

# TIRF TODAY

June 2012

Volume 3, Issue 6

Promoting research and best practices to improve the use of English in the emerging global knowledge economy of the 21st century

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### Catching Up with TIRF Trustee Joe Lo Bianco

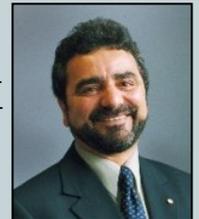
**Editor's note:** Joseph Lo Bianco, TIRF Trustee and Professor of Language and Literacy Education at the University of Melbourne, is working in Rome over the summer. In this piece, he discusses his research interests and activities there.

Since being in Rome, I have been preparing a book about the origins of globalization and historical globalization. Rome is a great place to start, as at least two of the world's great stimuli for universalism commenced or had great prominence in Rome. First, in 1957 the Treaty of Rome kicked off the whole European Union process. Second, historically, Rome was Europe's "art school" for centuries. In antiquity, of course, Cicero reflected on global citizenship, and Emperor Caracalla was the first political leader to grant citizenship to non-Latins. Through the middle ages, Rome continued at the center of what today we might call multinational governance. So, universalism is an ancient idea and practice in the Eternal City. Now, as an ethnically diverse national capital, Rome is increasingly returning to its earlier multiculturalism.

I have been interviewing key people about issues of language, communication, and globalization in this setting. I am also working on three other projects: (1) a volume on language policy theory, (2) a volume on Australia-Asia relations, and (3) a study concerning urban multilingualism, which is being done through **LUCIDE** (Languages in Urban Communities; Integration and Development for Europe). I have in addition been observing the "**Language Rich Europe**" documentation process, as well as giving talks at universities on global English, Australian language policy, Italian as an emigrant/foreign language, and global identities.

While being in Rome, I have been working with several language and immigrant groups. I have participated in an Aspen Institute Italia seminar, in which we debated global "brain" mobility, with Italian Prime Minister Mario Monti and the Education Minister in attendance. I have also been working with a Parliamentary

committee to study the reform of Italian citizenship law, which is presently based on the principle of inherited citizenship. With this initiative, we would like to introduce an additional process by which children of immigrants born in Italy could obtain 'automatic' citizenship, rather than having to apply for it when they turn eighteen-years old, as is presently the case.



Joseph Lo Bianco

I have visited and interviewed language teachers in *centri di accogliamento* (roughly 'welcome centers') for immigrants in the south, partly financed by the European Commission and the Italian government and regional authorities. One was in a tiny village totally depopulated by decades of emigration to the US, Canada, Argentina, Brazil, Scandinavia, Australia, Belgium, France, etc. This southern area of Italy is now hosting refugees from Nigeria, Sudan, Somalia, Burma, and increasingly Libya, Tunisia, Egypt, and Palestine.

This situation is very different from the Australian (and US) context in that citizenship is not automatically granted on the basis of birthplace. Also, one's ethnicity and belonging are still valued, despite the ideals and growth of wider non-ethnicity-based Europeaness. This and other facts serve as important reminders that not all of our assumptions transfer easily, though they influence how we think of education and languages. For instance, most European nations are defined around their national language: *French* names France, *Italian* Italy, *English* England, etc. Of course, in some regions, we already use other nations' languages (e.g., Portuguese in Brazil and Spanish in other parts of Latin America). What is ironic about this discussion is that that the new mode of doing things (e.g., being multicultural, granting citizenship on the basis of birthplace rather than ethnicity, and so on) were in some deep ways actually Roman innovations.

### ATINER to Host 15th Annual International Conference



The **Education Research Unit** of the Athens Institute for Education and Research (ATINER) will host its 15<sup>th</sup> Annual International Conference on Education, May 20-23, 2013 in Athens, Greece. The aim of the conference is to bring together scholars and students of education and other related disciplines. Individuals may participate as panel organizers, presenters of individual papers, chairs of a session, or as observers. Papers (in English) from all areas of education are welcome.

Selected papers will be published in a special volume of the conference proceedings or in edited books as part of ATINER's education book series. For the programs of previous conferences, publications based on the conference papers, and other information,

please [click here](#).

Those wishing to give a presentation should submit a 300-word abstract by October 22, 2012. Further information about the conference abstract submission process can be found [by clicking here](#).

ATINER was established in 1995 as an independent academic association with the mission to become a forum where academics and researchers could meet and exchange ideas on their research and discuss the future developments of their discipline. Since 1995, ATINER has organized about 200 international conferences and events. It has also published about 150 **books**. Academically, the Institute consists of four **research divisions** and twenty **research units**. Each research unit organizes at least one annual conference and undertakes various research projects. Academics and researchers are welcome to become members and contribute to ATINER's objectives.

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**Kathleen Bailey,  
Chair of TIRF**

## Two Useful Directories of UK ELT Research



**Michael Carrier**

The British Council makes available, free of charge, two very useful directories of ELT research conducted in the UK. They can be downloaded or searched online.

