

## **CILS Annual Report**

2011-2012

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The Centre for Intercultural Language Studies (CILS)

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## **Preface**

The report submitted last year included activities and events up to March 31, 2011. The current report and budget focuses on activities from April 1, 2011 to March 31, 2012. For previous activities, please refer to our 2010-2011 annual report available on the CILS website at <http://www.cils.educ.ubc.ca/reports.html>

## **1. CILS**

Established in 1994, UBC's Centre for Intercultural Languages Studies is a cross-campus centre for research, outreach, and collaboration on issues broadly connected to language, culture, and education. CILS receives support from the Faculty of Education, Faculty of Arts, and Continuing Studies. CILS members come from these and other parts of campus as well as from other institutions in the Lower Mainland. Historically, one of the Centre's mandates has been to consider innovations in second language curriculum and methodology, particularly at the post-secondary level, with the recognition that it is in a nation's and university's best social, economic, and intellectual interests to have culturally sensitive, bilingual or multilingual citizens with excellent communication skills. CILS has therefore had significant involvement over the years from faculty, instructors, and graduate students in the departments of Language and Literacy Education; Asian Studies; Central, Eastern and Northern European Studies; French, Hispanic and Italian Studies; the English Language Institute; Linguistics; and the Centre for Intercultural Communication, among others.

CILS regularly offers workshops, research seminars and an annual research symposium on such topics as technology in language education, issues related to language, culture and identity, software and website development for language education, and other innovations in international, heritage and community language education. CILS also sponsors research and development projects of interest to its members, funded by University and other sources. Recent R&D projects include "Teaching Non-traditional Language Learners: Issues and Possibilities", funded by two Teaching and Learning Enhancement Grants, "Building Transformative Learning Communities: A formative evaluation of the UBC Learning Exchange Conversation Facilitators program", funded by a Canadian Association of University Continuing Education and UBC Continuing Studies grant, and currently "A global Campus: Tandem Learning at UBC", funded by another Teaching and Learning Enhancement Fund grant. Other projects have also been initiated by bringing together scholars associated with CILS who have common research interests.

## **2. Strategic Plan and Objectives for 2011-12**

In support of Place & Promise, CILS' strategic plan for 2011-12 aimed to maintain previous years' level of Community Engagement and Sustainable practices, while raising the focus on Research Excellence.

The Research objectives were:

- Present the findings, and see the publication of CILS Research Committee's study "Key Strengths of an Innovative Volunteer Workshop".
- Working with UBC's Director of Intercultural Understanding Strategy, support UBC Tandem Learning by becoming the program's administrative home and research base. As part of the latter, seek TLEF funding to enable a data drive development of the UBC Tandem Learning program handbook
- With the support of the Network of Centres and Institutes in Education, pursue research projects that would involve more CILS Advisory members, and then explore further funding sources.
- Engage more graduate students in research projects so as to provide them with valuable research experience and mentorship.

The Community Engagement objectives were:

- Attract an external, high profile applied linguist for CILS 8th Research Symposium plenary speaker.
- Invite presentations from at least two high-calibre scholars in part to keep costs down,

The Sustainability objectives were:

- *(Environmental)*  
Promote events mainly through e-mail and the CILS website  
  
Foster further dialogues with CILS members/participants and service providers (e.g. caterers) about delivering CILS events with an environmental consciousness.
- *(Economic)*  
Invite local scholars in part to keep costs down
- *(Social)*

Further develop and foster collaboration with departments and centres across the UBC campus, as well as with sister postsecondary institutions, and external schools, organizations, and groups in the wider community.

Transfer knowledge and networks to new CILS Graduate Assistant (Rachel Wang) beginning in September 2011, in turn contributing to his/her professional development.

Encourage presentations in languages other than English at future Annual Research Symposiums, thereby fostering a respect and appreciation for the multiculturalism and multilingualism of people working in language education.

