny), Mario López-Gopar, Enam Huque, Misa Fukukawa, Kojiro Murakawa (Graduate Research Assistants)

Funding and Duration:
Canada Research Chair funds allocated to Professor Cummins January 2009 to June 2010

This project addresses issues related to the connections between authorship and academic efficacy among English language learners (ELL) and Literacy Enrichment Academic Program (LEAP) students at the elementary level. 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. The case study documents students’ perceptions and feelings about the process of getting engaged with literacy in this way and also teachers’ observations about the effects of the project on students’ self-image and academic self-confidence.


Project Staff:
Jim Cummins and Becky Chen-Bumgardner (Principal Investigators);
Jia Li (Project Coordinator)
Mohammed Al-Alawi, Hana El-fiki, Cathy Luo, Adrian Pasquarella, Melanie Pothier, (Graduate Research Assistants)

Funding and Duration:
HWDSB and GECDSB through the Ontario Ministry of Education October 2009 to December 2010

The project is in the process of evaluating two transitional bilingual programs intended for children from Mandarin and Arabic home language backgrounds. The Arabic program was initiated by the GEDSB in September 2007 and the HWDSB initiated the Mandarin program in January 2008 for Junior Kindergarten, Senior Kindergarten and Grade 1 students. Measures of both Arabic/Mandarin and English phonological awareness and concepts about print are being administered and the perceptions of parents, administrators, and teachers are being documented.


Project Staff:
Antoinette Gagné (Principal Investigator), Stephanie Soto Gordon (Research Assistant and Field Partner), Genna Megaw (Videographer).

Funding and Duration:
via the Inquiry into Practice Project directed by Mark Evans and Carol Rolheiser from 2009 to June 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).
9. Internationally Educated Professionals Project (IEPro)

**Project Staff:**
Julie Kerekes (Principal Investigator);
Lynda Chubak (Graduate Assistant);
Zhanna Perhan (Graduate Assistant);
Colette Peters (Research Assistant).

**Funding and Duration:**
SSHRC Standard Research Grant,
2008-2012 (funding deferred during 2009-10)

This project investigates the role of second language ability, use, and perception in internationally educated professionals’ employment-seeking experiences in the GTA. This year we analyzed data from several case studies of engineers seeking (and some finding) work in the GTA, while also beginning our research in the second of three professions to be studied – teachers.

10. Interactions between type of L2 instruction, type of language feature and type of knowledge

**Project Staff:**
Nina Spada (Principal Investigator);
Lorena Jessop, Paul Quinn, Yasuyo Tomita, Li Ju Shiu, James Venuti, Sebnem Yalcin, (Graduate Research Assistants)

**Funding and Duration:**
Social Sciences and Humanities Research Council of Canada (SSHRC)
April 2009 – March 2013

This grant is intended to address questions about whether the benefits of second language (L2) instruction vary depending on the target language feature and to what extent different types of instruction contribute to different types of L2 knowledge. Two quasi-experimental studies are planned to investigate these questions. Adult ESL learners will receive 4 hours of instruction on two language features taught via two types of form-focused instruction (FFI) – isolated and integrated. The selected language features will vary in their inherent complexity and difficulty to learn. Learners will be pretested on their knowledge of the target features prior to instruction and post-tested immediately after and again 2-4 weeks later. The tests to measure learners’ knowledge of the target features will include paper and pencil tasks (e.g. grammaticality judgment and error correction tasks) intended to examine learners’ analyzed, explicit knowledge of the target features and two oral production tasks (e.g. stimulated picture description task and elicited imitation) to investigate learners’ implicit ability to use the target features spontaneously.

