**Editor’s note:** In this interview, we catch up with Dr. Fiodhna Gardiner-Hyland, a 2008 TIRF Sheikh Nahayan Fellowship recipient.

**TIRF:** What were the main findings of your study?

**Dr. Gardiner-Hyland:** My study explored the perceived and observed impact of shaping and contextualizing teacher education reading pedagogy upon an evolving system of knowledge, beliefs, and teaching of reading styles in a UAE college context, working with Emirati female student teachers. The findings suggest that by attending to a Vygotskian constructivist-based contextualized EFL model of second language teacher education pedagogy, and by practicing what we preach as lecturers and establishing concrete links between theory and practice, we can increase the capacity to teach reading successfully and enact pedagogic change in government schools. However, while all the participants in my study aspired to become agents of change by distinguishing themselves from past behaviorist-style teachers, I noted differences in teaching styles in classroom observations for varying ability groups of student teachers, ranging from eclecticism to behaviorist styles.

**TIRF:** What did receiving a Sheikh Nahayan Fellowship mean to you?

**Dr. Gardiner-Hyland:** Receiving a Sheikh Nahayan Fellowship was beyond my wildest dreams. It validated my research in teacher education pedagogy and supported the contribution my study could make in promoting effective teaching, learning, and curriculum development in the Arab world and beyond. It also created links with international researchers and experts in the field of language teacher education. At one such event, the 2010 TESOL Arabia conference in Dubai, I co-presented with three TIRF Trustees: Professors Yehia El-Ezabi, Kathi Bailey, and David Nunan. By giving me a sense of professional confidence, the Fellowship also confirmed that I was embarking on a lifelong research journey.

**TIRF:** What is your current work involve?

**Dr. Gardiner-Hyland:** I am currently working as a lecturer in general education methodology, and as supervisor for both graduate and undergraduate students in their teaching practice placements. I am also included in curriculum design and review for the development of teaching practice placements, mentoring practices, and the reconceptualisation of education methodology. I aspire to be a model of best practice for developing student teachers’ educational thinking and therefore the types of teachers they become. It is a challenging task, but one I am passionate about. For example, I not only teach about a range of pedagogical approaches such as scaffolding and problem-based learning, but also teach through these pedagogies, trying to model excellence and relevance in a manner that is developmentally appropriate for new teachers.

**TIRF:** What would you say to someone who is considering donating to TIRF?

**Dr. Gardiner-Hyland:** Contributing to TIRF is such a worthwhile endeavor! It’s one way that an individual can make a difference in improving the quality of research into English language teaching worldwide.
Award Information & Conference Announcements

Cambridge ESOL Funded Research Program

The University of Cambridge ESOL Examinations is making grant funding available for small-, medium-, and large-scale research projects to be conducted during 2013. Educational institutions and qualified researchers are invited to submit proposals on topics related to the Cambridge ESOL examinations and teaching qualifications. Applicants should be familiar with the Cambridge English exam or teaching qualification that they intend to research.

Successful proposals will be funded of up to GBP 2,000; GBP 5,000; or GBP 15,000, including institutional overheads. Project duration is for nine months and a research agreement must be signed before the research can commence.

The deadline for submission of proposals is October 1st. To apply, download and complete the application. All applications and queries should be sent to validation@cambridgeesol.org with the subject line “EFRP Round 4.” For more information, please click here.

3rd FLLT Conference in Bangkok

“Research, Renovation and Reinforcement: Enhancing Quality in Language Education” is the theme of the 3rd Foreign Language Learning and Teaching (FLLT) conference. The event will be held March 15-16, 2013 in Bangkok, Thailand.

Organized by the Language Institute of Thammasat University, Thailand, the Conference aims to bring together researchers, practitioners, and educators from around the world, with common interests in language learning and pedagogy at all levels. This biennial conference will promote the dissemination of research in related fields, so that theory is effectively applied to classroom practice and the quality of language teaching can be strengthened.

New Reference Lists Available

We are happy to announce that several new reference lists have been added to TIRF’s website. They are all posted as Word documents in APA format, and can be downloaded for free by anyone.

The newly posted lists cover the topics of literature in language teaching; specific purpose language assessment; Arabic learners of English; the Montessori method; technology in language assessment; and listening comprehension in language teaching and learning. In addition, we have updated more than thirty of the other reference lists, which cover a range of topics. We are grateful to Muhammad Abdel-Latif, Mansoor Al-Surmi, Kholoud Al-Thubaiti, Alicia Brill, Kasey Carmichael, Tim Cauller, Carol Chapelle, Andy Curtis, Peter DeCosta, Hassan El-Nabih, Aymen Elsheikh, Fatima Esselie, Flodhna Gardiner-Hyland, Lynn Goldstein, Stephen Hall, Jeff Hamilton, Enas Hammad, Sky Lantz-Wagner, Alan Maley, Melanie Newman Morrow, Cicely Rude, Laila Rumsey, Luke Slisz, and Melanie van den Hoven for their recent contributions to TIRF’s collection of reference lists.

We continue to welcome additions to existing reference lists as well as bibliographies on new topics. We would also be pleased to know about any topics for which you would like us to develop reference lists. If you wish to contribute a new bibliography or add to an existing reference list, please send your contributions in APA format to info@tirfonline.org at any time.

Report from the Chair — Mulligans, Control Z, and “NOT!”

In golf, there is a tradition that if you hit a poor shot off the first tee, you can have another chance — a do-over — which is called a "mulligan."

As I often need a do-over myself, my favorite command in word processing is "control Z." It allows me to undo what I have just done — like accidentally deleting a paragraph I’d struggled to write. My hip young friends tell me that "to control Z" is actually used as a verb!

A few years ago, young people were using "NOT!" as an emphatic clause-final negator. For example, a teenager might say, "I really like that guy — NOT!"

What do all of these issues have in common? They all let us undo or redo a past action.

Now here I am, at the start of another school year, wondering why I didn’t finish even half of the summer projects I’d planned. It’s a pity I can’t have the summer to do over. September starts tomorrow, which means there are only four months before the end of 2012.

Here’s where you come in. If you were to start now and save US $12.50 per month for four months, you could make a $50 donation to TIRF in December. And if you are a new donor, your $50 contribution would turn into $150, because once again, TIRF Trustees have agreed to respond to each new-donor contribution of $50 or more by adding another $100, in addition to their own regular donations to TIRF. Wouldn’t it be great if there were so many new donors in December that those Board members would wish they could "control Z" their generous offers, since their wallets and purses would be emptied in making good on this wonderful pledge?

Kathleen Bailey, Chair of TIRF