On October 10, 2012, Ofelia Garcia was the keynote speaker for the Nessa Wolfson Colloquium in which she presented “Languaging, Identifying, and Schooling: Global Perspectives”. During her presentation she explained in depth when, how and for what purposes nondominant language and identity practices are used in schooling. She showcased this relationship between languaging, identifying and schooling through the lens of four sociolinguistic cases in France, Mexico, New Zealand, and Luxembourg.
On February 22nd and 23rd, scholars and practitioners from around the world gathered at Penn GSE for the 34th Annual Ethnography in Education Research Forum, themed *Ethnography as Counter Narrative: Reclaiming the Local in Educational Policy and Practice*. This two-day annual event, convened by Professor Nancy H. Hornberger, has been hosted at the University of Pennsylvania since 1980 and provides a forum in which ethnographic research, both theory-oriented and practitioner-based, can be presented to an audience from a range of backgrounds and academic traditions. Researchers at the Forum showcased the many ways in which they act as ethnographers and participants within classrooms and in greater school communities, uncovering counter narratives and models of social activism. Examples ranged from acknowledging the epistemological tensions within a cross-national team of researchers carrying out a case study of educational reform in an African nation to negotiating the differing notions of language learning and cultural identity brought by teacher and students in a community-based Indigenous language learning program at a liberal arts college here in the Philadelphia area.

The Forum is considered to be the largest annual international meeting of qualitative educational researchers, this year drawing 647 participants from 33 U.S. states and 9 nations. Presentations included individual papers and works-in-progress, data analysis sessions, and less formal group discussions on topics as varied as ethnographic evaluation of educational practices, language policy in education, Indigenous language revitalization, multilingual issues in education, and teacher and action research. This year’s highlights included plenaries by Luis Enrique López, Suresh Canagarajah, Yolanda Sealey-Ruiz, and Bryan Brayboy, as well as many presentations from Penn GSE students and faculty. Saturday’s Practitioner Research Communities of Inquiry Symposium, chaired by LLE’s Diane Waff, with Susan Lytle and Yolanda Sealey-Ruiz as discussants, featured a panel of School District of Philadelphia teachers exploring the use of teacher inquiry to enhance teacher practice and student learning. Additionally, for the first time ever, the Forum collaborated with camra@Penn, a new interdisciplinary organization, to host the First Annual Screening Scholarship Media Festival, held on Sunday, February 24th. This inaugural event brought together scholars and media-makers from 14 different institutions and various interdisciplinary fields to present films and other multimodal works, and to discuss the role of multimodality in research and representation more broadly. The day featured nine breakout sessions, with presentations that included film screenings, animated projects, podcasts, eBooks, web-based projects, and one final marquee panel event with speakers Naomi Schiller and Jesse Shipley. For more information about camra and SSMF, please visit [www.camrapenn.org](http://www.camrapenn.org), and for more information about the Forum, please visit [http://www.gse.upenn.edu/forum](http://www.gse.upenn.edu/forum).
In an effort to showcase the vitality currently emerging in Educational Linguistics, both issues of the 2012-2013 Working Papers in Educational Linguistics (WPEL) draw from a broad geographical and conceptual spectrum to address familiar themes in the field. In the context of a Native American heritage language classroom (Robert Moore), a multilingual hip-hop production course (Catrice Barrett), and political and popular cultural Chinese texts (Yuzhi Chen), contributors of the Fall 2012 issue explore the dynamic link between language-in-use and social identification. Authors of this issue also engage with the foundational theme of Language Policy and Planning in Ukraine (Oleg Tarnopolsky and Bridget Goodman), Ireland (Anna-Marie Dillon) and through the lens of policy evaluation (Haley DeKorne).

Continuing along the thematic trajectory of Language Policy and Planning (LPP), Dr. Nancy Hornberger and her students collaborated to culminate their seminar course with the Spring 2013 special issue on LPP. From the outset, authors of this special issue offer ethnographic monitoring (Nancy Hornberger) and a three-pronged approach to Indigenous language teacher certification (Haley DeKorne) as recommendations for policy evaluation. Drawing on evidence from Nepal (Miranda Weinberg), South Korea (Siwon Lee) and a longitudinal view of Title VI program funding in the US (Geeta Aneja), the special issue also considers the relevance of history for contemporary language policy and practice. The issue concludes with compelling arguments for the relevance of LPP in two unconventional domains – healthcare (Katie Murphy) and literary translation (Joanna Siegel).

As we move forward in our commitment to publish innovative scholarship in Educational Linguistics, the WPEL editorial board invites readers to visit our website at http://www.gse.upenn.edu/wpel/. The website provides full access to recent issues and the option to subscribe to the new e-newsletter. Simply visit the WPEL website and click on the ‘Subscribe’ tab to stay updated on current issues, calls for papers and periodic WPEL announcements.