### **3. Governance and Participation**

CILS is led by a Director and an Advisory Committee. The Centre relies on the work of dedicated individuals who are the driving force behind the life of the organization. Unlike other similar centres at UBC, CILS receives no funding for release time of their Director. All Advisory Committee members generously volunteer their time and expertise. This reality means that CILS' accomplishments represent significant value for the modest investment made by the University in its work.

The Centre's membership comprises over four hundred individuals who participate as attendees and/or presenters during the various events and activities organised and (co-) sponsored by CILS. CILS relies on the work of a Graduate Assistant who is paid through a student appointment. This is the only paid position in the governance of CILS.

#### ***Director***

The Director is a member of either the Faculty of Arts, Education, or Continuing Studies. This is a volunteer position usually held for one or two years. Monique Bournot-Trite, Associate Professor in the Department of Language and Literacy Education, completed her two-year term as CILS Director in June 2010. Andrew Scales, Academic Director of the English Language Institute in Continuing Studies, took over directorship in July 2010 for a two-year term. Assistant Professor Samuel Navarro Ortega from the Department of French, Hispanic, and Italian Studies kindly agreed to take on the role of CILS Director from July 2012.

#### ***Graduate Assistant***

The person in this position assists the Director closely in organising the Advisory Committee meetings, as well as the events and activities of CILS. This position involves the preparation of the CILS Annual Research Symposium, contacting CILS members by e-mail with announcements and invitations to various activities, seeking opportunities to co-sponsor with other departments events of interest, coordinating the activities of the CILS Advisory Committee, as well as updating the CILS website. Rachel Wang, a Ph.D. student in the Department of Language and Literacy Education, began working as the CILS Graduate Assistant in September 2011.

#### ***Advisory Committee***

The Advisory Committee comprises individuals representing the three contributing units: Faculty of Arts, Faculty of Education, and Continuing Studies. Most of the current Advisory Committee members have been involved with CILS for a number of years and thus are familiar with the Centre's goals and regular activities. This has contributed to very fluid interactions and collaboration.

Members of the 2011-2012 Advisory Committee were:

Francis Andrew, Continuing Studies

Monique Bournot-Trites, Department of Language and Literacy Education

Rebecca Chau, Department of Asian Studies

Duanduan Li, Department of Asian Studies

Stefka Marinova-Todd, School of Audiology and Speech Sciences

Samuel Navarro, Department of French, Hispanic, and Italian Studies

Ken Reeder, Department of Language and Literacy Education

Christine Rouget, Department of French, Hispanic, and Italian Studies

Andrew Scales, Continuing Studies

Sandra Zappa-Hollman, Department of Language and Literacy Education

In addition to electronic correspondence, the Advisory Committee met face-to-face in November 2011 and again in January 2012. The November meeting covered NCIE's support, further ways to take CILS research agenda forward, CILS support for the Tandem Learning Program, the research Committee's presentations and publication, and further possible data analysis, CILS' first public talk of the academic year, FHIS' SLA Research Clusters, and the Annual Research Symposium. The January meeting covered objectives and events for the upcoming year, including the theme for the 2011-2012 year: *Multilingual Minds, Multilingual Hearts*. In subsequent meetings, the Advisory focused on organizing guest speakers, events, and the Annual Research Symposium.

#### **4. Research**

Members of the Research Committee who completed their work in 2011 on the research grant from the Canadian Association of University Continuing Education (CAUCE) and UBC Continuing Education) were:

Monique Bournot-Trites

Ken Reeder

Andrew Scales (Principal Investigator)

Angelika Sellick (Research Assistant)

Mark Smith (UBC Learning Exchange Storefront, Community Programs Manager)

Sandra Zappa-Hollman

The Committee investigated the series of training workshops run at UBC Learning Exchange that empowered local Down-Town-Eastside residents to provide ESL conversation classes to immigrants and refugees. Publication of the research article “*Key Strengths of an Innovative Volunteer Training Program*”, in the Canadian Journal of Continuing Education (Vol 37, #2, Fall 2011), brought an end to that project. Prior to the publication of the article above, several committee members presented the research findings at the Canadian Association of University Continuing Education conference at the University of Toronto in June 2011, and subsequently at the UBC Learning Exchange in November.

