

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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TIRF TODAY

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TIRF's Activities at Upcoming TESOL Convention in Portland

The [2014 TESOL Convention](#) is just around the corner. The conference, themed "ELT for the Next Generation," will be held in Portland, Oregon. As it is customary for the Foundation, our Board of Trustees will have its spring meeting the day before the Convention begins. There are several agenda points Trustees are planning to consider, including future publication opportunities, strengthening our fundraising strategies, and expanding the reach of our [Doctoral Dissertation Grants](#) program.

TIRF's 2014 TESOL presentation will focus on our latest project, which involves mobile-assisted language learning (MALL). Trustees Michael Carrier, Richard Boyum, Lorraine de Matos, and Marti Estell will take part in a panel presentation. Commissioned MALL author, Dr. Phil Hubbard, will also participate. A summary of TIRF's panel presentation is as follows: Mobile learning is now part of our educational landscape—a paradigm shift. We can define it in different ways and take different approaches to integrating the technology into our pedagogy. The TIRF panel brings expert practitioners to share their experiences of the applications and implications of m-learning for TESOL.



ELT FOR THE NEXT GENERATION
TESOL 2014 International Convention & English Language Expo

26-29 MARCH 2014 • PORTLAND, OREGON, USA

Please accept our invitation to join us for the presentation in Portland. It will be held on Thursday, March 27th from 9:30 to 11:15am in room E145 of the Oregon Convention Center. If you have any colleagues who are interested in MALL, please forward this announcement and our invitation to them. Please note that there will be coffee and tea available throughout the presentation, and there will be an opportunity to talk with TIRF Trustees in attendance there.

In the March issue of *TIRF Today*, we anticipate including a recap of the TIRF Board meeting and panel presentation. For those attending the TESOL Convention, we look forward to seeing you in Portland!



Michael Carrier



Richard Boyum



Lorraine de Matos



Marti Estell



Phil Hubbard

British Council Grant to Support Research in Under-Resourced Areas



We are delighted to announce that the British Council has awarded TIRF a Research Grant of £ 15,000 (fifteen thousand pounds) to the 2014 TIRF Doctoral Dissertation Grants program. The TIRF-British Council grants are intended to support candidates at universities in resource-poor environments (all countries on the [OECD DAC](#) list of developing countries). These funds will also support candidates in other regions whose work has the potential for making a positive impact in developing countries.

John Knagg, Head of Research and Consultancy for English with the British Council and the British Council's representative to the TIRF Board of Trustees, announced the partnership earlier this week. John said, "We here at the British Council are delighted to support TIRF's Doctoral Dissertation Grants program. We are particularly interested in funding studies that have clear implications for policymakers and others in positions to make decisions involving English language education practices."

The research priority topics for the TIRF-British Council grants are the same as those advertised earlier in the publicity on TIRF's DDG program: (1) Bilingualism and Plurilingualism in Business, Industry, and the Professions, (2) Language Assessment, (3) Optimal Uses of Technol-

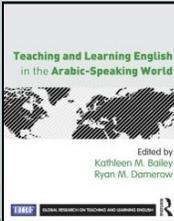
ogy in the Delivery of English Language Instruction, (4) Language Teacher Education, (5) Students' Age and Effective English Language Education in Schools, and (6) Language Policy and Planning. To read about these topics, please [click here](#).

News of this grant was welcomed by TIRF Treasurer, Donna Christian. "This wonderful grant from the British Council comes at a time when TIRF is seeking to expand global participation in its programs. We are very excited about being able to give particular consideration to applicants from areas of the world that have not been well-represented among our awardees."

To be eligible for a Doctoral Dissertation Grant, an applicant must be clearly advanced to doctoral candidacy (dissertation stage) in accordance with the requirements of his/her institution. In other words, the candidate will have completed any coursework and/or examinations deemed necessary by his/her university and will have had his/her research plan approved by a faculty committee. This criterion is absolutely necessary and must be confirmed by the doctoral candidate's research supervisor.

Questions about eligibility to submit a proposal should be addressed to info@tirfonline.org as soon as possible. The deadline for DDG applications for this year's competition is May 16, 2014. The call for proposals can be found by [clicking here](#).

TIRF-Routledge Publication Now Available



We are excited to announce that the first volume in the TIRF-Routledge series on "Global Research on Teaching and Learning English" is now available. *Teaching and Learning English in the Arabic-Speaking World* is the first of three planned TIRF-Routledge co-publications.

The book features the research of the nine *Sheikh Nahayan Fellowship recipients*: Muhammad Abdel Latif, Laila Rumsey, Fiodhna Gardiner-Hyland, Hassan El-Nabih, Fatima Esseili, Kholoud Abdullah Al-Thubaiti, Enas Hammad, Mansoor Al-Surmi, and Melanie van den Hoven. There are also chapters by Dick Tucker and Abdul Gabbar Al-Sharafi, two reviewers of the fellowship proposals. Ryan Damerow and Kathi Bailey, the editors, wrote the introductory chapter. We hope the volume will be helpful to everyone concerned with Arabic L1 learners of English.