---Catrice Barrett and Joanna Siegel, WPEL Editors 2012-2013

ROBERT MOORE

In 2012-2013, Dr. Moore continued as Lecturer in Educational Linguistics, teaching multiple sections of Educational Linguistics (Educ 537) and Sociolinguistics in Education (Educ 546). During summer 2013 he will be offering a topical seminar on the Sociolinguistics of Super-diversity (Educ 577). Dr. Moore continues to participate actively in international networks of scholars concerned with sociolinguistic diversity in education and society, and to publish research articles on such topics as verbal interaction in heritage-language classrooms, and on the heritage-language phenomenon more generally. He has also continued to put the results of his own ethnographic research in Native North American communities into broader contexts, including minority language revitalization efforts in Finland and Ireland. He is a member of the International Consortium on Language and Super-Diversity (InCoLaS) based at the Max Planck Institute for the Study of Religious and Ethnic Diversity in Göttingen (Germany), and in March 2013 participated in a week-long seminar at the University of Copenhagen based on a longitudinal research project focusing on the language experiences of immigrant children in Danish schools. In June 2013 he will be participating in an international conference, “Language and Super-diversity: Explorations and Interrogations” being held at the University of Jyväskylä (Finland).
Chair of the Reading/Writing/Literacy program at Penn GSE, Dr. Gerald Campano’s recent work focuses on cultivating university-community partnerships that emphasize literacy, engagement, and equity. Dr. Campano, along with the members of his Community Literacies research team, has been involved in various projects within an historic, culturally and linguistically diverse Catholic parish in Philadelphia and a school district to the west of the city. Each project is committed to collectively inquiring, alongside children and families, about the ways in which they mobilize their literacy and language practices, as well as their identities and rich cultural and social capitals to support equity and justice in their communities and beyond. Some of the projects Dr. Campano oversees involve inquiring into how young children conceptualize college and their own academic lives, establishing multimodal book clubs within the parish school’s library ([https://www.gse.upenn.edu/content/microgiving-penn-gse](https://www.gse.upenn.edu/content/microgiving-penn-gse)), engaging in a collaborative and intergenerational inquiry into the language, literacy, and advocacy practices of the parish’s Latin@ community, and researching the experiences of Masters students enrolled in a class on Assessment. Writ large, Dr. Campano’s multi-phase community-based research is grounded on the notion of collaboratively building “inquiry communities” that privilege the epistemologies of minoritized families and communities as particularly positioned to research questions about their own experiences. Dr. Campano’s community-organized research projects allow members of his research team to develop a more informed, nuanced and useful approach to navigating the issues faced by these communities.

Dr. Campano currently has several publications in press, including the completion of his research on literacy and identity with African American students and families in Gary, Indiana. Dr. Campano regularly presents his work at conferences around the country, and this summer, he will be a keynote speaker at the Whole Language Umbrella Conference at Hofstra University.

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**ANNE POMERANTZ**

Dr. Pomerantz has embarked on two exciting new projects this year. The first speaks to the growing need in the U.S. and around the world to prepare K-12 teachers to work more effectively with recently arrived immigrant students. She is working with doctoral students Sofia Chaparro and Holly Link at GSE and colleagues at the Universitat de Lleida in Spain to examine pre-service teachers’ attitudes toward language minority students and linguistic diversity within two different sociolinguistic contexts. Whereas Dr. Pomerantz will be gathering data in the Philadelphia region where most schooling takes place in one language, her colleagues in Spain will be collecting data in the context of bilingual schools. Data from this study will be used to develop professional development opportunities that are conscious of and responsive to the perspectives about language and language learners that new teachers bring to the classroom within particular sociolinguistic contexts.

Dr. Pomerantz’s second project builds on her collaborative work with ELX alumna, Dr. Nancy Bell, on classroom interaction. Drs. Pomerantz and Bell are working on a book manuscript for Routledge entitled, *Humor, Language, Play and Creativity in Multilingual Classrooms*. This book offers researchers and teachers a multifaceted lens through which to understand, investigate, and perhaps even capitalize upon funny, playful, and otherwise unconventional moments of classroom interaction that are starting to capture the attention of discourse analysts and second language acquisition researchers. But, don’t start checking your local bookstore yet -- Dr. Pomerantz says that the manuscript won’t be ready for quite some time.
Amy Stornaiuolo has joined the RWL faculty in fall 2012 as a new assistant professor, coming from U.C. Berkeley where she got her Ph.D. in the Language, Literacy, and Culture division of the GSE. Her research focuses on adolescent and young adults, digital literacies, and writing, and in the spring 2013 she will teach an elective course on digital literacies. Dr. Stornaiuolo is interested in how reading and writing are shifting in relation to new technologies as people write across interactive contexts and with multiple resources. She is particularly interested in exploring how students' writing identities play a role in their engagement in different writing contexts, especially for those students who have faced significant challenges with academic writing. She will begin two research projects in the coming year related to these interests. The first project is a long-term study of undergraduate writing on Penn's campus, in partnership with the Critical Writing Program, in which she will explore how students develop as academic writers across multiple disciplinary writing contexts. The second project investigates what she is calling social composing, or writing in online contexts with others. She will look at adolescents participating in several popular online authoring communities and trace how several teachers integrate these online community-writing contexts into their secondary classrooms.