#### ***Tandem Learning Project***

In keeping with the Strategic Plan, part of CILS’ support for UBC Tandem Learning is to provide a research base which allows greater involvement of graduate students in research activities and provides interdepartmental research opportunities for Advisory members.

Members of the Research Committee who worked on applying for a grant from UBC’s Teaching and Learning Enhancement Fund (TLEF), and who are now implementing the objectives of that grant, 2012-2014, are:

Monique Bournot-Trites

Andrew Scales (Principal Applicant)

Sandra Zappa-Hollman

Rachel Wang (Research Assistant)

Robin Ryan (Research Assistant)

Kim Meredith (Research Assistant)

Magdalena Vergara (Research Assistant)

Nicholas Suttom (Research Assistant)

In March 2012, the Committee applied for and successfully received grant from UBC's Teaching and Learning Enhancement Fund (TLEF) 2012-2014. The title of the study is: *A Global Campus: Tandem Language Learning at UBC*

### ***Project Summary***

UBC's Tandem Language Learning Program (TLLP) brings students together to learn and teach languages to each other. It is based on the fundamental tenets of learner autonomy and reciprocity, and with the support of the Provost's Office through Alden Habacon, UBC Director of Intercultural Understanding, is provided free to all students. Participants meet weekly in pairs for facilitated sessions that guide them through activities and discussion topics, allowing many students to develop new cross-cultural relationships and integrate themselves more fully into the UBC community.

UBC's support has included developing a basic procedural manual from the experience of a student volunteer. Because TLLP is now institutionalized and experiencing rapid growth, its continued success and sustainability require a systematic, data driven development of the manual. This would detail organization, planning, materials and implementation. A comprehensive manual would also be a guide for other North American post-secondary institutions that may wish to establish TLL programs. We will gather our data from participant and facilitator interviews, distributed questionnaires, and application and retention information,

### ***Project Objectives***

The objectives of this project involve further developing the manual based on large-scale feedback from its users (the TLLP coordinator, the facilitators and the participants). After the manual is revised, its evaluation will be undertaken during implementation in Fall 2013. Based on the evaluation of its strengths and limitations, any necessary further revisions to the manual will be implemented, after which this product will be provided to the TLLP at UBC, and CILS.

### ***A possible CILS Interdepartmental Research Question***

In January 2012, at the suggestion of NCIE's Brigitte Gemme, CILS invited FoE's Research Development and Grant facilitator Robert Olaj for a conversation around early-stage research development. Since Tandem Learning involves all the different languages taught by CILS Advisory members and their departments, there is a possibility of forming an interdepartmental project.

On the basis of the Advisory's deliberations, member Ken Reeder drafted the following: "The study aims to assess the effectiveness of an innovative approach being used by students at the University of British Columbia for practice in an additional language. The approach, entitled "Tandem Language Learning" pairs native speakers of language who wish to "trade" language practice in their respective languages. This student-initiated

project has been running successfully with excellent uptake by learners for two years. While there is strong anecdotal evidence of user satisfaction with its efficacy, there has not been any independent research that provides objective assessment of the program's effectiveness, or explains the good uptake and reported user satisfaction in a systematic way. The proposed study will address that need."

Professor Reeder added, "This isn't very extensive, and should of course have specific objectives added to it, and specific research questions, but without more discussion of how we want to approach the project, I don't think we are ready to draft either. But at least this is a start. Please feel free to expand on it, and perhaps add "to do" items as we move toward a proposal. For example, we need to settle on a title for a proposed study."

## 5. Community Engagement

The events organized by CILS were well attended. Many graduate students (past and present), as well as UBC faculty and staff from different departments and units, attended the presentations. Teachers from the Vancouver School Board and instructors from SFU and the local university colleges (e.g., Capilano University, Kwantlen Polytechnic University, Vancouver Community College) participated in CILS events. Notably, teachers and personnel from the Italian Cultural Centre Society and English Language Institute (ELI) attended several CILS events and requested that their names be added to our mailing list. In addition, there was a small representation of individuals from government-sponsored language/community programs such as MOSAIC, ESLA, SUCCESS, Esperanza Education and Global Village.