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

**Project Staff:**
Eunice Jang (Principal Investigator)
Michelle Lui, Youn-Hee Kim, Zhimei Gu, Jingshun Zhang (Graduate Research Assistants)

**Funding and Duration:**
Social Sciences and Humanities Research Council of Canada (SSHRC)
Standard Grant
July 2009 to July 2012

This project is intended to build 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. Skill profiling using cognitive diagnostic assessment is expected to effectively identify the areas of literacy skills that require immediate attention. The results of the study will also shed light into the relationships between students’ literacy skill profiles and their backgrounds.
12. Language as Resource (LAR)

**Website**

**Project staff:**
Jim Cummins and Antoinette Gagné (Principal Investigators); Seeta Nyary (Education Commons resource person); Enam Huque (Project coordinator) Jacqueline Ng and Lisa Kresky (Graduate Research Assistants), Jing Hao, Sofia Martimianakis, Jen Curtis & Sandy Sansan (work-study students)

**Funding and Duration:**
Canadian Foundation for Innovation Grant to Professor Cummins

The website will serve as a portal for print and video resources, project descriptions, and relevant links related to mobilizing multilingual students’ language skills and talents as personal and cognitive tools. The site will integrate resources from several existing sites (e.g., the ESL Infusion site) within a single design. A content management system has been developed by the Education Commons that will enable team members to maintain and update the website as necessary. We anticipate the site will become operational in summer 2010.

13. Looking Examining Creativity through Arts and Technology (ECAT) Project

**Project Staff:**
Enrica Piccardo (Principal Investigator); Sean Gacich (Graduate Research Assistant)

**Funding and Duration:**
OISE Graduate Research Assistantship

This project, in its very initial, exploratory phase, is looking for teachers of French as a Second Language (FSL) at the high school level to participate in a study that examines links between creativity and motivation in the FSL classroom. This study will be part of a bigger project of research on the use of either technology or the arts (drama, visual arts, or music) in FSL classes and whether they have an effect on student participation in FSL at the high school level.


**Project staff:**
Antoinette Gagné (Principal Investigator); Dr. Clea Schmidt from the University of Manitoba and partners in other parts of Canada as well as the UK, Australia, Norway, Iceland, Italy and the Netherlands. Sunny Lau Man Chu, Joy Kangxian Zhao, Yamin Qian, Victorina Ghisusca, (Research Assistants)

**Funding and Duration:**
SSHRC International Opportunities Fund April 2008 to November 2009.

With increasing numbers of internationally educated professionals (IEPs) choosing to settle in various communities across Canada, it is essential to learn more about the process of IEP recertification and integration into the workforce. The Canadian members of the team represent different provinces with very different programs for internationally educated teachers (IETs). Our international colleagues are also all involved in the design, delivery of bridging programs for IETs as well as in research related to various aspects of these programs across very different immigration and settlement contexts. We have developed a common research agenda aimed at understanding how to support the recertification and integration of immigrant teachers across contexts in each country. This international network studying issues related to internationally educated teachers could serve as a model for an expanding network including researchers involved with initiatives and programs for other internationally educated professionals such as nurses, engineers, pharmacists, doctors, and so on. Various members of the network have applied for collaborative research grants involving several countries as well as travel and conference grants to ensure that the work of the network is disseminated.
15. Validation of Steps to English proficiency (STEP)

Project Staff:
Jim Cummins and Eunice Jang (Principal Investigators); Julie Byrd Clark (Project coordinator); Christian Chun, Martha Trahey, Saskia Stille & Maryam Wagner (Graduate Research Assistants)

Funding and Duration:
Ontario Ministry of Education, Literacy and Numeracy Secretariat, November 2007 to December 2009

This project is a validation study of the Ministry of Education's new English language development assessment system entitled Steps to English Proficiency (STEP). The project carried out interviews with more than 40 teachers involved in the pilot implementation of STEP and also collected data from English language learners (ELL) involved in the initial administration. The study showed that STEP is perceived by teachers as having significant potential to advance teachers’ and administrators’ understanding of ELL students’ language and literacy development across the curriculum. Teachers also noted the potential of STEP to increase communication, collaboration and awareness among educators of ELL students’ academic development and instructional needs. They also highlighted its potential to promote more accurate and effective decision-making with respect to issues such as placement of students, intervention strategies that might be appropriate, and interpretation of performance both in classroom contexts and on provincial assessments. A follow-up contract to further investigate the implementation of STEP was awarded to Professors Jang and Cummins in early 2010.