NANCY H. HORNBERGER

Dr. Nancy H. Hornberger revisited Indigenous language education contexts on three continents during 2012, continuing her long-term comparative studies of language education policy and Indigenous language revitalization. In Peru, she spoke at the Catholic University in Lima, participated in a policy-level meeting on Peru’s New Law of Languages at the Ministry of Culture, and visited a Quechua-Spanish bilingual school in highland Andahuaylas. As Visiting Professor at the University of Umeå, Sweden, she met with Sámi language scholars and activists about new research, policy, and language teacher education initiatives. In New Zealand, she gave a keynote at the Culturally Responsive Research and Pedagogy Symposium at the University of Waikato and visited Maori immersion schools there.

Dr. Hornberger presented papers based on new analyses of her recent research on the use of Indigenous languages in higher education, one on an Indigenous educator’s experiences in a master’s program in bilingual intercultural education in Bolivia, presented at the Sociolinguistics Symposium in Berlin and also as the opening plenary at The Road Less Traveled: An International Conference on Heritage Languages and Language Acquisition at OISE in Toronto; and the other on ethnographic monitoring of innovative implementations of African languages in two universities in South Africa, presented at the British Association for Applied Linguistics Association conference in Southampton, UK. She also gave an invited plenary on Educational Linguistics as a Globalizing Field at Fudan University in Shanghai. Professor Hornberger’s publications this year include co-authored articles with Educational Linguistics PhD students Holly Link in Theory into Practice and the International Journal of Bilingual Education and Bilingualism; and with Karl Swinehart in the International Multilingual Research Journal and Language in Society. She also published a six-volume set of readers on Educational Linguistics: Critical Concepts in Linguistics (Routledge).
Dr. Hondo pursued her education on three continents, in Japan and the US, and completing her Ph.D. in Linguistics in the UK. Prior to settling in Philadelphia, Dr. Hondo worked in Tokyo, London, Brussels and New York as a financial broker, a journalist, and most recently as an educator. When she first came to Philadelphia she worked with brain injured children and adults, as well as in a gifted children program. Through this work, she became intrigued by the nature of the learning process, in both children and adults.

Dr. Hondo is an alumna of PENN GSE, receiving her M.S. Ed. in TESOL. Her continuing interest in learning processes encouraged her to further her studies for her Ph.D., working with some of the originators of the field of applied linguistics.

Her dissertation examined cognitive processes related to different timings of pedagogical interventions. Currently, she is involved with projects working with several universities in Tokyo, investigating the processes of second / foreign language learning. In addition she is leading a multi-year investigation of bilingualism and multilingualism in Borneo and Tokyo. This project explores the learning processes of early bilinguals / multilinguals, who are exposed to more than one language at an earlier stage of their lives, in comparison to the late bilinguals / multilinguals who became bilinguals / multilinguals after they have established competence in their first languages.

Dr. Hondo’s projects have received national and international awards, including The International Research Foundation Doctoral Dissertation Grant and an Ivy League Consortium Grant.

NELSON FLORES

Dr. Flores has been focused on three interrelated projects this year: (1) expanding on his dissertation work, (2) continuing his advisory role with the New York State Education Department, and (3) beginning to form partnership with Philadelphia public schools. His first project has been to expand on his dissertation work that examines the role that language ideologies in TESOL and bilingual education have played in producing governable subjects. Specifically, he has begun to re-theorize his notions of nation-state/colonial and neoliberal governmentality through the lens of Critical Race Theory to examine the ways that whiteness have permeated understandings of bilingualism.

His second project is a continuation of the work that he began last year with the New York State Education Department on an initiative that seeks to make the Common Core State Standards responsive to New York State’s bilingual student population. As an advisor on this project, he is currently conducting an exploratory study on the use of assessments aligned to the CCSS that take into account the dynamic bilingualism of New York State’s student population. His plans are to expand this exploratory study into a roadmap for assessment of emergent bilinguals nationwide under the new standards.

His third project seeks to create a strong collaborative relationship with Philadelphia public schools. To this effect, he has begun creating partnerships with Philadelphia district and charter schools that serve large numbers of emergent bilingual students. Though these projects are all in their infancy Dr. Flores hopes to build them into long-term collaborations.
DIANE WAFF

Diane Waff is a Practice Professor in the Reading/Writing/Literacy division and currently serves as faculty director of the Philadelphia Writing Project (PhilWP). Dr. Waff’s research interests include practitioner research, literacy education and professional development with special emphasis on applying research findings and frameworks to enhance teaching and school leadership practices. Dr. Waff currently works with a team of PhilWP teachers and GSE graduate students (Helen Anderson, Bethany Silva, and Anna Greenstone) to support ELA teachers in six pilot high schools involved in the School District of Philadelphia’s Project Mastery Initiative and the Philadelphia Youth Network’s Student Success Center at Lincoln High School. This work includes working with teachers to write curriculum, adapt course content, design professional development and provide site-based support.

