The Graduate School of Education and the Center for Urban Ethnography sponsored this year’s annual Ethnography in Education Research Forum. This year’s theme was "Creativity, Crisis and Qualitative Research: Re-imagining Education in a Changing World". The forum brought together qualitative researchers and educators from over 30 states and a dozen countries to discuss issues related to multicultural education, practitioner/teacher/action research, critical and feminist ethnography, language issues in education, uses of ethnography in math and science, and indigenous language revitalization. Despite a winter snowstorm, nearly 500 people attended the two day event.

Program highlights included:

“Revising Illich’s Deschooling Society: The Search for New Ethnographic Sites” Doug Foley, University of Texas at Austin

“Giving Meaning to Young Peoples’ Lives - Creating Schools with Spirit” Deborah Wei, Folk Arts - Cultural Treasures Charter School

“Imagined Identities, Digital Language Learning, and Social Inclusion” Bonny Norton, University of British Columbia

“Inquiry as Stance: Taking Stock” Marilyn Cochran-Smith, Boston College and Susan Lytle, University of Pennsylvania

“Inquiry as Stance: Reflections/Directions” Marilyn Cochran-Smith, Susan Lytle, Rebecca Akin, Alan Amtzis, Gerald Campano, Miriam Fife, Maria Paula Ghiso, Sarah Hobson, Gillian Maimon, Gary McPhail, Monica Rowley, Rob Simon, Lynne Strieb, and Diane Waff

“Youth Language and Creativity: Re-Imagining Language Education in a Hip Hop World” H. Samy Alim, Stanford University
Yuko Butler

Dr. Butler currently has two major projects underway. The first project focuses on English as a foreign language at the elementary school level (ELFES) in select East Asian countries, and the second is evaluating Japanese as a second language (JSL) among language minority students in Japan.

Dr. Butler has continued her work on assessment and policy issues that have arisen due to the implementation of English at elementary schools in East Asia, including China, Japan, South Korea, and Taiwan. Together with a Ph.D. candidate in our Educational Linguistics program, Wei Zeng, Dr. Butler initiated a project in 2009 examining the effect of paired-assessments in EFLES in China. During the 2008-2009 academic year, Dr. Butler gave talks on assessment and EFLES policies as a plenary speaker at various international annual conferences, including the Japanese Association of Language Teachers (JALT), the Korean Association of Primary English Education (KAPPE), and the Korean Association of Teachers of English (KATE). Dr. Butler also served as a consultant for various organizations and elementary schools in East Asia.

Dr. Butler was awarded a fellowship by The Hakuho Foundation for her project entitled “An analysis of Japanese academic language among elementary school students.” With funding from this fellowship, Dr. Butler spent the 2008-2009 academic year at the National Institute of Japanese Language in Tokyo, where she developed an academic vocabulary list using a textbook corpus and examined Kanji acquisition among JSL students in Japan.

Some of Dr. Butler’s recent publications include:
Vivian Gadsden

William T. Carter Professor of Child Development and Education
Director, National Center on Fathers and Families

During the academic year, Professor Gadsden and a team of graduate students have been involved in a range of activities. The research team includes doctoral students Sue Bickerstaff and Jie Park (2010 Ph.D. graduates), Melissa Hentges, Shannon Kane, Audrey Rhette Winpenny, Mary Yee, and Jennifer Zwillingberg along with masters students, Todd Bates (2010 doctoral student) and Alicia Pantoja. Among the projects is Professor Gadsden’s continuing work with the Early Program for the Integration of Curricula (EPIC) project (with Professors Fantuzzo and McDermott) which aims to integrate early literacy, early numeracy, and social-emotional development curricula for young children in Head Start, work with teachers as part of learning communities, and understand the ways in which families engage their young children through family social practices and a range of home connections that are a part of the curriculum. Recently, she and the research team completed a documentation study of the Penn Alexander School and a larger study examining the concept of university-school-community partnerships. They also convened a group of over ten universities from around the country to share data about PAS and to establish a working group focused on issues around partnerships. In addition, Professor Gadsden, along with former GSE doctoral student, Dr. Cleopatra Jacobs, is preparing a booklength manuscript based on her study of children of incarcerated parents. Professor Gadsden has expanded her work on educational and health disparities as well and is initiating a study of community issues around health and education.

Professor Gadsden and the team have presented at multiple meetings and conferences. In Summer/Fall 2009, she presented at several meetings as presenter and keynote speaker: the Future of Minority Studies Conference at Cornell University; the Foundation for Child Development, two Congressional meetings focused on fathers and families, and a Morehouse College conference on black males and fathers. In Spring 2010, she was an invited presenter at Duke University’s "‘Can We Talk?’: Bridging the Humanities and the Social Sciences in African and African American Studies” Conference and was recently a keynote speaker at the Dauphin County Medical Society to discuss educational and health disparities. At the American Educational Research Association, where Professor Gadsden is Member-at-Large, she and the research team participated as speaker, presenter, or respondent for six presentations; Professor Gadsden was a part of an AERA invited panel on the achievement gap. In addition, Professor Gadsden published, along with Donna Harris (University of Rochester), an essay in Reading Research Quarterly, a co-authored article in Educational and Psychological Measurement (with McDermott, Fantuzzo, Warley, Waterman, Angelo, and Sekino), and has two co-authored manuscripts in press.

