



A Message from the Editorial Team

Welcome to the winter edition of RiaN! We are happy to celebrate researchers in our Faculty of Education. In this issue, Esther calls for international schools to critically evaluate their language policies. Lindsay discusses the unique position of physics education research, Alexandra summarizes a review of research on parent perspectives of inclusive education for their children with intellectual disability, and Chenyu shares how cohesion is connected to writing scores.

Sincerely, Paisley Worthington, Roxolana Marmash, Susan Overvelde, and Uvini Colonne Appuhamilage

Examining Hegemonic Language Ideologies and Policies Within International Education

Esther Bettney, PhD candidate

Why is this topic important?

- International schools are often upheld as examples of linguistic and cultural diversity, yet in practice, school administrators and teachers often create and enact language policies which reflect problematic views of English as a superior language. These policies limit the language learning and linguistic identity development of students at these schools. These oppressive policies are then often taken up as models for language learning and enforced in public schools as well.

What did the findings uncover?

- Through a case study of an international school in Colombia, I found many teachers shifting from an exclusive focus on English to an emphasis on academic English-Spanish bilingualism. Yet faculty often failed to address larger issues of linguistic inequity as ideologies and policies persisted which valorized English, denigrated Spanish and completely ignored other societal and home languages.

Why does this matter?

- My study strengthens the call for international schools to critically consider how their continual emphasis on English or limited constructions of bilingualism negatively impact expressions of linguistic diversity and negatively position multilingual students within their classrooms.

Bettney, E. (2021, Mar.). Examining Hegemonic Language Ideologies and Policies Within International Education. Paper presented at Queen's University Rosa Bruno-Jofré Symposium in Education. Kingston, Canada.

Mapping the Landscape of Physics Education Research in Canada

Lindsay Mainhood, PhD

Why is this topic important?

- Knowledge about discipline-based education research fields such as physics education research (PER) can be used to guide field development in support of increasing high-quality research for the improvement of physics education.

What did the research uncover?

- A national survey identified 42 PER engagers across Canada.
- Thematic analysis of interviews with 14 Canadian PER engagers revealed that:
 - Canadian PER is dilute, underfunded, and needs championing
 - Canadian PER is uniquely characterized by its position, role, and issues
 - Canadian PER engagers are heterogeneous
 - Identity, non-belonging, and skepticism are barriers to being a physics education researcher

Why does this matter?

- These data are the first to characterize the field of PER in Canada and provide motivation to develop connections, directions, and new actions within the field. A major implication is the call for academic community-building through a Canadian PER conference.

Mainhood, L. A. (2021, June 6-11). Mapping the Landscape of Physics Education Research in Canada. Poster presentation for the Canadian Association of Physicists Congress, Canada (virtual).

What are parents' perspectives on inclusive education for their children with intellectual disability?

Alexandra Minuk, PhD Student

Why is this important?

- Students with intellectual disability (ID) largely access their education in specialized settings despite evidence linking inclusive environments to increased instructional time.
- Families are critical stakeholders in education, yet few reviews have focused on parents' perspectives relative to inclusion.

What did this research uncover?

- Findings indicate that research on the topic has increased since 2017, tends to be qualitative in nature, and favours mothers as participants.
- Included articles' research aims were aligned with three main themes: experiences in inclusive education, perspectives and beliefs on inclusive education, and related factors.

Why do these findings matter?

- The findings from this review are both a snapshot of the research to date and a roadmap for future studies, such as those adopting different research designs (e.g., focus groups) and exploring the roles of other family members, including fathers.

Shurr, J., Minuk, A., Holmqvist, M., Östlund, D., Ghaith, N., & Reed, B. (2021). Parent perspectives on inclusive education for students with intellectual disability: A scoping review of the literature. *International Journal of Developmental Disabilities*, 1-11.

<https://doi.org/10.1080/20473869.2021.2003612>

What is the relationship of cohesion and coherence in test-takers' written texts with their writing scores in a continuation task?

Chenyu Dai, MEd Candidate

Why is this important?

- Continuation task, a new type of integrated reading-writing task, has been increasingly adopted in large-scale high-stakes tests in China.
- To guarantee the construct validity of this task and further promote beneficial washback effects on language teaching and learning, it is important to explore how connection (an underlying construct of this task featured by cohesion and coherence) influences test-takers' writing scores.

What did this research uncover?

- Using discourse analysis, findings revealed that cohesion indices related to lexical diversity, lexical and semantic overlap and connectives were positive predictors of human ratings of writing quality.
- Writing scores were also positively predicted by human evaluations of coherence.

Why do these findings matter?

- These findings reveal the relationship between connection and writing scores in continuation tasks and provide supporting evidence of its construct validity.
- This knowledge can guide explicit instructions for cohesion and coherence in writing by emphasizing the role of connection.

Dai, C. (2021, October). Exploring the relationship of cohesion and coherence in test-takers' written texts with their writing scores in a continuation task. [Conference presentation]. The Sixth Conference on Language Testing and Assessment, virtual, China.

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