The goal of this Gates-funded work is to create and support deep learning opportunities for students through Common Core-aligned, digitally rich learning modules. Presently, the team is collaborating with interpretive specialists from Independence National Historical Park to write a 10th-grade ELA unit entitled “Philadelphia Revolution: The Realities and the Rhetoric” that is rich in Philadelphia history, artifacts and primary source documents. This partnership with the Park Service grew out of a successful collaboration on the design of PhilWP’s Project Write, a two-week summer writing camp for secondary students. The Park Service recognized the innovative summer program by awarding the National Freeman Tillman award to its co-designer Ranger Renee Albertoli. To read more about the award and Project Write visit http://www.nps.gov/inde/parknews/renee-albertoli-receives-the-national-freeman-tilden-award.htm

DIANA PANINOS

Dr. Paninos’ research interests have spanned both second language learning and teaching. In the area of second language acquisition, she has investigated the role of spoken output in orienting second language learner attention to aural input with research participants from three major universities in the Philadelphia area, and has presented this research at Penn TESOL East, the Second Language Research Forum, and the TESOL International Convention.

Her current interests involve second language teacher professional development and “learning to learn in graduate school” (Bell ’02, 2009). She is currently engaged in a long-term study of international graduate students and their experiences as they transition to American universities and train to be teachers in their second languages. She and several of the TESOL Masters students are exploring the relationships between the demands of graduate course work, program curricula, and international students’ expectations of graduate school in the American university system.
YUKO BUTLER

Dr. Butler is currently working on three projects related to young learners' second/foreign language learning. The first is a longitudinal project on motivation and English learning in the context of English as a lingua franca among young learners in Changzhou, China. She is examining the contribution of contextual factors such as parents, socio-economic status, and social networks on the development of motivation in English learning. Her second project, in collaboration with STEP Japan, examines the relationship between young learners' use of online learning tools and subsequent performance in related online assessments. Specifically, Dr. Butler is interested in how this relationship may differ according to learners' ages and gender. Dr. Butler's third project is a collaboration with sociology professors at the University of Pennsylvania and is titled “Asia-Pacific Education, Language Minorities, and Migrants (ELMM) Research Network.” This project is an effort to build a network among researchers who are conducting studies on education to language minority children including immigrants and migrants in East Asia.

Dr. Butler has also contributed to a number of publications this year including an article in *Academic Exchange Quarterly*, and chapters in the following books: *The handbook of bilingualism and multilingualism*, *Demystifying career after graduate school: A guide for second language professionals in higher education*, *The Encyclopedia of Applied Linguistics*, *Task-based Language Teaching in Asia*, *Selected Papers from the 2012 Georgetown University Round Table*. She also has co-authored a book titled *Riterashi-wo sodateru eigo kyoiku-no sozo* [Creating English education for literacy development] (in press). Dr. Butler is also contributing her time as a guest editor of Asia TEFL's volume "Early English Education in Asia," due to be published in February 2013. Additionally she has been serving as a consultant for the TOEFL Committee of Examiners.

EBONY ELIZABETH THOMAS

Dr. Ebony Elizabeth Thomas is enjoying her first year as part of the Reading/Writing/Literacy faculty at Penn GSE. She recently published an article in *Qualitative Inquiry* with Dr. Kelly Sassi of North Dakota State University, wrote a chapter on African American children and young adult’s literature in the forthcoming edited volume *Diversity in Youth Literature* from the American Library Association, and has several other publications in the works. Her Young People’s Texts and Cultures Group had its first meeting, and in 2013, Dr. Thomas anticipates forming a book discussion group around a number of key theoretical and critical volumes in children and young adult’s literature, culture, and media. Next semester, Dr. Thomas, alongside Penn GSE alumni, PhilWP teacher-researcher, and SDP instructional leader Samuel Reed III, plans to launch a learning, teaching, and research partnership at a West Philadelphia middle school. Several Penn GSE RWL master’s and doctoral students will be co-facilitating and co-conducting research through this partnership. Dr. Thomas’ work recently won Honorable Mention in the 2012 NCTE Promising Researcher Award competition. She was also awarded one of three 2012 NCTE Conference on English Education Research Initiative grants.
Dr. San-Toi Wagner is Associate Director of TESOL and Lecturer in Educational Linguistics. She currently teaches Approaches to TESOL, and the TESOL Internship and Seminar, and will be teaching Language and the Professions in the summer. Her scholarly interests lie at the interface of language and social interaction. Specifically, she is interested in how social activities in institutional settings are accomplished through talk and interaction.

In Fall 2012, she was awarded a National Communication Association micro-grant through the Center for Intercultural Dialogue in relation to a current research project examining the interactional practices of non-native speaking teachers of English as they engage in teaching in American ESL (English as a second language) classrooms. The study will contribute to a deeper understanding of the interactional competencies and expectations of the appropriate communicative behaviors for the classroom that international student teachers bring to their training, and take home with them.