In Fall 2010, Dr. Gadsden will teach a new course entitled, Health and Education; Disparities and Prevention in Schools and Communities. The course will build upon the research that she and her team have initiated in West Philadelphia. For her EPIC project, she and the team will be working to refine our understanding of the different ways that families engage with their young children and the transitions between home and school that parents and families facilitate.
At the invitation of Peking University, Dr. Hornberger gave a series of talks and seminars at universities in Beijing during June 2007. Other recent international talks have been at conferences or seminars in Patzcuaro, Mexico; Guatemala; the University of British Columbia in Vancouver, Canada; and the University of Birmingham in the UK. Closer to home, Professor Hornberger has spoken at the University of Indiana, University of Washington, and University of Texas, and provided a keynote for the 2008 annual conference of the American Association for Applied Linguistics in Washington, DC, where she was also recognized with AAAL’s 2008 Distinguished Scholarship and Service Award.

Dr. Hornberger spent several weeks in August 2008 as Fulbright Senior Specialist at the University of Limpopo, South Africa, where she consulted and carried out research on an innovative dual language B.A. degree program taught in English and Sepedi, one of South Africa’s nine official African languages.

Two recent landmark publications for Dr. Hornberger are her volume, Can Schools Save Indigenous Languages? (Palgrave MacMillan, 2008) and the ten-volume Encyclopedia of Language and Education (Springer, 2008). In January 2009 she began a three-year term as editor of the Anthropology and Education Quarterly (AEQ); among forthcoming issues will be a special issue in honor of Dell H. Hymes, noted linguist and anthropologist and former dean of PennGSE, who was also honored at PennGSE’s 30th Ethnography in Education Research Forum in 2009.

At Penn, Dr. Hornberger received the Provost’s 2008 Distinguished Ph.D. Teaching and Mentoring Award. She continues as director of Educational Linguistics, convenor of the Ethnography in Education Research Forum, and chair of GSE’s International Education Advisory Committee. She is a member of Penn’s Anthropology Graduate Group, faculty affiliate with Penn’s Latin American and Latino Studies, Advisory Board member of the Greenfield Intercultural Center, and Research Fellow at Penn’s new Center for Native American Studies.
Kathryn Howard

Dr. Howard's long-term research on children’s language use and socialization in Northern Thailand (1998-2004) has centered on bilingual children’s socialization into the multiple registers of respect and friendship at home and school, across more and less privileged socioeconomic groups. She recently published a special issue of *Linguistics and Education* entitled "Respect and politeness in the classroom" that explores the importance of politeness and respect in children's classroom participation. Her article in that issue showed how Northern Thai children's socialization into the language of respect constituted their entry into standard language discourses that marginalize their vernacular (Howard 2009a, 2009b). Through comparative work across class and urban/rural settings, her recent papers show that teachers in more privileged urban schools policed children's use of Standard Thai much more tightly than at the village school (Howard 2010, Howard in press). This class-differentiated process of socialization has led to a more rapid inter-generational language shift among the middle class children as compared to village children (Howard 2009b, 2010b, in press).

Dr. Howard recently completed a year-long ethnographic study with Spanish-speaking, Mexican immigrant children and their families in the Northeastern U.S. This research explores how kindergarten students and families engage in complex social relationships at home, at school and in their peer groups through their multilingual communicative repertoires; how they are understand the languages and literacies within this repertoire; and how they engage in the registers and genres of the academic content in their schooling. Her recent paper with Educational Linguistics doctoral student Sarah Lipinoga examined how parents and teachers negotiated understanding in a corpus of parent-teacher conferences (Howard & Lipinoga 2010), showing that the dominant discourse formats and jargon used in the conference contributed to misunderstanding despite the presence of interpreters.


Dr. Lytle’s research in the past several years continues to focus on practitioner research and its roles and functions in teacher education, literacy education, and professional learning, across the life span. Working in collaboration with RWL graduate students (Molly Buckley, Heather Burchell, Jie Park, Kathleen Riley, Jessica Whitelaw, Sarah Hobson, Katrina Bartow and Danielle Goioa), for the past several years she has been studying critical inquiry-based graduate education, with a focus on the literacy education of adolescents.