[The Directory of UK ELT Research 2005-08](#) was compiled by Shelagh Rixon and Richard Smith of Warwick University. It contains information on 857 research outputs from 52 institutions, including books and chapters in books, articles in journals, conference papers, doctoral theses, unpublished research, and funded projects.

[The Directory of UK ELT Research 2009-10](#) was compiled by Richard Smith, Seongsook Choi, Stuart Reid, Gosia Sky, and Duncan Hunter. This follow-up to the 2005-08 Directory contains over 700 entries. There are contributions from 57 departments or institutions in the UK. These entries include references to journal articles, chapters in edited books, papers in conference proceedings, and authored books, as well as unpublished but electronically accessible documents and doctoral theses. Additionally there are de-

## Immersion 2012: Bridging Contexts for a Multilingual World

On October 18-20, 2012, CARLA (the Center for Advanced Research on Language Acquisition) will host the Immersion 2012 conference in St. Paul, Minnesota, USA. The conference theme is "Bridging Contexts for a Multilingual World."

Featured speakers include TIRF Trustee Donna Christian (Center for Applied Linguistics, USA), Ester de Jong (University of Florida, USA), Timoti Kāretu (Te Panikiretanga o Te Reo, Te Wānanga o Aotearoa, New Zealand), Roy Lyster (McGill University, Canada), and Merrill Swain (University of To-

ronto, Canada).

"We decided to embark on this research directory project because we knew that many universities had invested a lot of time and energy in research projects, but these projects were not widely known in the profession. We wanted to disseminate this excellent work to a wider audience," said TIRF Trustee Michael Carrier, Director of English Language Innovation at the British Council in London.

"We see sharing this research information as part of our role in supporting teachers and researchers globally, so that everyone can benefit from others' experience and hard work," Carrier continued. "The directories are available online as searchable databases, as well as in PDF format, so it's easy to get an overview of research projects on a particular topic."

For both directories, *ELT research* was defined as "any research whose data and/or findings relate directly to the teaching, learning, or assessment of English as a Foreign, Second, or Additional Language in the UK or any other context." The British Council hopes that the directories will continue to be supplemented periodically, starting with data for 2011-12.

This is the fourth international conference on immersion education. It brings together researchers and educators from one-way world language immersion, two-way bilingual immersion, and indigenous/heritage immersion for language and culture revitalization. Scholars engage in research-informed dialogue and professional exchange across languages, levels, learner audiences, and sociopolitical contexts.

For more information, please visit the [conference website](#).

## Report from the Chair — "Each One Reach One"

The saying "each one teach one" has been used in a range of circumstances to refer to grassroots efforts to share education. I'm told it was used during the slavery era in the US: Slaves were denied education, but within the slave community, if someone did learn to read, it was then his or her responsibility to teach another person. The phrase is also associated with literacy education in India, and it was adopted by the literacy educator Dr. Franklin Laubach during his work in the Philippines.

I'm going to tweak this expression slightly and take as my theme in this Chair's report the idea "each one reach one." TIRF now has a total of 623 individuals on its newsletter mailing list. I want to double that number this year, so that more people around the world will learn about the Foundation.

I am asking you to do two things to help me achieve this goal. The first is to forward this newsletter to any of your students or colleagues who might be interested in reading it. The second is to send me the names and email addresses of persons who might like to receive the newsletter. If you are willing,

please send such information to me at [kbailey@miis.edu](mailto:kbailey@miis.edu).

Now I am no math whiz, but I am very sure that if each person on the current mailing list would send me the name and email address of one other person, we would indeed be able to double our outreach. I hope you will also consider sharing *TIRF Today* by distributing it to colleagues through your own departmental mailing list, by sharing it with your students, by telling your Facebook friends, or even by blogging about it.

Here is a great example of how someone is helping to publicize the work of the Foundation. Rob Clement, in his "Frothquaffer" blog, wrote a lively piece entitled "Things I Wish I'd Known When I Started my Doctoral Studies." Mr. Clement makes many points that will come as no surprise to anyone who has undertaken doctoral research (e.g., "the amount of time it would consume, the amount of energy it would consume, the amount of money it would consume, the sheer amount of reading involved," and so on). But he also wrote that he wished he had known about "The International Research Foundation

for English Language Education, an amazing NGO (non-governmental organization) that provides online resources and which has some funding for doctoral researchers working in the area of TESOL." Mr. Clement went on to share information about the Doctoral Dissertation Grants competition with the readers of his blog.

Let me reassure you that TIRF does not share or sell its mailing lists. I am asking for your help purely for outreach purposes, so that I can tell more people about the good work of the Foundation.

In borrowing and modifying the phrase "each one teach one," it is not my intent to imply that knowing about TIRF is as essential as knowing how to read. Instead I am simply using my slight alteration of the phrase to ask you for help in reaching out to others. Perhaps some of the resources and initiatives from TIRF are exactly the information your colleagues and students may need to pursue their own research initiatives. As Mr. Clement notes, there are so many things we all wish we had known....

*Kathi Bailey*