This academic year, Dr. Wagner, working with a team of students in the TESOL program, established PEDAL@GSE (Practical English for Daily Living) to provide free ESL classes for adult family members of international students and scholars at Penn. PEDAL@GSE underscores the ethos of service to the community, as well as providing supportive classroom practice for first semester TESOL Master's students. Second year students are given the opportunity to develop curricula, supervise, and mentor. The PEDAL team presented their innovative training program for novice teachers at the 2012 Penn TESOL East Conference (the local affiliate of TESOL International).

BETSY RYMES

These days, students of any age come into the classroom or workplace using multiple languages, ways of speaking, and modalities to communicate different points of view. Increasingly, the character of learning has changed as teachers or facilitators draw more on multilingual, multimodal and digital resources to enhance curriculum. My research, teaching and writing explores the powerful role multiple languages and ways of speaking, as well as digital media and the Internet take in shaping interaction in classrooms and other learning contexts. This year I have continued to write, teach and present about how this “communicative repertoire” approach can facilitate teaching and communication in our changing times.

Exploring the role of mass media in shaping an individual’s communicative repertoire, I wrote in Anthropology and Education Quarterly (2012) and in the Review of Research in Education (2011). I spoke more broadly about the role of communicative repertoire in the classroom last spring at Manhattanville College, as a keynote speaker at their Changing Suburbs Institute and again, in New York, as a keynote speaker at 57th Annual Conference of the International Linguistic Association and in Tempe this spring at Arizona State University. My ongoing work suggests the role of a classroom teacher or workshop leader is not to teach one language or point of view to students who already know many, but to expand everyone’s communicative repertoires and our awareness of how to put those repertoires to use.
Dr. Gadsden's collaboration with faculty and graduate student colleagues continues in four areas. With graduate students Katrina Bartow-Jacobs, Karim Mostafa, Nora Peterman, Danielle Gioia, and Twila Ainsworth, she has initiated a research project aimed at examining the ways in which participants engage ideas and experience comfort and discomfort in the classroom. With Nora Peterman, Mary Yee, and Laura Murray (APHD), she is in the early stages of work on a community-focused health/education/literacy project, and with faculty colleagues, John Fantuzzo, John DeFlaminis, and James O'Toole, she is creating a PreK-8 program that extends the work from EPIC and Distributed Leadership projects.

Dr. Gadsden is the new editor (with Dr. Carolyn Herrington, Florida State University) of Educational Researcher, published by the American Educational Research Association. She recently completed a commissioned paper for the Foundation for Child Development on family and neighborhood context and received research assistance from Katrina Bartow-Jacobs, Nora Peterman, and Ambria Reed. She also co-authored an article (with Waterman, McDermott, and Fantuzzo) in Early Childhood Research Quarterly, a forthcoming article (with Dixon-Roman) in Urban Education, and a forthcoming book chapter (with Hartley, Harkavy, and Hodges) in Leadership and Governance Handbook.

Nationally, Dr. Gadsden served on the advisory board of the Urban Institute’s national symposium on low-income men, presented at a Congressional Briefing in Washington, D.C., entitled “Helping the Poor and Maintaining the Middle Class”, and was the plenary speaker for the National Head Start Research Conference. Dr. Gadsden is continuing her scholarly interests on African and Caribbean migration to the United States and abroad, including a co-authored volume in preparation.

**DIANE LARSEN-FREEMAN**

In spring 2012 and again this spring term, Diane Larsen-Freeman is a Visiting Professor at GSE, where she is teaching courses in second language acquisition. Dr. Larsen-Freeman comes to us from the University of Michigan, Ann Arbor where she has been Professor of Education, Professor of Linguistics, and a Research Scientist (English Language Institute).

Dr. Larsen-Freeman focuses her current research on applying a complexity theory perspective to the second/multilingual language acquisition process. She also researches English grammar, not only as a set of structural patterns, but also as an important resource for making meaning in a contextually appropriate manner.

Dr. Larsen-Freeman is preparing a third edition of her co-authored English grammar book for teachers, which is used as a textbook in the EdLx course on the structure of English. Another of her books, published by Oxford University Press in third edition in 2011, Techniques and Principles in Language Teaching, is used as a text in our Approaches course. Her OUP book, Complex Systems and Applied Linguistics, won a book prize from the Modern Language Association. She is applying this same complex systems perspective for a chapter on world language that she is co-authoring for the AERA Handbook of Research on Teaching, fifth edition. Selected recent work includes:


MEET THE FACULTY

Gerald Campano  Betsy Rymes  San-Toi Wagner  Vivian Gadsden  Yuko Butler

Amy Stornaiuolo  Ebony Elizabeth Thomas  Nelson Flores  Nancy Hornberger  Diane Waff

Robert Moore  Anne Pomerantz  Junko Hondo  Diane Larsen-Freeman  Diana Paninos
The Penn-King’s Collaborative Link is a formal partnership between Penn GSE’s LLE Division and the RWLL Division of King’s College, London. The group’s mission is to foster connections among colleagues, both faculty and doctoral students, who may be working on similar research endeavors, as well as encourage international talk around issues of language and literacy. The schools’ early collaborations date back to the 1980’s, but it wasn’t until March 2007 that the first 5-year agreement was signed. A new 5-year agreement was recently signed in late February, 2013. Over the years, opportunities for the two groups to visit each other have been regular, with the most recent trips including a Penn cohort, who attended a King’s Colloquia in May of 2012, and a King’s cohort who attended this year’s Ethnography Forum at Penn.