The work has been ongoing as the primary focus of ProjectCALL: Collaborative Inquiry into Adolescent Literacy and Learning. Drawing on Education 629.001 as its primary site of inquiry, CALL researchers co-teach the course and collect data on whole group discussion during class sessions, multiple occasions for writing (e.g. Blackboard, students’ inquiries into literacy education in various field sites across the city), and interviews with course participants. They are currently preparing a prospectus for a co-authored book manuscript tentatively titled, *Inventing What We Desire: Critical Inquiries into the Literacies of Teaching and Learning in Graduate School* based on pilot data from Fall 2008 and data sources from Fall 2009. Project CALL made two academic/professional presentations of the work of the group this year: one at NCTE in Philadelphia entitled, “Reimagining Inquiry in These Times: A Collaborative Study of a Teacher Education Course on Adolescent Literacy” and a second at the 31st Annual Ethnography in Education Forum, entitled, “Learning from Our Practice: Unpacking Critical Inquiry-Based Pedagogy in Graduate School.”

With her colleague and co-author Marilyn Cochran-Smith of Boston College, Dr. Lytle also presented with a keynote at Practitioner Inquiry Day at the Forum. In a talk called “Inquiry as Stance: Taking Stock,” they explored the central conceptual framework from their recently published book, *Inquiry as Stance: Practitioner Research for the Next Generation* (Teachers College Press, 2009). Most of the other practitioner researchers with chapters in the book were also in sessions at the Forum and a Brown Bag was held with all of the people who worked on the book and “Practitioners Voices” there. Dr. Lytle also organized a symposium for AERA in Denver called “New Directions in Practitioner Research: Big Picture Perspectives” at which they co-authored a paper, “Practitioner Research: Taking Stock of the Movement, 1999-2009.” The symposium also included papers from Kathryn Herr and Gary Anderson and Susan Noffke, with Gerald Campano and Tony Bryk as discussants.

This spring Dr. Lytle stepped down as chair of the Language and Literacy in Education Division, retaining her role as Director of the Program in Reading/Writing/Literacy. She was also promoted to Professor of Education.
Cheri Micheau

In the last two years Dr. Micheau has been conducting a research project at a local charter school with a large English Language Learner population, investigating the feasibility of various ESL program models, including “push-in” and “pull-out” ESL, as well as the most effective ways of providing “spontaneous” language instruction during content classes. She presented papers on this research at the 2009 AAAL (American Association for Applied Linguistics) Conference, the 2009 NABE (National Association for Bilingual Education) Convention, and at Penn TESOL’s 2009 Fall Conference; with one of her colleagues from the charter school she will present that research at the 2010 TESOL Convention in Boston.

She assisted two groups of TESOL students in preparing papers on their experiences as second language learners and future teachers, which they presented at the 2009 Ethnography Forum and at TESOL 2009 in Denver; another group of her students will present on that topic at the 2010 Ethnography Forum.

She presented a workshop session on broadening the linguistic perspective in second language teaching at the Fall 2009 Chester County Teacher In-Service Day, and will discuss the role of language in current ESL models at the PA Governor’s Summer Teacher Institute 2010.

During the 2009-10 winter break Dr. Micheau traveled to Taiwan, where she presented two workshops on Innovations in TESOL, for which participants—pre- and in-service teachers of English as a Foreign Language—earned a TESOL Certificate from the University of Pennsylvania.

Her interest in pragmatics for the L2 classroom led to presentations on the pragmatics of workplace and classroom discussions at the 2009 CIBER (Centers for International Business Education and Research) Conference and at the 2009 ANUPI (Asociación Nacional Universitaria de Profesores de Inglés) Conference for university English teachers in Ixtapa, Mexico, and to a paper on Blackboard discussions at last year’s Ethnography Forum.

Dr. Micheau is the faculty advisor of the TESOL Teaching Circle, which organizes biweekly meetings at which TESOL students share their views on teaching methods and materials and host guest speakers. For the last four semesters she has been assisting TESOL students in designing and delivering ESP (English for Specific Purposes) lessons to biomedical researchers at Penn, an opportunity for TESOL students to gain experience in working with advanced second language learners and to design and adapt materials on such themes as giving conference presentations and participating in job interviews.
Teresa Pica

Dr. Pica completed the tenth year of a project on the role of language learning tasks in the subject content curriculum. Pica and doctoral candidate Jiyoon Lee were invited to present their work at the International Consortium on Task Based Teaching and Learning at Lancaster University in the UK in September 2009. She has been invited to present a plenary paper and workshop at the International Applied Linguistics Conference in Taiwan in March 2010.

Dr. Pica has recently participated in six overseas certificate programs and workshops and two international professional internships and exchange programs. Among her recent published plenary talks and keynote addresses are the following: the Twenty-Fifth Anniversary Conference of the Applied Linguistics Association of Korea in December 2008; the Annual Conference on Second Language Acquisition in Seoul in December 2008; the TESOL Lectureship at Kosin University in Pusan in July 2008; the Inaugural Press Conference in Jeju City, Korea in September 2008; and the Language Specialist Lectureships at the U.S. Defense Language Institute in Monterey in June and September 2009.

For the purposes of data collection and service outreach, Dr. Pica and the TESOL and Educational Linguistics programs are offering an ESL course to the UPenn community.