The number of people in attendance at CILS events in 2011-2012 is summarized below (see Appendix A and B for abstracts):

- CILS 7th Annual Research Symposium (May 13, 2011): 120 people in attendance (including 20 graduate student volunteers)
- *Words, Mots, 詞/詞*: *Vocabulary Skills of Bilingual Children* presented by Dr. Stefka Marinova-Todd (April 28, 2011): This event attracted an audience of over 50 people.
- *Intercultural Communication - Fantastic Opportunity or Necessary Evil?* presented by Dr. Yael Tågerud (October 13, 2011): 50 people in attendance

CILS also supported the Department of French, Hispanic, and Italian Studies by promoting three talks as part of an exciting initiative to generate a Second Language Acquisition Research Cluster on campus across departments. The title of these talks were Getting Ready for the Change: *Language curriculums aligned to the Common European Framework of Reference* (November, 2011), *Dire et lire: Language proficiency and reading in multilingual children in French immersion* (February, 2012), and *Study Abroad: Challenges, Benefits and some tips* (March 2012).

CILS was pleased to support, albeit in a small way (\$200 plus the offer of in-kind assistance), the Aboriginal Engagement event of Assistant Professor Candace Kaleimamoowahinekapu Galla titled “*Living Our Indigenous Languages: Accessing Local, Community, and Academic Resources*”.

For the 2012 Research Symposium, CILS was delighted to engage Professor Aneta Pavlenko of Temple University, Philadelphia, as plenary speaker on the topic of Multiculturalism and Emotions.

## **6. Sustainability**

### ***Environmental***

CILS met this objective by advertising events primarily through e-mail and on the CILS website. At the 2011 Symposium, delegates were asked to bring their own travel cups so as to cut down on the usage of plastic cups to once again reduce the use of plastic. Finally, the caterer that CILS primarily dealt with (Calhoun's Catering) uses biodegradable plates and cutlery, as well as delivers its food in baskets as opposed to plastic containers.

### ***Economic***

We addressed this objective by continuing to collect a \$10 registration fee at the 2011 Annual Research Symposium which generated additional income to off-set catering costs. Attendees expressed willingness to paying the registration fee. CILS' decision to implement the fee was motivated by the considerable expense involved in hosting an all-day Symposium attended by over 120 people, paired with the rising costs of food and supplies in general.

CILS continued working with the in-kind contributions provided by the Network of Centres and Institutes in Education (NCIE). The mandate of NCIE is to provide support services for the various research and program activities of centres and institutes within its network. At no cost, NCIE worked with CILS' Director and Graduate Assistant to manage the Centre's financial accounts, update its website, produce posters and programs for special events and Symposium, take pictures and video during events, and coordinate the registration for the Symposium. CILS would like to warmly thank and recognize Brigitte Gemme, Joanne O'Connor, Judy Paley, Carmen Radut, and Carole Wallace and other staff members at NCIE for their incredible support and assistance.

### ***Social***

The Centre's objective to generate positive social outcomes was addressed by maintaining and fine-tuning the CILS website, thus allowing CILS to communicate more effectively with its growing community and other interested audiences. In addition, all current and upcoming CILS events are advertised through this website, which will lead to approaching a wider range of audience (through Google or other searching engines).

With funding secured by the Provost Office, CILS also provided in-kind support to a graduate student, Mary Leighton, from the Department of Language and Literacy Education in writing the basic precursor to the TLEF supported handbook for the *Tandem Learning Project*. CILS supported the project through promotion on the website and LLED Grad Student Orientation. In addition, CILS worked with UBC Director of Intercultural Understanding Strategy, Alden Habacon, to allocate salary for work study student Connie Lam, who was the coordinator of the Tandem Learning Project in 2011-2012.