Currently the group creates opportunities for collaboration and presentation through a Video-Conference Series, in which members discuss relevant literature or present on going research projects. In looking ahead, the group would like to increase their online visibility and access with the hope of providing communal spaces for asynchronous collaborations among members. The group also hopes to engage in collaborative work across research sites.

For more information about the organization, please contact the Penn-King’s Collaborative Link Coordinators, Debora Broderick, deborab@gse.upenn.edu, and Krystal Smalls, ksmalls@dolphin.upenn.edu.

EDUCATIONAL LINGUISTICS FORUM

The Educational Linguistics Forum (ELF) is a student-run organization consisting of Educational Linguistics Ph.D. students in the Language and Literacy in Education division at Penn GSE. Each semester, ELF invites senior scholars for talks and holds meetings among students, allowing them to discuss and receive feedback on their current research and progress in the program. In the 2012 fall semester, ELF had the opportunity to invite many scholars from around the world. Dr. David Deying Hu from Yunnan Normal University in China, Tommi Grover from Multilingual Matters, Ofelia Garcia, Professor at the Graduate Center of the City University of New York, and our very own graduates, Dr. Shannon Sauro and Dr. Francis M. Hult, were amongst the scholars who shared their current research and expertise with ELF. In fact, during their unexpectedly prolonged stay in Philadelphia due to Hurricane Sandy, Drs. Sauro and Hult also graciously offered to hold office hours for the current students to seek advice on their research ideas, which has been fruitful for many of the students. In the 2013 spring semester, ELF offered several informal meetings among students, including a brownbag doctoral round table, where students gave conference practice talks and had time to know more about and give feedback on each other’s research projects. The chair of the Educational Linguistics division, Dr. Nancy H. Hornberger, also shared her ongoing ethnographic research in Peru, Sweden and New Zealand with the current students, which led to a series of interesting discussions about the purpose of ethnography and the positioning of an ethnographer. Through numerous events over the years, ELF continues to develop into a close-knit community that promotes scholarly inquiry in the field of educational linguistics. We are looking forward to our progress in the coming academic year under the initiative of new ELF organizers, Coleman Donaldson, Frances Kviøtøk, and Yeting Liu.

-- Siwon Lee and Sofia Chaparro, Educational Linguistics Ph.D. students
**PEDAL@GSE (Practical English for Daily Living)** was established in September 2012 under the guidance of Dr. Santoi Wagner and MS Ed TESOL alumna, Kristina Lewis. PEDAL@GSE offers free English as a Second Language classes to adult family members of international students, scholars, and postdocs at the University of Pennsylvania. The classes are taught by MS Ed students from the TESOL Program in the Educational Linguistics Division at GSE. PEDAL@GSE has a dual mission. First, by reaching out to family members, it underscores the ethos of service to the community, a fundamental value of the TESOL program. Second, as an ESL teaching lab where each PEDAL class has a second-year TESOL student as the main facilitator and six first-year TESOL students as assistant facilitators, it provides hands-on classroom practice in a supportive, mentored space for students who may have little or no teaching experience. Over the course of the semester the assistant facilitators take a more prominent role in the class as they receive hands-on instruction in classroom management, lesson planning, and teacher presence. Second year students are given the opportunity to develop curricula, supervise, and mentor their fellow teachers. For more information about PEDAL@GSE, please see [http://pedalgse.wordpress.com](http://pedalgse.wordpress.com).

**ICC NEWS**

This year featured the launch of a new course, “Experiential Learning Design for Intercultural Communication.” This course follows the first ICC core course in the program, in which students learn about discourse analytic principles and concepts from linguistic anthropology to think through problems in intercultural communication. Developed by ICC director, Professor Betsy Rymes, in collaboration with intercultural practitioner Sarvelia Peralta-Duran and ICC graduate students Evan Black and Colleen Daley, the new course, which will be a required second core course in the program, trains students in experiential learning design so that they learn how to apply these principles to conducting trainings in higher education settings, community organizations, NGOs, and other contexts, as leaders for positive social engagement across communities and points of view. The course is the most recent course developed as part of the longstanding collaboration between ICC and Penn’s Greenfield Intercultural Center through the Programs for Awareness in Cultural Education, a nationally recognized model of collaboration between a university’s cultural center and an academic department.