Some of Dr. Pica’s recent publications include:


Anne Pomerantz

Dr. Pomerantz’s research considers the implications, applications, and limitations of narrative approaches within Applied Linguistics. A paper entitled “Speaking Spanish outside the foreign language classroom: An analysis of learner narratives” is slated to appear shortly in Critical Inquiry in Language Studies. It examines how non-Latino university students enrolled in an advanced Spanish course textually position themselves and are positioned as legitimate or illegitimate users of Spanish in the stories they tell about their linguistic encounters with Latinos in the U.S. She is presently working with Adam Schwartz (University of Texas-Pan American) to explore how narrative analysis can be used to understand notions like intercultural or transcultural competence within foreign language education and research.

In collaboration with Joellen Coryell (University of Texas at San Antonio) and M. Carolyn Clark (Texas A&M University), Dr. Pomerantz recently completed an article for The Modern Language Journal that invokes the notion of cultural fantasy narratives to understand the experiences, perceptions, and language learning trajectories of heritage learners of Spanish living on the U.S./Mexico border. This piece will be published in the coming year. A chapter detailing and interrogating narrative approaches to second language acquisition research will appear in the Encyclopedia of Applied Linguistics, edited by Carol Chappelle (Wiley-Blackwell) in 2010 as well.

Dr. Pomerantz will be presenting a paper with GSE alumna Nancy Bell (Washington State University) at the 2010 meeting of the American Association of Applied Linguistics in Atlanta, Georgia. The paper revisits and extends their earlier work on language play, considering how humorous talk might serve as a safehouse in foreign language classroom settings and thus provide opportunities for engagement in more complex and creative acts of language use.

At GSE, Dr. Pomerantz continues to work closely with international students in TESOL and ICC on issues of academic writing. She supervises the GSE writing coaches and is proud to announce that the service will be expanded by 30-35 hours in spring 2010.
Dr. Rymes’s research, scholarship and outreach work this year has focused on the idea that in order to understand teaching and learning and use of language, one needs to more fully examine and appreciate the repertoire of communicative resources individuals command. This repertoire may include multiple languages and ways of speaking, but it may also include ways of acting, gesturing, dressing, and accessorizing, among other things.

This view is introduced in her book on classroom discourse, published this year, *Classroom discourse analysis: A tool for critical reflection* (Hampton, 2009), which is a guidebook for teachers on how to conduct research in their own classrooms by recording and analyzing the talk in schools, how it differs across different activities and social groups, and how those forms of talks affect both what counts as knowledge and who gets to learn it.

Dr. Rymes’s research this year has focused on one aspect of an individual’s repertoire both in classrooms and out: the omnipresence of mass mediated references. She writes that as she began to examine how mass media permeate peoples’ interaction, she found that everyone’s repertoire includes a substantial recycling of mass mediated phrases, expressions, even thoughts, opinions and ideas.

This year Dr. Rymes gave several invited talks about this perspective on media and its role in communicative repertoire. In October, she was invited to speak at Temple University about *Communicative Repertoires in Today’s Schools*. Also in October, she gave an invited talk at UCLA’s Center for Language, Interaction, and Culture entitled *Mass Media as Grass Roots*, in which she discussed the idea that, due to viral distribution sites like YouTube, “mass media” images and ideas are interwoven even with those movements we consider to be invented by our friends, our neighbors, or ourselves. When you look at classroom talk across the country or over time, it becomes clear that even students’ most in-group or personal behaviors are actually similar across vast distances and times. This means understanding the mass media is a critical component of understanding classroom discourse.

Dr. Rymes discussed this discovery—the linkage between virally distributed on-line media and discourse in classrooms—at this year’s meeting of the American Anthropological Association, in December, in a paper entitled “Reconsidering the In-School/Out-of-School Nexus: New Media and Methodologies.”
Lawrence Sipe

From May to December, 2009, Dr. Sipe finished his one year sabbatical. During this latter half of the sabbatical, he gave scholarly talks at the Institute for Children’s Literature Research in Frankfurt, Germany, and at Homerton College at the University of Cambridge, UK. He received the Marilyn S. Hollinshead Fellowship to study for one month at the Kerlan Collection of Children’s Books and Children’s Book Manuscripts at the University of Minnesota. His main project was to analyze the writing of Kate DiCamillo’s Newbery-award winning book, “Because of Winn Dixie,” examining, comparing, and contrasting the five drafts of the novel in the Kerlan’s collection. He also interviewed DiCamillo, and expects this research to eventuate in an article describing DiCamillo’s writing process.

In January of 2010, Dr. Sipe became the Chair of the Language and Literacy in Education Division. He also was involved in two presentations at the annual convention of the International Reading Association in Chicago (April). He was a speaker on a panel “Multiple Perspective on Children’s Literature from Different Academic Fields,” and did a presentation on “Narrative Diversity in Children’s Picturebooks.”

Throughout his sabbatical and his semester back at GSE, Dr. Sipe continued to serve a fourth year as the North American Editor-in-Chief of Children’s Literature in Education: An International Journal. He was also appointed for a two-year term as a committee member for the International Reader Association’s Best Children’s Books of the Year Award.