TIRF Trustees on the Go: Joe Lo Bianco and Michael Carrier

Peacebuilding in SE Asia: By Joe Lo Bianco

My work in SE Asia is under a United Nations program on peacebuilding and education, and specifically, in my case, language in peace-building in conflict-affected zones. I am working in Myanmar/Burma, Southern Thailand and Malaysia on a suite of programs that involve research, policy training, and running what I call 'facilitated dialogues' on language problem solving where language issues are part of social conflict. In the Thai and Burmese cases, language education issues, especially in terms of the medium of instruction, and the status of minority indigenous languages vis-a-vis the national languages, have been a source of great contestation and a component of the political insurgencies. In the Thai case, there has been a very heavy death toll since 2004 when an upsurge in fighting began. There has been the extraordinary situation of deliberate assassinations of teachers, some 180 having been killed, some in front of their students. It is not a common feature of conflict that teachers are deliberately targeted in this way, but this situation underscores the central role of education and specifically language as part of messages of inclusion and exclusion that curricula often project.

I then spent time consulting with UNICEF and UNESCO in Bangkok, practically a city under siege at present. Next, I went to Mae Sot, a small town on the Thai side of the Burma/Myanmar border, for a four-day workshop. This too was a facilitated dialogue with representatives of 22 refugee and displaced persons groups, 12 ethnic groups, and a total of 68 people. These projects, as well as others in peninsular Malaysia are all part of the UNICEF peace-building project. This UNICEF project is addressing (1) language planning, language rights, and education in Myanmar; (2) issues involving stateless children in Sabah and Sarawak, Oran Asli in Peninsular Malaysia and Borneo, as well as vernacular-national schools (Chinese-Tamil-Malay) in Malaysia; and (3) similar issues in the deep south of Thailand.

This piece, in its entirety, can be viewed on TIRF's website by [clicking here](#).

UNESCO Summary: By Michael Carrier

This past week, UNESCO hosted its 3rd Annual Mobile Learning Week conference, held in its headquarters in Paris. During this conference, I joined around 500 delegates from ministries of education, NGOs, universities, and corporations from around the world to share experiences on the rapidly growing field of mobile learning.

It was apparent from the plenaries and presentations that mobile learning has taken root in many parts of the world, enhancing and transforming education across primary and secondary schools and in higher education. In Africa, for instance, a number of NGOs are helping ministries of education set up educational programmes delivered by cell phone (using SMS on older, cheaper feature phones as well as smartphones). Industry giants such as Nokia, Microsoft, and Intel are helping to develop and sometimes co-fund these programs.

In Latin America, a large number of one-to-one programmes have been initiated, giving all the students in the school a mobile device (usually a tablet or educational laptop) that they can use. This approach is designed not just to provide educational input (through the receptive consumption of text, video, etc.), but also to transform the activities in the classroom to a more interactive, collaborative pedagogy which is in line with the research on 21st-century skills.

Elsewhere, Turkey and Thailand have each delivered over one million tablets to schools, and Vietnam is providing free devices for every family through its mobile phone business. Interestingly, many developed countries are lagging behind in the one-to-one revolution, though one presenter shared a survey showing that 38% of US K-12 educators are now teaching at least partially in a one-to-one device environment.

At the conference, I presented an overview of the pedagogical models and the policy development issues underlying the application of one-to-one approaches to language education. I also shared with the audience the links to TIRF's new series of research papers on mobile-assisted language learning. The full conference program on UNESCO's website can be found by [clicking here](#).

Reference Lists: New Topics and Updates

We are pleased to announce the addition of several new reference lists to the resources offered on [TIRF's website](#). The new topics covered include teachers' and students' beliefs about language teaching and learning; the Common European Framework of Reference for Languages; lectures in English; gestures, body language, and nonverbal behavior; African-American vernacular English; culture in language learning and teaching; the language teaching practicum, student teachers, and cooperating teachers; Yiddish; generalizability theory; and endangered languages. Many other reference lists have been updated.

We are grateful to the following people for contributing to our lists: Netta Avineri, Federica Barbieri, Robert Broom, JD Brown, Donna Christian, Carol Edwards, Carol Genetti, John Hedgcock, Takako Kobayashi, Anita Krishnan, Yumiko Maehara, Parisa Mehran, Susan Mirandi, Melanie Newman Morrow, Yoshiyuki Nakata, Joseph Nevarez, Jack C. Richards, Matthew Poehner, Sarah Springer, David Gasbarro Tasker, Bedrettin Yazan, and Amanda Yoshida.

Chair's Report — Reasons to be Excited

How exciting! There have been so many interesting things happening with TIRF this month that there is no room for the Chair's Report!

The British Council grant provides a wonderful opportunity to support

researchers in under-resourced areas. And Ryan and I are thrilled that the collection of studies by the Sheikh Nahayan Fellows is now in print!

We hope these developments will benefit you, your colleagues, and your



Joe Lo Bianco (front, center) with participants at the South Thailand 'dialogue' on language planning for peace

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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**Kathleen Bailey,
Chair of TIRF**

Kathi Bailey