Evan Black, Sarvelia Peralta-Duran, and Colleen Daley presented on this work at the 14th Annual Intercultural Management Institute (IMI) Conference on Intercultural Relations, held March 14th and 15th at American University in Washington DC. Four other ICC students, Cinderella (Ronggui Su), Alison Stolow, Sonia Redko, and Cherry (Yi Shen), were awarded IMI Education and Development Fund Scholarships to attend the conference.
It has been an eventful academic year for the Reading/Writing/Literacy program at Penn GSE. The department has welcomed two new fulltime faculty members, Dr. Ebony Thomas and Dr. Amy Stornaiuolo, as well as diverse and talented cohorts of masters and doctoral students.

Dr. Thomas has been busy teaching, researching, publishing, and seeking grants. Her emerging research focuses on the ways that urban students in Philadelphia engage in discussions around collective trauma through their interactions with culturally-relevant historical literature. Dr. Thomas is also in the process of compiling research for a book about the depictions of slavery in children’s literature. She currently teaches a doctoral seminar on literary theory and its relationship to literacy research and practice.

Dr. Stornaiuolo’s research, meanwhile, examines young people’s multimodal composing practices across cultural and geographic contexts, social networks as sites of cosmopolitan practice, and the uses of digital technologies in both formal classrooms and out-of-school settings. She is currently leading a doctoral seminar on the teaching of writing, teaching a class on digital literacies, publishing and presenting on her research, and seeking grants to pursue further research on students’ compositional practices.

Dr. Vivian Gadsden, the department’s senior member, has taken on co-editorial duties for the AERA journal Educational Researcher, while continuing to develop her ongoing research projects both locally and nationally, which involve the study of intergenerational learning within African American and Latin@ families, parent engagement in children’s early literacy learning, the learning experiences of children of incarcerated parents, and various connections between education and health. Dr. Diane Waff continues her work with local practitioners, studying how literacy-focused professional development opportunities relate to changes in teacher practice and student outcomes. Dr. Waff remains in her position as Director of the Philadelphia Writing Project, dedicated as always to exploring the roles of literacy and writing in Philadelphia’s classrooms, across age groups and disciplines.

As a whole, the faculty and students of R/W/L stay ever committed to diversity, equity, and community-based research.

EDUCATIONAL LINGUISTICS NEWS

The Educational Linguistics division welcomed new and returning colleagues to our faculty group this year. Professor Nelson Flores, whose research examines the role of language ideologies in TESOL and bilingual education, joined us as a new assistant professor this past fall; while Professor Diane Larsen-Freeman, world-renowned scholar and visionary in second language education, returned in the spring for her second semester as visiting professor. We are thrilled to have these remarkable scholars here with us at GSE. Our ELX faculty team also saw the addition of Drs. Junko Hondo and Diana Paninos, both well known to our students and alumni through their dedicated teaching of core courses in the TESOL program for several years, and both now joining us as full-time lecturers, much to our delight. Professor Yuko Butler will be on well-deserved sabbatical this coming year -- we wish her a restful and intellectually rich year!
The following information was extracted from a student survey taken by current LLE students. The students were asked to share their current fieldwork experiences.

The following profiles showcase students who have been nominated and chosen by their peers as exemplary students in their fields of study.

Alicia Pantoja (RWL Doctoral Program) Alicia volunteers tirelessly as an ESL teacher most of the day, every Saturday, at a parish in South Philadelphia that serves "The Immigrant and the Stranger". Her work is a testament to her compassion and caring for the undocumented and the marginalized, and her desire to be of service to her community.
Evan Black (ICC Masters Program) has provided support for International Students at GSE (whose enrollments have tripled over the last ten years). Her work has set a foundation for future support in this area, as she has set up the infrastructure and made lasting relationships with collaborators. Through this work, Evan has opened and moderated an active Facebook page to advertise the many events and resources she has organized. Some of the programs she has spearheaded include: planning and organizing culture chats, making Thanksgiving Feast for international students to learn about American traditions, posting job opportunities and resources for international students, and organizing day trips to Longwood Gardens and the Amish country. She also organized GSE's first ever celebration of International Education week, where each day had a different activity or session pertaining to the theme of international education, collaboration, and mutual learning.

Hyung-jo Yoon (TESOL Masters Program) volunteers much of his time to help his peers understand GSE as well as the TESOL program at Penn. He is always sharing with others whatever knowledge he has attained while at Penn. I admire his tenacity, perseverance, and willingness to help others. Congratulations to him for being accepted to Georgetown University as a doctoral candidate!

Chelsea Henderson and Anne Kenealy (RWL Masters Program) recently founded #eduqueer, a bimonthly Twitter chat dedicated to LGBTQ educators and their allies. Each chat revolves around a central topic and series of questions. Ask @cirleh31 & @annekenealy for questions! Follow and join us! Chelsea and Anne are seeking teaching jobs in Philadelphia for the 2013-14 academic year. Both will be certified as classroom teachers.
“I am just grateful for all that my professors and colleagues and Philadelphia teachers have taught me and continue to teach me with their scholarship. I know that Penn is a place where real world miracles happen because we are encouraged to imagine with everything we have and to put our research towards the belief that together we can make a difference in the lives of many teachers and students and communities. I look forward to partnering in new ways on behalf of new dreams with faculty and students and Philadelphia teachers.”