He published a lengthy chapter for the well-known textbook Literature and the Child (7th edition) (2010), where he is third author, along with Lee Galda and Beatrice Cullinan. The chapter (pp. 55-135) is called “Picturebooks: A Unique Format in Children’s Literature.”

There are several of his articles or chapters in review or in press:


“He said it all in the painting!”: Using nonfiction text to interpret and create visual art and biography (written with Susan Lea and Tricia O’Loughlin), submitted to The Reading Teacher.

Dianne Waff

This year Dr. Waff was involved in professional development, community outreach, and advocacy work through the Penn Partnership, the Philadelphia Writing Project (PhilWP) and the National Council of Teachers of English (NCTE). She collaborated with teachers, administrators and literacy consultants from the Penn Partnership Schools to design literacy professional development for teachers from the Henry C. Lea and Alexander Wilson Elementary Schools. As part of this effort, she has been working with Katrina Bartow Jacobs, an RWL doctoral student, to integrate 21st century literacies into a third grade classroom. Their work will be highlighted in the May issue of Language Arts in an article entitled "Profiles and Perspectives: Voices on 21st Century Literacies." Dr. Waff organized a panel of teachers from Wilson and Lea to present their work on 21st century literacies instruction along with Katrina Bartow Jacobs at the NCTE Conference in Philadelphia and the National Staff Development Conference in Saint Louis.

Last year, Dr. Waff spearheaded the Philadelphia Writing Project’s involvement with The Scholastic Arts and Writing Awards. In September, PhilWP partnered with the Philadelphia Arts and Education Partnership (PAEP) to become the local affiliate for the awards. Working in collaboration with PhilWP colleagues, Dr. Waff organized a team of teachers and literary professionals which included RWL doctoral student Deborah Broderick to select outstanding student writing from the region. Dr. Waff’s work with the writing project has included participation on the PhilWP advisory board and service as Co-Director with responsibility for in-service. Most recently she was named Faculty Director of PhilWP.

Advocacy for better literacy education continues to be an important part of Dr. Waff’s work. This fall she became an NCTE Policy Advocate. This work involves representing NCTE positions to members of Congress as they create federal policies and legislation regarding literacy teaching and learning.

Dr. Waff’s recent publications include a co-authored book, On Teacher Inquiry: Approaches to language and literacy.
Language and Literacy in Education
VISITING SCHOLARS
2009-2010

Xiao He
Country: China
Research Interest: TESOL/TEFL, SLA testing in Applied Linguistics and Education
Current Position: Associate Professor, Beijing Language and Culture University

Heesook Park
Country: Korea
Research Interest: Development of instructional designs for learners’ grammatical use in oral and written English; the impact of English teaching by native and non-native speaking teachers and the related teacher training programs
Current Position: Part-time Lecturer, Chungnam National University

Xiurong Jiang
Country: China
Research Interest: Ethnic minority students learning English in China
Current Position: Assistant Professor, Minzu University of China

Jing Wang
Country: China
Research Interest: Task-based learning activities in EFL teaching
Current Position: Teacher, Harbin Institute of Technology

2010 Graduation Awards

Nessa Wolfson/Dell Hymes Award—Leslie Altena
Educational Linguistics International Award—Cynthia Groff
Outstanding Commitment to Adolescent and Adult Literacy—Lisa Goldstein
RWL Ralph C. Preston Award—Susan Bickerstaff and Jie Park
RWL Morton Botel Award—Linda Lee
Educational Linguistics Faculty Award—Karen Jury
RWL Master’s Program Award for Exemplary Portfolio—Brian Cuzzolina, Janene Santo Dalessandro, and Liv Bowring

CONGRATULATIONS!
RWL Welcomes Gerald Campano
Dr. Gerald Campano of Indiana University will join the RWL/LLE faculty as an Associate Professor of Education in September. Dr. Campano was a full-time classroom teacher in Houston, Puerto Rico, and California and has worked with adult English language learners in North Philadelphia. He has garnered numerous teaching awards at the elementary and university level. He is a Carnegie Scholar and the recipient of the David H. Russell Award for Distinguished Research in the Teaching of English from NCTE. Throughout his scholarship and teaching, he has been committed to creating opportunities for students to mobilize their identities and rich cultural resources in the elementary literacy curriculum. Dr. Campano’s recent work has involved collaborating in university-school partnerships that focus on literacy, engagement, and equity. He holds an undergraduate degree in English from Cornell University and a Ph.D. from GSE in Reading/Writing/Literacy.

Master’s Program Proseminars
The Reading/Writing/Literacy (RWL) Master's Program program organizes proseminars that bring together current master's students, alumni, faculty and other educational leaders to discuss issues related to the master's portfolio process, the master's program, and issues in the literacy field. This year’s proseminars included "RWL in these times," a panel discussion in which school leaders shared their histories in the field, and how they are working within current policy contexts. The panel discussion was followed by a lively conversation around some of the challenges and possibilities of working in the field. Another proseminar was held with RWL alumni, in which they discussed their experiences of preparing their master's portfolios, and how they continue to use their portfolios in their current contexts.