16. The Role of Community Outreach in the Toronto District School Board (TDSB) Model Schools

Project Staff:
Eunice Eunhee Jang (Principal Investigator); Jeff Kugler (Co-investigator), Dominique Riviere (Project Coordinator)

Funding and Duration:
Toronto District School Board, 2009 to 2010

Within the framework of the Parent and Community Involvement Policy and the TDSB Model Schools for Inner Cities initiative, there is a renewed interest in the role that parental and community involvement can play in schools to support student success, particularly in underserved communities. Recently, the TDSB, under its Equity Department, has hired twenty-four Community Support Workers (CSWs) to work with the Model Schools and their cluster communities to foster school community relationships, promote parental engagement, contribute to equity in the schools, and make sure that the needs of “at-risk” students are met. This project is intended to understand how community support work operates in the context of specific underserved communities to address the needs of students, and what is the value added that community outreach brings to Model Schools. This study is an investigation of what the position of “Community Support Worker”, as part of the TDSB’s overall system of community outreach, brings to inner city schools, in particular, and to education, in general.

17. Using Think Alouds to Elicit Elementary School Students’ Literacy Skills

Project Staff:
Eunice Jang (Principal Investigator); Christian Chun, Maryam Wagner (Graduate Research Assistants)

Funding and Duration:
SSHRC Institutional Grant 2007 to 2009 OISE School-University Partnership Grants, Literacy and Numeracy Secretariat, Ontario Ministry of Education 2008 to 2009

This pilot study examined the feasibility of using think-aloud verbal protocols in eliciting elementary school students’ cognitive processes and problem-solving strategies. The verbal protocol and self-assessment instruments have been developed, and data from verbal accounts have been analyzed. The study findings indicated that the think-aloud method with elementary schools students can yield rich data about their thought processes and problem-solving strategies. Self-assessment data about students’ perspectives of own abilities and literacy engagement complemented the verbal account data and shed light on how cognitive thought processes are shaped by their prior experiences. The study identified a wide range of strategies that differed significantly across students’ background and grades. It also provided insights into students’ attitudes, values, and perspectives that shape their cognitive process in literacy practice. The study results provided a systematic knowledge base for teacher educators to understand students’ cognitive strategy use and to develop various instructional strategies that can be very effective for improving students’ abilities and enriching their learning experience. The report was published in School University Partnership. Two manuscripts are currently under review for publication.


**articles in refereed journals**


**papers in refereed conference proceedings**


**technical reports**


**reviews**


**other publications**


The Second Language Education Graduate Program in the Department of Curriculum, Teaching and Learning at OISE/UT, links with research and resources in the Modern Language Centre. 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.

Student Honours and Awards

Art Babayants 2009 SSHRC Award

Mario López-Gopar AERA L2 SIG Outstanding Dissertation Award
2009 OISE Outstanding Thesis of the Year Award

Gail Prasad Language and Literacy Researchers of Canada (LLRC) thesis award
Ontario Graduate Scholarship

Christian W. Chun 2009-2010 Ontario Graduate Scholarship
2009-2010 Academic Excellence Award, OISE/UT

Colette Peters 2010 Alan Blizzard Award from the Society for Teaching and Learning in Higher Education (STLHE)

Kyoko Motobayashi University of Toronto School of Graduate Studies Research Travel Grant
Matsushita International Foundation Research Grant (Awarded for 2008/2009)

Maryam Wagner Internship, Centre for Applied Linguistics, Washington, DC

Youn-Hee Kim The International Research Foundation (TIRF) for English Language Education Doctoral Research Grant
Educational Testing Service (ETS) Doctoral research grant

Stephanie Arnott 2009-2010 Ontario Graduate Scholarship

Yasuyo Tomita The AAAL 2010 Graduate Student Travel Award
The Educational Testing Service Graduate Student Travel Award
Aiko Sano, MA
Building a bridge: A case study of teaching for transfer of writing skills for Japanese-English bilingual students. Thesis supervisor: Jim Cummins with committee member Kazuko Nakajima

Beverley Biggar, MA
French as a Second Language: A Publisher’s Perspective. Thesis supervisor: Normand Labrie with committee member Sharon Lapkin

Gail Prasad, MA
Alter(n)ative Literacies: Elementary Teachers’ Practices with Culturally and linguistically diverse students in one French-Language School in Ontario. Thesis supervisor: Normand Labrie with committee member Jim Cummins