In order to facilitate the multicultural and multilingual community of CILS, in the Call for Proposal for the Annual Research Symposium in 2012, CILS explicitly encouraged presentations to be given in languages other than English. Although we did not receive any non-English proposals, this gesture nonetheless served as an initiative in experimenting the possibility of admitting, hosting, evaluating and promoting multilingual presentations for the culturally and linguistically diverse community in the Greater Vancouver area.

## **7. Financial Report**

### **CILS - Budget 2011-2012 (April 1, 2011 – March 31, 2012)**

<b>Description</b>	<b>Revenue</b>	<b>Expenses</b>	<b>Explanation</b>
Budget Carry Forward	\$ 1,325.67		
Budget 2011-12 – Education	5,000.00		
Budget 2011-12 – Arts	5,000.00		
CILS 7 <sup>th</sup> Annual Symposium – May 2011 Registration Fees	640.00		
Honoraria/Services Rendered		\$ 6,747.00	Murray Munro, Angelika Sellick, Mary Leighton
Provost's Office deposit for Tandem Learning Project	10,245.00		
CAUCE deposit for A. Sellick's research project	1,750.00		
Work Study Reimbursements	1,800.00		To pay Connie Lam's salary for Tandem Learning Project
Salaries – Students (Angelika Sellick & Rachel Wang–Research Assistants)		3,475.00	
Employee Benefits		1,040.53	
Hourly Student Salaries (Connie Lam)		4,658.40	Tandem Learning Project
Conferences - Meals		16.22	A. Sellick presented paper at CAUCE 2011 Conference
Conferences - Accommodation		142.38	A. Sellick at CAUCE 2011
Conferences - Registration		762.75	A. Sellick at CAUCE 2011
Supplies and Expenses		356.77	CILS 7 <sup>th</sup> Annual Symposium
Printing and Copying		197.03	CILS 7 <sup>th</sup> Annual Symposium & miscellaneous
Catering		2,707.78	CILS 7 <sup>th</sup> Annual Symposium & CILS advisory meetings
Entertainment		285.03	Hosting dinners for guest speakers at CILS events
<b>Total</b>	<b>\$ 25,760.67</b>	<b>\$ 20,388.89</b>	
<b>Balance (March 31, 2012)</b>		<b>\$ 5,371.78</b>	

#### ***Funding:***

CILS received \$5,000 from the Faculty of Education and \$5,000 from the Faculty of Arts. Furthermore, there was a carry-over of \$1,325.67. Additional funding of \$10,245 came from Provost's Office to pay for the coordinator's salary in the Tandem Learning Project. CILS does not receive any release time for its Director, but it does receive significant in-kind support from NCIE for the accounting work, website maintenance, and symposium promotion and administration.

#### ***Summary of expenses to support achievement of CILS' goals:***

The majority of the Centres expenses this year were in relation to fulfilling its main goals around *Research and Community Engagement* as above. For example:

- General expenses towards promotion and organization of symposium and talks across campus departments and external institutions/organizations, as well as printing for those events: \$3,546.61.
- The employment of Angelika Sellick and Rachel Wang successively, both graduate students working in the field of Language and Literacy Education, as Research Assistants (RA) resulted in a total expense of \$3,475.
- The employment of Connie Lam as the coordinator of Tandem Learning Project: \$4,658.4.
- Dissemination of preliminary findings of CILS's research work included the cost of Angelika Sellick's registration (\$762.75) at the 2011 CAUCE conference in Toronto.
- A small honorarium (\$100) was paid to Professor Murray Munroe for his Talk on the Intelligibility Contract \$6,647 was paid to, Angelika Sellick as CILS GA, and Mary Leighton for developing the basic Tandem Manual and coordinating the Program in Term 1.