Next year, six master's proseminars are planned, including a portfolio orientation, RWL intergenerational social gathering, history of the field, panel discussion on RWL in the current policy context, alumni conversation, and RWL social networking meeting with partners, such as fieldwork placement teachers and the Teachers Learning Cooperative (TLC). The goal for these proseminars is to offer multiple spaces for discussion of relevant issues, as well as opportunities for networking and connection across contexts.
Educational Linguistics Program Update

Student Awards
- Wua Park and Sara Beach presented at the Harvard GSE student conference spring 2010.
- Sara Beach, Wua Park, and Ivy Lim presented at the TESOL student conference spring 2010.
- Katherine Mortimer won an AAAL Travel Award to attend AAAL 2010 in Atlanta in March, where she has co-organized a session with Ed Linguistics alum David Johnson.
- Karl Swinehart (Fulbright)
- Kathy Lee (FLAS)
- Nicholas Limerick (NSF)
- Cynthia Groff (AAUW)
- Bridget Goodman (FLAS)

Curriculum Revisions and New Courses:
- Communication and Culture in Context for Spring 2012 – Pomerantz/Rymes
- Mass Media and Schooling for Spring 2011 – Rymes
- Microethnography to be offered in Spring 2011 – Howard
- 911 Seminar to be offered in Fall 2010 - Butler

New Initiatives
Since the fall of 2008, a team of TESOL master's students devoted their energies to teaching English as a Second Language to post-doctoral students and other researchers in Penn's School of Medicine and the School of Veterinary Medicine. To date, 32 of GSE’s TESOL students have taught the class, with their work fulfilling the program’s fieldwork or internship requirement. The program is directed by Cheri Micheau.

Language and Literacy in Education
VISITING SCHOLARS
2010-2011

Professor Brian Street from King's College, London, long-time associate of LLE, will be visiting professor at GSE for the spring semester 2011, teaching several courses (including Education 724 Literacy: Social and Historical Perspectives) and working with students and faculty on various projects, including The Penn King's Link.

Professor Virginia Zavala from Catholic University of Lima, Peru teaches courses in the departments of linguistics and literature, social studies, and education; and since 2008, coordinates the master’s program in Linguistics. Her research interests include literacy and development, Indigenous languages and bilingual intercultural education, and academic literacies in higher education. She will be teaching EDUC 676 Discursive Approaches in ICC and EDUC 673 Selected Topics: Literacy, culture and power in post-colonial contexts.
Alumni News


Jennifer Crewalk (ICC ’08) is currently working as Assistant Director in the Office of Diversity Programs and Services at George Mason University where she promotes programs to recruit and retain students of Latino and Hispanic Heritage.

Jodie Ferguson (R WL ’07) is working at Hardy Williams Academy Charter School as a reading specialist. She focuses primarily on third graders but also works with second, fourth, and fifth graders. Soon she will be coaching other teachers and hopefully working with the kindergarten and first graders.

Dawn Marie Gilmore (ICC ’09) is teaching English for academic purposes to incoming undergraduate and graduate students at Deakin University in Melbourne Australia.

Teppei Hayashi (ICC ’07) currently works as the Education Abroad and Internship Advisor in the Office of International Programs at Oregon State University. He advises students studying abroad in France, Spain and Latin America, and all students applying to the IE3 Global Internship Program. This past summer, he visited study abroad sites in Costa Rica, and is tentatively scheduled to visit five cities in Spain in Spring 2010. Since graduating from Penn GSE, Teppei married Elaine Webster in April 2008. The two met in France in 2001, and Elaine currently teaches French at OSU.

Alan Johnson Joss (M.S.Ed. 2004) established a career working with US and foreign immigration both in corporate and higher education settings. After working three and a half years at Deloitte Touche Tohmatsu as Manager for Global Mobility, he is now the current Assistant Director for International Student & Scholar Services at Drexel University. Alan also maintains active participation in NAFSA, Association for International Educators, having served on regional teams, as well as presented at regional & national conferences.

Lena Adams Kim (ICC ’97) is an associate professor in the College of Arts and Sciences at Drexel University. She also works with Community Outreach & Education, Hazardous Site Cleanups with the U. S. Environmental Protection Agency.

Huei-Chun Lee (TESOL ’08) currently works in a high school as an English teacher in Taiwan. Her e-mail is vivianlee10@yahoo.com.tw.
Barbara Ryan Larkin (Ed.D. ’03) retired from teaching first grade due to illness in 2006. She taught an alternate teacher certification course, New Pathways To Teaching in New Jersey, at Mercer County Community College and presented an overview of Reader’s Workshop to the local school district. Currently she is a literacy volunteer and spends time with editing and some consulting. Barbara travels frequently with her husband and just celebrated her 40th wedding anniversary in Paris. Other recent travels have included Switzerland, Italy and Maui. She has six beautiful grandchildren who she loves and enjoys.

