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TIRF's 2014 DDG Competition Results

The beginning of autumn in the northern hemisphere marks an important time of the year for TIRF – the announcement of our awardees for our annual [Doctoral Dissertation Grant \(DDG\) competition](#). The Foundation has been offering its DDG program since 2002. Since the inception of the program, including this year, we have made awards to [62 individuals](#) through our DDG program. Over the years, these awardees have come from Canada, China, England, France, Iran, Japan, Korea, Nepal, New Zealand, Norway, Pakistan, Philippines, Russia, Sudan, Taiwan, Turkey, and the United States.

We remain ever grateful to [Cambridge English Language Assessment](#) for their annual support of TIRF's DDG program. We would also like to point out that the DDG program has expanded this year as result from our partnership with the [British Council](#). Collaborating with the Council in this way has allowed TIRF to focus on selecting candidates who are from under-resourced countries. We are thrilled to have the opportunity to partner with the British Council and to work with their excellent staff.

Each year, we designate the highest ranked applicant as our Russell N. Campbell DDG awardee. This recognition honors one of TIRF's founders, Dr. Russ Campbell, who played an integral role in establishing the Foundation. We continue to be grateful for our donors who help to support the award made in Russ' name each year.



TIRF is pleased to announce that this year's Russell N. Campbell awardee is [Iftikhar Haider](#), who is completing his doctorate at the University of Illinois at Urbana-Champaign. The title of his study is ["Re-Envisioning Assessment of Inter-language Pragmatics through Computer Mediated Communicative Tasks."](#) He is a PhD student in Applied Linguistics, specializing in second language acquisition and teacher education. Iftikhar's dissertation research is at the cross-section of interlanguage pragmatics, computer-mediated communication, and language testing. He is designing a workable language test to assess interlanguage pragmatics competence of international students through computer-mediated communication.

Aziz Khan is a doctoral candidate and graduate teaching assistant at the University of Auckland, New Zealand. His study is entitled ["A Narrative Ethnography of Teachers' Language Perceptions, Preferences and Practices in a Multilingual Context, and its Implications for Language-in-Education Policy and Planning."](#) His scholarly interests include language-in-education policy, language teaching and identity, and narrative research.

Bal Krishna Sharma is a doctoral student at the University of Hawai'i at Manoa. The title of his study is ["English and Multilingualism in the Tourist Industry in Nepal."](#) Bal's research investigates the role of English and other foreign languages in the tourist industry from the perspective of tourist workers in the context of Nepal. Multilingual communication is a necessary



condition for Nepali tour guides to establish interpersonal relationships with tourists as well as, according to Bal, "to sell the linguistically and culturally diverse cultures of Nepal as desirable commodities for outsiders to consume."



Eloise Caporal-Ebersold is a doctoral student and an English teacher at the Université de Strasbourg, France. The title of her study is ["Language Policy and Practices in Early Childhood Education and Care \(ECEC\): A Case Study of an English-French Bilingual Crèche in Strasbourg."](#) Eloise's study explores language policy in the ECEC structure and attempts to unveil the "practiced language policies" by analyzing observations carried out using an ethnographic research approach. Previously, she taught English in the US and the Philippines.

Espen Stranger-Johannessen is pursuing a PhD at the University of British Columbia, Vancouver, Canada. His study is entitled ["Digital Storytelling, Early Reading, and the African Storybook Project."](#) Espen's research concerns teachers' and librarians' use of print and digital stories from the [African Storybook Project](#) in northern Uganda, with a focus on teacher identity and ICT (information and communications in technology) in education.

Hiromi Takayama is a PhD candidate at the University of Iowa. Her dissertation is entitled ["Professional Development in Japanese Non-native English Speaking Teachers' Identity and Efficacy."](#) Hiromi taught English in Japan and is currently teaching Japanese. She aims to explore the processes of how NNESTs develop their teacher efficacy and identity as foreign language teachers, as well as how they can enhance their pedagogical competence and confidence.



Jeff Mehring is an EdD candidate at Pepperdine University. His study is entitled ["An Exploratory Study of the Lived Experiences of Japanese Undergraduate EFL Students in the Flipped Classroom."](#) Jeff studies the integration of emerging technologies in second language acquisition in both the face-to-face and online environments. His dissertation research explores the challenges, benefits, and enhanced opportunities to use communicative English in authentic situations in a flipped classroom setting from the EFL student's perspective over time.

Jia Ma is a PhD student at the Assessment and Evaluation Group, Faculty of Education, Queen's University, Canada and a former EFL teacher at tertiary level in China. Her study is entitled ["Chinese Students' Journey to Success on High-stakes English Language Tests: Nature, Effects and Values of Their Test Preparation."](#) Her doctoral dissertation draws on washback and consequential validity to explore the interaction among high-stakes language assessment, teaching, and learning.



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Kathleen Bailey,
Chair of TIRF



Jin Kyoung Hwang is a doctoral student in the School of Education at the University of California, Irvine. Her dissertation is entitled "[Reading Growth Trajectories of Adolescent Language Minority Students with Varying Levels of English Proficiency](#)." Her study focuses on academic language development of different groups of adolescent

language minority learners and whether a research-based vocabulary intervention has differential effects based on their levels of English proficiency.