## **8. Strategic Plan & Objectives for 2012-13**

During the upcoming academic year, and with further input from the Advisory, CILS' strategic plan and objectives will aim at achieving the following:

- Strengthening CILS' research agenda by searching for new projects, funding, and collaboration.
- Enhancing CILS' network of connections. We expect to be able to integrate to the activities scheduled for the year; all UBC units involved in SLA related activities. An example of this includes a visit to the Heads of the language departments to inform them about the Tandem program and request their collaboration. Moreover, we expect to reach out to colleagues who are involved in SLA at the secondary and post secondary level in the greater Vancouver. One way of accomplishing this goal considers an extensive circulation of invitations to CILS' events through the SCOLA mailing list, the BC School board, or contacting colleagues from the various universities and colleges in Vancouver.
- Keeping our finances in the black. We will seek cost-effective ways to finance our academic activities (e.g., talk series, annual symposium). For example, we will favor inviting speakers who are either in the province or are able to deliver their talks online. In other words, we will maintain a similar structure implemented for Pavlenko's talk last April 2012. Moreover, we will explore ways of decreasing our investment in costly expenses such as the catering service during the research symposium. One possibility considers an invitation to publishers of language instructional materials (e.g., Pearson, Oxford) to display their products in a designated area during the symposium. In return, we will request that publishers cover the cost of food and beverages (e.g., coffee, tea, lunch) typically available at the symposium. A second idea considers an invitation to the different UBC language programs to set up exhibition booths at the symposium. The idea is to contribute to bridge the connection between SLA practitioners in the greater Vancouver and UBC language departments. In return, we will ask for a monetary contribution to cover the cost of renting rooms, equipments, and technical support.

### ***CILS' proposed theme for the year 2012-2013***

“Experiential language learning: What lies beyond the language classroom?”

Traditionally instructed language learning unfolds within the context of a language classroom. Newer evidence suggests, however, that students who have opportunities of interacting in the target language beyond the classroom benefit greatly in terms of linguistic development (e.g., more fluency), renewed interest in the culture and people of the target language community, more self-confidence as language users, among others.

During the 2012-2013 academic year, CILS will have the opportunity to focus attention on three language-related activities amenable to be implemented outside the classroom: Tandem, community service learning, and e-tandem. These three methodological approaches have a common and unifying characteristic, they allow learners to experience language learning in authentic and spontaneous interactions seldom available in guided instruction.

Thus, it is expected that this year's proposed theme will attract the attention of practitioners and researchers who are interested in less traditional forms of language learning and use. In addition, this year's theme will serve as a guideline to organize our talk series and call for papers at the annual research symposium.

### ***Schedule of proposed public presentations***

There will be three talks around this year's theme. Each talk will address a different form of experiential learning. In addition to the academic purpose, the talk series will be an opportunity to renew our connection with all language units on campus. We will also look for opportunities to reach out to colleagues beyond UBC. For example, we plan to contact institutions such as the BC school board and SCOLA to invite them to participate in our talk series and symposium. The following is a tentative schedule that shows months and topics for the three talks:

- October, 2012: Tandem Project
- January, 2013: Community service learning
- March, 2013: e-Tandem

## Appendices

### ***Appendix A:***

Abstracts from CILS 7th Annual Research Symposium (May 13, 2011)