Meredith Mashner (M.S.Ed, ICC ’08) has been working for the Penn English Language Program as a coordinator, a mentor to Fulbright Scholars, and a Lecturer. She is currently conducting teacher training and curriculum development, working with the BlinkNow Foundation to launch a school in rural Nepal.

Thai-Huy Nguyen (ICC ‘06) is currently working as the Assistant Director of MBA Admissions at Santa Clara University. He will be returning to Penn in the fall of 2010 to pursue a PhD in Higher Education.

Heather Willet Olson (’03) will graduate in May 2010 from The Divinity School at Duke University with her Master's of Divinity.

Laura Penchansky (M.S.Ed TESOL 2003) is in her third year as an ELL teacher at an urban middle school in York, Pennsylvania. She also just finished a Master of Arts in History from Millersville University in December of 2009.

Dina Portnoy (RWL EdD ’98) has been the director of the GSE/Teach For America Urban Teacher Master's & Certification Program at GSE since 2005, leaving her Philadelphia public school classroom after 24 years. Learn more about program at: [http://tfa.gse.upenn.edu](http://tfa.gse.upenn.edu).

Angela Reyes (Ed Linguistics, ’03) is an Associate Professor of Linguistics in the English Department at Hunter College, City University of New York. Her most recent book, Beyond Yellow English: Toward a Linguistic Anthropology of Asian Pacific America (co-edited with Adrienne Lo), was published by Oxford University Press in 2009. Currently a 2009-2010 NAEd/Spencer Foundation Postdoctoral Fellow, she is carrying out a research study of Asian American cram schools in New York City, focusing on the construction of linguistic and ethnic boundaries in classroom discourse. She also serves on the executive board of the Society for Linguistic Anthropology of the American Anthropological Association.

Nicole Riley (ICC ’08) is currently working as the Assistant Director of the Center for East Asian Studies at the University of Pennsylvania. She just moved downtown and is enjoying eating her way through the city, one restaurant at a time.

Kate Sakakiyama (M.S.Ed TESOL ‘07) just became an assistant professor at Aichi University Toyohashi Campus in Japan. She can be reached at ksakakiyama@alumni.upenn.edu. Noriko Asai Suda (LED 1992) has just completed her Ph.D. at International Christian University, Tokyo. Her dissertation research looked at Japanese teachers and how they coped with the change brought by political mandate - implementation of ELT in the Japanese elementary school. She is currently working as a lecturer at Keio University, Tokyo.
Alumni News Continued

Jeanine M. Staples (EdD RWL ‘05) is an Assistant Professor of Language and Literacy at Penn State University. Her recent publications include: How the bridges are falling down: A new literacies teacher negotiating “new” pedagogies in “old” spaces, *Issues in Teacher Education*; “Does my iMovie® suck?”: Assessing teacher candidates’ digital compositions. English Journal; Encouraging agitation: Teaching teacher candidates to confront words that wound. *Teacher Education Quarterly*; Ghetto fabulous: Reading representations of Black adolescent femininity in contemporary urban street fiction. *Journal of Adolescent and Adult Literacy,* 53(1), 28–36. She is also working on a new research project “How Urban Adolescents of Color Interpret and Respond to Noble and Ignoble Purposes Constructed in Media Texts” based on a study funded by the Stanford Center on Adolescence.

Jing Sun (MS.Ed ICC ‘06) returned to China in 2007 and is now living in Kunming, China after teaching in the Lauder Institute at the Wharton School for three years.

Manami Suzuki (M.S.Ed TESOL ’01) will start to work as an associate professor at Hosei University in April, 2010. Her articles will be published in *Studies in Language Sciences* 9 and KATE Bulletin 24 soon.

Marie Yeoh (M.S.Ed TESOL ‘93) has taught pre-university level ESL, most recently at a local community college. Her longest running position and the one most dear to her heart was instruction, curriculum development and teacher training at an intensive English program in Indiana. She is currently proud to be a full-time mom of two very spunky elementary school girls, and this year will mark 20 years of marriage to a great guy. She currently works part-time as a substitute teacher in her local district.

In Memoriam

Dorothy Caroline (Lyn) Vlaskamp (EdD RWL ’94) passed away on January 6, 2010. She died peacefully at home in her sleep.
2009 Nessa Wolfson Colloquium
"Alphabetic Literacy Level and Oral L2 Processing."

Dr. Tarone, a Distinguished Teaching Professor in Second Language Studies and the director of the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota, delivered the Nessa Wolfson Colloquium on September 30, 2009.

2009 Graduation Awards

Nessa Wolfson/Dell Hymes Award—Erin Kearney
Educational Linguistics International Award—Hye Seung Romy Sung
RWL Ralph C. Preston Award—Robert Simon
RWL Morton Botel Award—Maria Ghiso
RWL Teacher Education Award—Hillary Ehling
RWL Master’s Program Award for Exemplary Portfolio—Teresa Ahn, Nora Peterman, Connie Schallau

CONGRATULATIONS!

