

TIRF TODAY

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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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Announcing TIRF's 2015 DDG Recipients

As summertime in places north of the equator begins to wind down, TIRF's work starts to pick up. One reason for this is because the change of seasons from summer to fall in the US typically marks the time of year we make our [Doctoral Dissertation Grant \(DDG\)](#) award decisions.

The Foundation has been offering its DDG program since 2002. Since the inception of the program, including this year, we have made awards to [75 individuals](#) through our DDG program. These awardees have come from Cambodia, Canada, China, England, Iran, France, Japan, Korea, Nepal, the Netherlands, New Zealand, Norway, Pakistan, Philippines, Russia, Sudan, Taiwan, Turkey, the United States, and Vietnam.

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 continued to receive support from the [British Council](#). Collaborating with the Council in this way has allowed TIRF to focus on awarding candidates who are from low-resource countries. We are thrilled to have the opportunity to work with our wonderful colleagues at both Cambridge English Language Assessment and the British Council.

Each year, we designate the highest ranked applicant as our Russell N. Campbell DDG awardee. This recognition is done to honor 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. This year's Russell N. Campbell awardee is Ms. Yi Mei, whose study is highlighted on the next page.

Bai Ying is a PhD candidate in the School of Language and Linguistics at the University of Melbourne in Melbourne Australia. Ying's research is entitled "A Student's Perspective on a High-stakes Test and its Effects on Test Performance." For more information about this study, please [click here](#).



[Emily Evans Fanaeian](#) (left) is a PhD candidate in Teacher Education/ESL at the University of Wisconsin-Madison. Her professional experiences include teaching language learners of all ages and conducting educational research to investigate ways to support classroom teachers of

ELLs, particularly around issues of assessment literacy and language development. Emily's current work with pre-service and practicing teachers focuses on supporting and challenging their understandings of serving English language learners within mainstream classrooms.

[Freek Olaf de Groot](#) (pictured in next column, top) is currently a PhD candidate in the Department

of English at City University of Hong Kong. His research focuses on the digital literacy development and English language learning practices of student teachers in Thailand and the role mobile and digital technology plays in facilitating the development of these practices.



[Jin Bi](#) is a PhD candidate from the University of Utah. Her dissertation research explores the cognitive processing differences among individuals with varied second language (L2) proficiency levels and from different learning contexts. Findings from this study will help to clarify the influences of ultimate L2 attainments and learning contexts on the cognitive benefits of learning additional languages.



[Jookyoung Jung](#) is a PhD candidate in the UCL Institute of Education, UK. She was previously an English teacher in Seoul, Korea. She obtained her BA and MEd at Korea University and the Advanced Certificate in TESOL at New York University. Her research interest lies in the interface between SLA and instruction, task-based language teaching, L2 reading, and the role of individual differences.



[Le Duc Manh](#) worked as a language lecturer and teacher trainer in Vietnam. He is currently a PhD candidate in the School of Education at University of New South Wales, Australia. His project is entitled "English Primary Teachers' Agency: A Case Study of Vietnam." The study aims to investigate how English teachers with limited resources exercise their agency in response to a new language policy.

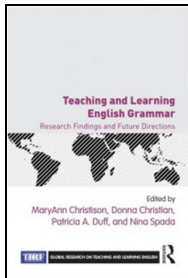


[Rooh Ul Amin](#) is a doctoral candidate in Applied Linguistics at the University of Memphis, Tennessee. Prior to beginning his graduate studies, he was working as faculty member at one of the public sector universities in Pakistan for the last ten years. His ongoing research concentrates on teachers' and learners' identity in ESL, language policy and planning, and ESL pedagogies.



[Takahiro Yokoyama](#) is a senior lecturer in Japanese at





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**Kathleen Bailey,
Chair of TIRF**

Christchurch Polytechnic Institute of Technology in New Zealand. He is currently completing his PhD at the Queensland University of Technology in Australia. His doctoral studies investigate the impact of 'TESOL qualifications' upon the native English speakers' job satisfaction as English teachers in Japan.