Kathy Wing Yee Lee, MA

Lara McInnis, MA
Analyzing English L1 and L2 paraphrasing strategies through concurrent verbal report and stimulated recall protocols. Thesis supervisor: Alister Cumming with committee member Julie Kerekes

Mei Lan Ma, MA
An Exploratory Case Study of the Participation and Interaction Among Elementary School ESL Students and Native Speakers in Online Discussions. Thesis supervisor: Antoinette Gagne with committee member Julie Kerekes

Lynne Hollingshead, MA
Cut once, measure everywhere: Reporting-group size and the stability of percentage of students above a cut score. Thesis supervisor: Ruth Childs with committee member Alister Cumming

Nenad Radakovic, MA
Elementary school students’ understanding of randomness. Thesis supervisor: Doug McDougall with committee member Eunice Jang

Sophie Gravel, MA
A sociocultural perspective in a summer French language immersion programme. Thesis supervisor: Normand Labrie with committee member Eunice Jang

Almina Pardhan, PhD
The influence of women kindergarten teachers’ gender histories and beliefs on children’s’ gender socialization in school in Pakistan. Thesis supervisor: Jan Pelletier with committee of Eunice Jang and Elizabeth Smyth

Anne Wong, PhD
David Ishii, PhD  
Language Dia-Logs: A collaborative approach for providing corrective feedback on ESL learners’ verb errors in writing. Thesis supervisor: Merrill Swain with committee of Alister Cumming and Nina Spada

Dawn Pollon, PhD  
Determining the characteristics of school success in multilingual urban schools facing challenging circumstances. Thesis supervisor: Eunice Jang with committee of Doug McDougall and Ruth Childs

Geoff Lawrence, PhD  
Learning About Otherness: The Treatment And Impact Of Culture Learning In International Language Teacher Preparation. Thesis supervisor: Antoinette Gagné with committee of Jim Cummins and Eunice Jang

Gloria Ramirez, PhD  
The Role of Morphological Awareness in Bilingual Children’s First and Second Language Vocabulary and Reading. Thesis supervisor: Becky Chen-Bumgardner with committee of Esther Geva and Alister Cumming

Hyunjung Shin, PhD  
Girogi Gajok: Transnationalism and language learning. Thesis co-supervisors: Jim Cummins and Monica Heller with committee member Tara Goldstein

Jeeweon Shin, PhD  

Kate Ndlovu, PhD  
Story-writing development from grades 4 to 6: Do language status and reading profile matter? Thesis supervisor: Esther Geva with committee of Alister Cumming and Rhonda Martinussen

Kimberly A. MacDonald, PhD  
Two telecollaborative contexts for writing in a beginner FSL university program: Achievement, perceptions and identity. Thesis supervisor Sharon Lapkin with committee of Alister Cumming and Jim Cummins.

Kristin Snoddon, PhD  
The ASL parent-child mother goose program: Action research with an early family ASL literacy program. Thesis supervisor: Jim Cummins with committee of Eunice Jang and A. Small

Man Chu Lau, PhD  
Practising critical literacy work with English language learners: An integrative approach. Thesis supervisor: Jim Cummins with committee of Maria-José Botelho and Antoinette Gagné

Monique Herbert, PhD  
Trajectories and transitions: Exploration of gender similarities and differences in offending. Thesis supervisor: Ruth Childs with committee of R. Wolf, M. Peterson-Badali, and Eunice Jang

Mario López-Gopar, PhD  
What makes children different is what makes them better: Teaching Mexican children “English” to foster multilingual, multiliteracies, and intercultural practices. Thesis supervisor: Jim Cummins with committee of Maria-José Botelho and Normand Labrie

Stephanie Soto Gordon, PhD  
Sunny Man Chu Lau, PhD
Practicing Critical Literacy Work with English Language Learners: An Integrative Approach. Thesis supervisor: Jim Cummins with committee of Antoinette Gagné and Maria Jose Botelho.