Jing Wei is currently a PhD candidate in the Multilingual Multicultural Studies Program at New York University. Her dissertation is entitled "[Assessing Speakers of World Englishes: The Roles of Rater Language Background, Language Attitude and Training](#)." Through this study, Jing explores the differences between World Englishes raters and Inner Circle native-speaking raters in assessing World Englishes test takers. She examines how factors of rater training and language attitude could impact rater scores.



Justin Cubilo is a PhD candidate at the University of Hawai'i at Manoa. His dissertation is entitled "[Video-Mediated Listening Passages and Typed Notetaking: Investigating Their Impact on Comprehension, Test Structure, and Item Performance](#)." Justin's research interests include language testing and individual differences in second language

acquisition. His dissertation investigates the effects that visuals (video versus audio-only) and notetaking medium (typed versus handwritten) have on learner performance and item behavior on second language listening tests.

Katherine O'Donnell Christoffersen is a PhD candidate in the Second Language Acquisition & Teaching program at the University of Arizona. In her study, "[The Development of Code-Switching Competence among Child L2 Learners: An Analysis of Grammatical, Functional and Identity-Related Patterns](#)," Katherine focuses on how students switch between their L1 and L2 in the classroom and the impacts this switching has on language learning.



Muhammad Asif Qureshi is a PhD candidate in Applied Linguistics at Northern Arizona University, Flagstaff, Arizona. His dissertation is entitled "[Age and Knowledge of English Morphosyntax: Grammatical Judgment and Error Correction](#)." Muhammad explores differences in morphosyntactic knowledge between early and late English as L3 learners in an EFL context. His other research interests include quantitative and methodological meta-analysis, corpus-based vocabulary analysis, and language-in-education policy.

Nicholas Subtirelu is a PhD candidate in the Department of Applied Linguistics at Georgia State University. His study is entitled "[Interrogating 'The International Teaching Assistant Problem': A Study of Language Policy at One US University](#)." In his dissertation, Nicholas examines the language policies and assessment practices that enable international graduate students to teach or restrict them from doing so. He is exploring how different stakeholders — administrators, teaching assistants, and undergraduate students — frame 'the problem' differently, including what they perceive to be the causes of classroom communication difficulties.



Sarah Braden is a PhD candidate in the Department of Linguistics at the University of Utah. Her study is entitled, "[Scientific Inquiry as Social and Linguistic Practice: Language Socialization Trajectories of English Learners in a 9th-Grade Physics Class](#)." Sarah is a former high school ESL and science teacher.

Zoe Ksan Rubadeau is a doctoral student at Durham University, a professor at Korea University, and the facilitator of TESOL International Association's Training of Trainers course. Her dissertation, "[An Exploration of English Language Teacher Educators' Cognitions and Practices in Relation to 21st-Century Technologies](#)," delves into the work of teacher educators at a TESOL training program in Korea.



Congratulations to all of our 2014 DDG recipients! We look forward to collaborating with our grant recipients in the months ahead, and we wish them all the best as they continue working toward the completion of their studies.

TIRF Trustees Gather for September Board Meeting

Earlier this month, TIRF Trustees gathered at the offices of the Center for Applied Linguistics (CAL) in Washington, DC to convene their annual September Board meeting. Trustees explored a number of issues on their full agenda during the two-day meeting, and also had the opportunity to greet our newest addition to the Board.



Kerri Hannan

Ms. Kerri Hannan is our new US State Department Observer to the Board of Trustees. Kerri has been working in the Foreign Service for 14 years. Her new position is Director of the Office of English Language Programs in the Bureau of Educational and Cultural Affairs. Previous to this position, Kerri worked in various locales throughout the world, including Buenos Aires, Kabul, New Delhi, La Paz, Tbilisi, and others. You

can read her complete bio by [clicking here](#). Please join us in welcoming Kerri to the Board!

The agenda for the meeting included a range of interesting issues facing the Foundation. Trustees explored future directions with publication initiatives, how TIRF can become more involved with junior researchers, the second online language teacher education project, and plans for our presentation at the 2015 TESOL Convention. Our Board meetings generate a great deal of energy which allows us to focus on the most salient issues surrounding the work of the Foundation.

This year's fall meeting marks the second time the Board has met at CAL. We are grateful for the support of Dr. Terry Wiley, President of CAL, and his team for their wonderful support of our Board meeting!

Chair's Report — A Wonderful Problem to Have

With this issue of *TIRF Today*, we are facing a wonderful problem we have never dealt with before — the front-page story about our DDG recipients is so long that it has run onto page two. The reason for this lengthy story is that in addition to our ongoing support from Cambridge English Language Assessment, TIRF's partnership with the British Council has enabled us to increase the number of grants we could award. In fact, the

2014 DDG competition yielded over three times as many proposals as TIRF has ever received before.

I am deeply grateful to John Knagg of the British Council for his vision in initiating this partnership, which allows TIRF to support doctoral research concerning language education in under-resourced countries. Let me also thank the Cambridge team and all the individual donors who support the DDG program. A debt of gratitude

is due as well to the 29 volunteers who reviewed the DDG applications this year.

I hope we continue to have this wonderful problem — an increasing number of applicants — for the foreseeable future, especially if it is accompanied by the generosity of TIRF's wonderful supporters.

Kathi Bailey