

CERJ

Cambridge Educational Research e-Journal



UNIVERSITY OF
CAMBRIDGE

Faculty of Education



ISSN 2634-9876

EDITORIAL BOARD

Chief Editor Meng Liu

Deputy Editor Ciara McFaul

Sub-editors Camilla Hadi Chaudhary, Carla Plieth, Nicola Morea, Samantha Hulston

Communications Officer Nayana Padmanabhan

Business Manager Maggie Nelson

Events Manager Ioannis Katsantonis

Faculty Advisors Prof. Susan Robertson, Dr Louis Major

PEER REVIEWERS

Aigerim Korzhumbayeva, Alice Amegah, Alifia Nuzul Pramadhanty, Allison Cheung, Ana Luisa Rubio-Jimenez, Androulla Savva, Arushi Manners, Ashmeet Kaur, Basirat Razaq-Shuaib, Cassie Zhang, Catherine Piner, Charlotte Husnjak, Congxin Li, Cristina Isabel de Oliveira Santos, Dami Ladipo, Danielle Cameron, Dr Julie Ovington, Ema K. Demir, Emily Rushton, Ems Lord, Gabriel Duckels, Hannah Owen, Hardeek H. Shah, Helen Barsham, Hiba Hamdan, Hui Ki Abie Chan, Intan Pradita, Ioannis Katsantonis, Jenson Deokiesingh, Jonathan Birtwell, Julie Ovington, Karol Mark Yee, Katarzyna Maria Pilch, Kris Hyesoo Lee, Kyleigh Marie Kai-Li Melville, Laraib Niaz, Laura Bastyan, Mateus Miranda, Natasha Piggott, Nathan Cain, Nermin Karademir, Ngee Derk Tiong, Patricia Sutton, Paula Teixeira de Castro, Priyanka Patel, Morgan Healy, Qian Liu, Qihang Jiang, Rasman, Sabilah Eboo Alwani, Sangwoo Lee, Sarah Nielsen, Seema Nath, Smriti Khemka, Tatia Johnson, Taylor Hughson, Thilanka Wijesinghe, Tianyi Wang, Xinran Wu, Zhengqing Luo, Zixuan Li

CERJ – Cambridge Educational Research e-Journal is published annually.

ISSN 2634-9876

CERJ, Volume 8 (2021)

Cover design by Giovanna Lucci

Layout design by Meng Liu, Giovanna Lucci

CONTENTS

EDITORIAL

Towards a more equitable future: CERJ efforts to advance equity in a post-pandemic era 1-6

Meng Liu

RESEARCH PAPER

Dialogues of fisherwomen in Amazonian coastal communities - outcomes of a financial literacy education programme 7-21

Raquel Scarpa-Gebara, Jonas Batista

England is blue and China is red: a case study of two Chinese adolescents' expression of linguistic identity through the construction of English as a second language (ESL) poetry 22-35

Olivia Anne Halsall

Age-related changes in sustained attention for older children from high poverty communities in the USA 36-51

Yufei Cai, Maria Tsapali, Zewelanjani Serpell, Teresa Parr, Michelle R. Ellefson

Teachers' perceptions of cyberbullying: a comparative multilevel modeling approach 52-62

Peter Hurtubise

LITERATURE REVIEW

Can "Theory of Mind" be taught in school?

63-79

Claudia Pik-Ki Chu

The importance of verbal language in the development of social understanding in autistic children

80-93

Kyleigh Marie Kai-Li Melville

CRITICAL REVIEW

Infusing hope in L2 writing strategy instruction research

94-104

Yuchen Zong

Touching collage: examining haptic potential in arts-based research through the lens of "Lucy's Picture"

105-115

Lily Stone