Stephen Bahry, PhD

Tom Miller, PhD
Investigating elementary teachers’ perceptions of their experiences with Ontario’s Teacher Performance Appraisal System. Thesis Co-supervisors: Eunice Jang and Sharon Lapkin with committee member Jim Ryan

Youn-Hee Kim, PhD
An argument-based validity inquiry into empirically-derived descriptor-based diagnostic assessment in ESL academic writing. Thesis supervisor: Eunice Jang with committee of Ruth Childs and Sharon Lapkin

Yunmei Xu, PhD
Examination of the accuracy of longitudinal national results obtained from international educational assessment: The case of countries with low achievement. Thesis supervisor: R. Wolfe with committee of Ruth Childs and Eunice Jang

DOCTOR OF EDUCATION (ED.D.)

Bismilla, Vicki, EdD
Creating space for students’ mother tongues in college classrooms: A collaborative investigation of process and outcomes. Thesis supervisor: Jim Cummins with committee of Tara Goldstein and John Portelli

Veronica St. Pierre, EdD
Leadership practices in diverse elementary school communities: Reflections of ten principals regarding the literacy learning of English language learning students. Thesis supervisor: Jim Cummins with committee of Diane Gérin-Lajoie and Jim Ryan

New Student Thesis Committees

MASTER OF ARTS (M.A.) CANDIDATES

Art Babyants (MA candidate)
The Drama of Interlanguage Pragmatics: The Development of Second Language Learners’ Pragmatic Competence Through Acting. Thesis supervisor: Dr. Julie Kerekes with committee member Dr. Kathleen Gallagher

Cuije (Zoe) Chen (MA candidate)
The Socialization of L2 Graduate Students Through Classroom Discussions. Thesis supervisor: Antoinette Gagné with committee member Katherine Rehner

Melanie Pothier (MA candidate)
Investigating the Role of Literacy in the Lives of Somali Refugee Women. Thesis supervisor: Alister Cumming with committee member Jim Cummins

James Venuti (MA Candidate)
An Analysis of L2 Article Use: Liu & Gleason’s “Four Nongeneric Uses of the Article the” Revisited. Thesis supervisor: Nina Spada with committee member Julie Kerekes
Jesse Black-Allen (MA candidate)
Teachers’ preparedness to teach English language learners (ELLs) with exceptionalities in inclusive regular classrooms. Thesis supervisor: Eunice Jang with committee member Esther Geva

Maria Velasquez (MA Candidate)
Language and Ethnicity: Spanish-English Linguistic Resources. Thesis supervisor: Rubén Gaztambide-Fernandez with committee member Julie Kerekes

Markovitch, Lauren. (MA Candidate)
English modal verb acquisition, LINC classrooms and ESL textbooks: an exploratory look into a pedagogical process. Thesis supervisor: Katherine Rehner with committee member Antoinette Gagné

Martha McGloin (MA candidate)
An investigation into achievement gaps among Ontario elementary school students from different linguistic backgrounds. Thesis supervisor Eunice Jang with committee member Becky Xi Chen

Terry Louisy (MA Candidate)
Multiliteracies and identity construction: Understanding information and communication technologies (ICTs) as a tool for bridging the knowledge society divide. Thesis supervisor: Jim Cummins with committee member Clare Brett

Yanming Wu (MA candidate)
A case study of a formative assessment practice in a BEd/TEFL Program in Mainland China. Thesis supervisor: Eunice Jang with committee member Antoinette Gagné

DOCTOR OF PHILOSOPHY (PH.D.) CANDIDATES

Bryan Wright (PhD candidate)
Peace education: Imagining a future in the aporea of the university. Thesis supervisor Peter Trifonas with committee of Kathy Bickmore and Eunice Jang

Ibtissem Knouzi (PhD Candidate)
Negotiating opportunities for learning in an advanced academic English classroom context: An interactional ethnographic study. Thesis supervisor: Alister Cumming with committee of Julie Kerekes and Merrill Swain

Jennifer Shade-Wilson (PhD Candidate)
Social support Networks for literacy engagement among culturally diverse urban adolescents. Thesis supervisor: Alister Cumming with committee of Esther Geva and Shelley Stagg Peterson

Jingshun Zhang (PhD candidate)
Cognitive diagnostic assessment for missing data. Thesis supervisor Ruth Childs with committee of Eunice Jang and R. Wolf