Tomoyo Okuda is a PhD candidate at the University of British Columbia in Vancouver, Canada. The title of her study is "The Writing Center as a Globalized Pedagogy: A Case Study of an Internationalized University in Japan". She will investigate how the educational philosophy of the writing center is interpreted by administrators and enacted in pedagogical practice at a Japanese university.

Virak Chan, a native Khmer, is currently a PhD candidate in Culture, Literacy, and Language at the University of Texas at San Antonio, Texas. His PhD dissertation focuses on the medium of instruction policy in higher education in Cambodia. His areas of interest includes language planning and policy, teacher education, teaching writing, and curriculum development.



Yueting Xu (next column, top) is a PhD candidate in the Faculty of Education at The University of Hong Kong. Her study is entitled "University

TIRF Trustee Joe Lo Bianco to Convene Conference in Myanmar

As part of the UNICEF/University of Melbourne Language, Education and Social Cohesion project, a major International conference on language planning and multilingual education is being held at the University of Mandalay, Myanmar on February 7-9, 2016. This conference is being convened by TIRF Trustee Joe Lo Bianco.

The organizers invite scholars, practitioners, language and cultural groups, and university planners to submit abstracts on multilingual education, language policy, social cohesion, and peacebuilding themes to participate in this inaugural conference. The organizers look forward to your participation in this exciting opportunity to deepen understanding, share experiences, and discuss progress in lan-

LABCI Conference Recognizes 30 Years of Operations

Six hundred participants, teachers, managers and coordinators from the seven countries (Argentina, Brazil, Chile, Mexico, Paraguay, Peru, and Uruguay) that form LABCI – The Latin American British Cultural Institutes – celebrated the 30 years of existence of the group last month in Montevideo at the biannual congress. Many educational suppliers and guest speakers from mainly the UK were also in attendance.

The main plenary themes were personalization, blended learning, flipped classrooms, emotional engagement, intuitive teaching, and visual literacy. There was also a plenary on Learning Oriented Assessment by Graeme Harrison of Cambridge English Language Assessment. In addition, LABCI Directors had the special privilege of meeting the new CEO of Cambridge English Language Assessment, Saul Nassé, for an innovative chat on the future of exams.

Chair's Report — A Nice Dilemma to Face

There is so much TIRF news to report in this month's newsletter that there is no room for a Chair's Report. What a wonderful dilemma to have!

English Teacher Assessment Literacy in China: A Mixed-methods Study." For more information about her study, please click here.



Yi Mei (left) is a doctoral candidate at Queen's University at Kingston, Canada. Her research interests include rater issues in large-scale language testing, ESL/EFL writing assessment, and teaching English as a second or foreign language. Yi's doctoral research is about understanding essay-rating activity as a socially mediated practice in the context of a large-scale high-stakes English test in China.



Yu-Chi Wang is a Taiwanese doctoral candidate in the Foreign Language and ESL Education program at the University of Iowa. Her research aims to investigate identity of elementary school students with culturally and linguistically diverse backgrounds in an after-school book club. This qualitative research hopes to expand educators and scholars' understanding of relationships between students' learning and identity.



Many congratulations to all of our grantees! We look forward to the promising directions each of their studies is taking.

guage policy and multilingual education.

Distinguished international and local speakers will present papers on critical issues and developments. Official representatives from across South-east Asia will report on the state of multilingual education and language policy in diverse countries. In addition to the plenary speakers, the conference invites local actors including advocacy representatives, government officials, teachers, community members, and academics to present on any aspect of multilingual language policy and its implications in Southeast Asia and more widely.

The deadline for abstracts is October 30, 2015. For more information, please [click here](#).

TIRF representatives Michael Carrier and Lorraine de Matos were in attendance at the LABCI conference. Michael gave two sessions on professional development and e-learning and technology, and Lorraine worked with LABCI Directors during their meeting together.



TIRF Trustees Michael Carrier and Lorraine de Matos (left) with Jeremy Harmer and Maria Cristina Briebe

Many congratulations to our 2015 DDG recipients. I look forward to working with each of them in the months ahead.