Penn-Kings Link

The Penn-King’s collaboration between faculty and doctoral students at Penn GSE and King’s College London now has a blackboard site in which doctoral students and faculty from both schools can post their biographies and interests. The goal going forward is that in addition to videoconferences throughout the academic year and annual visits by King’s faculty and students to Penn during the Ethnography in Education Forum, participants in the Penn-King’s link will be able to use blackboard to engage in ongoing conversations in which faculty and staff with shared interests can discuss articles, research ideas, and possible collaborative presentations or papers. All Language and Literacy doctoral students are invited to participate in the blackboard site so that they can form connections among colleagues working on similar research endeavors and engage in international cross-talk around their work. For more information on getting involved please contact RWL doctoral candidate Miriam Fife (mfife@dolphin.upenn.edu).
Student News

Tara McGowan, a doctoral student in RWL, recently published *The Kamishibai Classroom: Engaging Multiple Literacies Through the Art of Paper Theater*. It was published by Libraries Unlimited and released in January 2010. The book introduces innovative ideas for using kamishibai performance and story creation as a teaching tool in the classroom. The elaborately illustrated guide provides step-by-step instructions for implementing kamishibai workshops in the classroom and integrating them into interactive performances across the disciplines and for all ages. It covers a broad range of techniques used by kamishibai practitioners in Japan past and present, showing the connections from early traditions of picture-storytelling in Japan up to present-day manga and animé.

Staff News

Penny Creedon

Professionally, Penny was chosen as the 2010 Model of Excellence Award Recipient by the University. She worked on introducing key processes to support GSE's graduate student expansion goals within current economic constraints. Personally, she planned and celebrated the wedding of her daughter Megan (TESOL Alumna 2004) in June of 2009. She and her husband recently adopted a six month old Chinese Pug from the Gloucester County Animal Shelter. The adorable little guy is named “Frankie,” after the pug in the movie, “Men in Black.”
Mary Schlesinger

Mary is looking forward to completing her composting experiment in time to enjoy a robust gardening season this summer. She has been studying cold and hot composting methods.

Lorraine Hightower

After 41 years at GSE in the same office, Lorraine has gotten to know many faculty and students and has seen many changes. She remembers that when she first started, she used a typewriter that weighed more than she did. Since then she has raised three sons and welcomed two grandchildren to the family. In 1999, she was awarded the GSE Outstanding Service Award.

Suzanne Oh

Suzanne continues her study of Chinese calligraphy. She has been studying and practicing weekly with Monk Bupjang for four years but humbly considers herself a novice. This spring Suzanne was presented with the GSE Award for Outstanding Service to Students.
2009-2010 Doctoral Graduates and Dissertation Titles

Spring 2009
Jacqueline Jackson (EDD/RWL)
Re-visioning Literacy Persistence: Participants and Practitioners in the Shadow of Welfare Reform

Summer 2009
Robert Simon (PhD/RWL)
“We Are All Becoming Teacher/Theorists”: Collaborative Inquiry Into the Intellectual, Relational, and Political Work of Learning to Teach

Maria Ghiso (EDD/RWL)
Writing That Matters: Collaborative Inquiry and Authorizing Practices in a First Grade Class

Spring 2010
Cynthia Groff (Ed Linguistics)
Language Education, and Empowerment: Voices of Kumauni Young Women in Multilingual India

Leslie Altena (Ed Linguistics)
"The Relevance of Second Language Acquisition to Written Feedback on Advanced Second Language Writing"

R/W/L Doctoral Brownbag Series

November 12, 2009
Janet Stotland of the Educational Law Center joined us to discuss issues of language and the law, and how these concerns affect children's access to schools. Ms. Stotland is reviewing a complaint that ELC recently filed in federal court on behalf of some children who are homeless that raises the question of what the federal law means when it says that they can attend school where they are "actually living" when they "live" at a day shelter and sleep each night in a church in a different school district.

December 9, 2009
Rob Simon, an R/W/L PhD graduate currently teaching at GSE, joined us to talk about his research into the practice of teaching at the graduate school level. Dr. Simon discussed the process and findings of his own research, as well as the possibilities and issues for doing practitioner inquiry on teaching in the university.
Working Papers in Educational Linguistics (WPEL)

Special Issue on Language Policy and Planning
Volume 24, Number 2, 2009 Fall Issue

Multilingual Education Policy and Practice: Ten Certainties (Grounded in Indigenous Experience)
Nancy H. Hornberger

The Ecology of Language in Ukraine
Bridget Goodman

English Language Education Policy and Language Ideologies in South Korea
Kathy Lee

Language Planning and Policy and Multilingual Education in Catalonia
Montserrat Rodà-Bencells

Redemption Radio: Aymara Language Planning at Radio San Gabriel
Karl F. Swinehart

Language Planning and Policy in Taiwan: Past, Present, and Future
Ming-Hsuan Wu

The Language and Literacy News 2009-2010 Year in Review was edited by Meredith Naughton, assisted by Sara Beach, and supervised by Dr. Susan Lytle.