Kangxian, Zhao (Joy) (PhD Candidate)

Maria Claudia Petrescu (PhD Candidate), Minority Language Acquisition and Retention: A Study of Canadian-Born Romanian-Speaking Bilingual Children. Thesis supervisor: Rena Helms-Park with committee of Jim Cummins, Nina Spada and Mihaela Pirvulescu

Merlin Charles (PhD Candidate)
Miwa Takeuchi (PhD Candidate)
The social organization of learning and English language learners’ opportunity to participate in mathematics classroom practices. Thesis co-supervisors Jim Cummins and Indigo Esmonde with committee member Julie Kerekes

Robert Kohls (PhD Candidate)

Saskia Stille (PhD Candidate)
Re/constructing literate identities with multilingual children: A critical action research project. Thesis supervisor: Jim Cummins with committee of Kathleen Gallagher and Stephanie Springgay

Sebnem Yalcin (PhD Candidate)
Interactions between individual differences, target language features and L2 learning in Turkish secondary school. Thesis supervisor: Nine Spada with committee of Alister Cumming and Jim Cummins

Seung Won Jun (PhD Candidate)
Developing self-regulated learning skills to overcome lexical problems in writing: Case studies of Korean ESL learners. Thesis supervisor: Alister Cumming with committee of Becky Chen-Bumgardner, Rena Helms-Park, and Yoonjung Kang

Stephanie Arnott (PhD Candidate)

Yihua Hong (PhD candidate)
Impact of high-stakes standardized testing on student academic improvement. Thesis supervisor Dr. Guanglei Hong with committee of Eunice Jang and Ken Leithwood

Zhimei Gu (PhD candidate)
Utilizing diagnostic information from MC distracters for diagnostic purposes. Thesis supervisor: Eunice Jang with committee of Ruth Childs and Richard Wolfe

Update on Recent Graduates

Dr. Richard Nixon is Assistant Professor in the Department of English Education at Keimyung University, Korea.

Dr. Jeeweaon Shin is teaching Korean at the University of Western Ontario.

Dr. Manami Suzuki is now Assistant Professor at Hosei University, Tokyo, Japan.

Dr. Mario Lopez Gopar is Associate Professor in the Faculty of Languages, Universidad Autonoma Benito Juarez de Oaxaca, Mexico.

Geoff Lawrence is the Coordinator of the Online M.Ed. Program in Second Language Education in which he teaches several online courses.

After completing her M.Ed., Shannon Marcus took a French teaching position in an international secondary school in Cairo, Egypt.

Kathy Wing Yee Lee, MA graduate, is a Foreign Expert teaching for the School of English and Education at Guangdong University of Foreign Studies in China.


**Presentations**


Helms-Park, R & Petrescu, C. (2009, May). *How Speakers of Romanian and Vietnamese Respond to Items on Yes-No English Lexical Tests: Examining Cognate Facilitation Effects.* Invited talk at Linguistics Department, Colloquium Series, University of Toronto, ON.


Li, K. (2010, January). *Shifting Worlds and Changing Identities: The Reshaping of the Chinese-Indian Communities in India After the “1962 Sino-Indian Incident”.* Invited to present at the Institute of Southeast Asian Studies (ISEAS), Singapore, jointly organized by ISEAS and The University of Hong Kong.


Prasad, G. (2009, May). *Passer de la nuit au jour: Bridging oral language practices to multiple literacies in Burkina Faso*. CIESC/CSSE, Annual Congress of Social Sciences and Humanities, Carleton University, Ottawa, Canada

Snoddon, K. (2009, May). How American Sign Language is transmitted within a family ASL literacy program. Heritage Languages Workshop, Victoria University at the University of Toronto.


We look forward to a future history as CERLL that is as profound and worthwhile as the past four decades have been as the Modern Language Centre. With this slight change in identity, we look forward also to renewed perspectives, productive research directions, and new affiliations. For a while, we may well have to refer to ourselves, like the singer Prince, “formerly known as...”, but we believe the new nomenclature describes well what we do and want to do.

Sinceley,

Alister Cumming