“I appreciate my time at GSE more and more at each of my various career stops. My current job involves a great deal of research and writing. The position allows me to apply all of the research skills that I learned while working on research papers in my GSE classes. Additionally, all of the writing I did in those classes has aided me a great deal while working on my particular research project and in grant writing for the organization I work for.”

LLE alumni completed a survey in which they were asked to share the location of their current employment.
"My current research is titled “Intercultural communication in the multicultural context: Curriculum rationale, development and implementation” invited for the International Conference of Research and Applications of Intercultural Communication, Wuhan, China, 11/2012. In addition to, Bilingual Curriculum Construction Project (2011-2015) and Intercultural Communication (as a Model Course).”

“I am currently working on professional leadership projects around the Common Core standards, the essential place of writing across disciplines/in various academic contexts, and the potential for inquiry as a stance for both secondary teachers and students.”

“I have continued my work with ethnodrama and am partnering with the cast and crew of an ethnodrama about the Republic of Congo called Cry for Peace. In this ethnodrama, several Congolese refugees living in Syracuse tell their stories of living and surviving in the Congo.”

“As part of my professional growth plan for this year, I've been exploring ways to incorporate speaking and listening into my instruction with newcomers. It is a small project I'm working on, but my colleague and I might present our work at a regional conference in the future.”

“Along with colleagues at UTEP I am establishing the Research Lab for the Ethnography of Biliteracy, a research group and lab space with digital equipment, training, and programming to support multimodal, ethnographic data collection and analysis on biliteracy education, literacy practices, English language learning, language policy, and related topics.”

“I advise students seeking study abroad and international internship opportunities in Africa, Middle East, and Asia. I am also taking a lead in the implementation project of a new online application/database system for my office.”

“I am working on culture clash in international merger and acquisitions with Dr. Nishikawa at Hosei University. The study has been supported by a Grant-in Aid for Scientific Research (C) from the Japan Society for the Promotion of Science.”

“We (3 ICC alumni) recently started Quaker's Education Company, located in Beijing, which is dedicated to helping Chinese students with their language study and college application. Now there are 4 ICC alumni in our company.”

“My work is to develop study abroad opportunities for our students. In addition, I am starting an Office of Human Trafficking at the College of Nursing and Health Professions which is my area of interest.”

“I've been working to develop a method of assessing how participation in the Native American Student Success Program impacts students outcomes. By pairing SSP participants with ‘control group’ students who share the same major and standardized test scores, I demonstrated that SSP students significantly outperform their peers in terms of GPA, rate of credit completion, and maintaining good academic standing.”

“I recently received an external grant from the Language Learning Research Program to study the nature of linguistic knowledge with respect to English indirect questions and relative clauses by Korean learners of English.”

“Participatory Action Research with immigrant families in South Philadelphia.”
GRADUATION NEWS

DISSERTATION TITLES AND AWARDS

FALL 2012

Donielle Fitts Fulmer          EdD/RWL
S. Ravitch

*Autobiographical Meaning Making, Practitioner Inquiry, and White Teachers in Multicultural Education*

Jamie Schissel               PhD/ELX
N. Hornberger

*The Pedagogical Practice of Test Accommodations with Emergent Bilinguals: Policy-Enforced Washback in Two Urban Schools*

SPRING 2013

Elaine Allard                PhD/ELX
N. Hornberger

*Latecomers in the New Latino Diaspora*

Sarah Lipinoga Gallo         PhD/ELX
B. Rymes

*Mexican Immigrant Fathers and Their Children: An Investigation of Communicative Resources Across Contexts of Learning*

Bridget Goodman              PhD/ELX
N. Hornberger

*Towards a Multilingual Future: The Ecology of Language at a University in Eastern Ukraine*

Ming-Hsuan Wu                PhD/ELX
N. Hornberger

*Re-Imagining Education for Linguistically, Culturally, and Racially Diverse Students in a Changing Era: One U.S. Urban School’s Alternative Vision*
Heather Hurst  PhD/RWL
B. Rymes

Learning, Knowledge and Experience in a High School English Critical Pedagogy

Carolyn McGuire  PhD/RWL
H. Campano

Children’s Writing and Talk in a Postmodern Picturebook Study Group

Shannon Kane  EdD/RWL
V. Gadsden

Urban Charter School Teachers: Unpacking Perceptions and Resilience

AWARDS

RWL Graduation Awards 2013

Morton Botel Award  Ralph C. Preston Award
Caroline McGuire  Ph.D.  Shannon Kane  Ed.D.

ELX Graduation Awards 2013

Educational Linguistics Faculty Award for Leadership in Educational Linguistics
Elaine Allard  Ph.D.

Educational Linguistics International Award
Bridget Goodman  Ph.D.

Dell H. Hymes--Nessa Wolfson Award for Excellence in Educational Linguistics
Sarah Lipinoga Gallo  Ph.D.

Teresa Pica Award for Excellence in TESOL
Rachel Chaffin  MS.ED.