PRESENTER	DESCRIPTION
<p>Deborah Moniuk</p> <p>Department of French, Hispanic and Italian Studies, University of British Columbia</p>	<p><b>The Effect of Affect? Task Variability in L2 French</b></p> <p>Anxiety and its inhibiting effects have received much attention in language learning. This new research framework addresses a less investigated possible correlation between positive affect and learner output. In this pilot study, French as a Second Language students will describe photographs and video clips, then report emotional responses to the stimuli. To analyze the data, we will code adjective types, then run descriptive and inferential statistics. We predict Mean Length of Utterance will increase with more positive responses. If learner output can vary across tasks or among and between individuals, teachers selecting teaching materials should consider the effect of affect.</p>
<p>Carmen Miranda-Barios</p> <p>Department of French, Hispanic and Italian Studies, University of British Columbia</p>	<p><b>Learners' Attitudes toward Instructors' Accents in (FL) Spanish and (SL) French</b></p> <p>The current preliminary study analyzed the attitudes and preferences learners of two Romance languages (Spanish and French) reported on how their instructors pronounced the targeted languages. The study also examined students' attitudes toward their instructors' accent (native –non-native) on their own pronunciation and comprehension of the L2. The participants were 20 third-year learners of Spanish as a Foreign language; and 20 third-year learners of French as a second language at a post-secondary multicultural institution in Canada. The data were collected through an attitudinal questionnaire (quantitative data) and a semi-structured interview (qualitative data).</p>
<p>Frieda He</p> <p>Languages, Cultures &amp; Travel, University of British Columbia</p>	<p><b>Using Moodle for Oral Mandarin Teaching and Chinese Culture Enrichment</b></p> <p>Moodle (a web application) is currently used for language teaching at Languages, Cultures &amp; Travel at the University of British Columbia, Canada. Based on the past three years' Mandarin conversation teaching practice, this presentation reviews the current trend in using computer technology for language teaching. The presenter will demonstrate her Moodle Mandarin teaching website for combining images, learning objectives, voice recordings and embedded video from Youtube and some related Chinese culture websites. It will also show how Moodle can be used to co-conduct task-focused class activities to enrich students' knowledge of Chinese culture as well as a creative way to engage students and to make Mandarin learning fun.</p>
<p>Juyeon Jung &amp; Huamei Han</p> <p>Faculty of Education, Simon Fraser University</p>	<p><b>Identity Construction and Linguistic Authority</b></p> <p>In this micro-ethnographic case study, we document and analyze an international student's linguistic practices and identity construction outside of academia. Drawing on Bourdieu's concept of <i>Linguistic Authority</i> and <i>Linguistic Insecurity</i>, we analyze the student's strategies to express her identities/self-esteem and to surmount the language anxiety. We argue that an individual's second language socialization must be understood in the larger context of unequal social relations, which are reflected and constituted in day-to-day interactions.</p>

<p>Deborah Gibson &amp; Kenneth Reeder</p> <p>Department of Language and Literacy Education, University of British Columbia</p>	<p><b>Early Lexical Development in a Child with Autism Spectrum Disorder</b></p> <p>The case study examines the lexical acquisition of a language-delayed child with Autism Spectrum Disorder until the age of three years. It is primarily sourced from naturalistic data collected in a daily diary by the mother/researcher. The child's social/cognitive development [including joint attention, categorisation, and symbolic representation] is related to the major transitions in his lexical acquisition: the onset of comprehension and intentional communication, initial idiosyncratic word/signs, and the word spurt in comprehension. The study makes a case for an extended definition of early words to include the earliest meaningful idiosyncratic productions of children with autism.</p>
<p>Kris Mirski</p> <p>English Language Institute, University of British Columbia</p>	<p><b>Two Solitudes or Many? Notes on Accent and Identity in Canada</b></p> <p>By adapting to living conditions in the new country, immigrants enter the process of constructing a new social identity. The formation of this identity depends on the degree to which the society allows the individual to form a new identity. An important obstacle in this process is accented speech. This presentation will describe Canada's linguistic reality, focusing on accent as a crucial element in social integration and formation of social identity. A work in progress and based on sociolinguistic literature, statistical data, personal experience and ideas as well as anecdotal evidence, this presentation will outline areas for future research.</p>
<p>Seonaigh MacPherson</p> <p>Instructional Resource Coordinator, ELSA Net</p>	<p><b>Democratic Consensual Decision-Making in Oral Language Tasks</b></p> <p>In "Towards a Rational Society: Student Protest, Science, and Politics", Jurgen Habermas (1967, 1970) argued that deliberative democratic communicative action is required to mediate scientific knowledge, thereby requiring the free, equal, and informed participation of all members of a community of practice. This presentation introduces an approach to teach international and immigrant ESL/EAP students to engage in collaborative oral communication aimed at deliberative, democratic, and consensual decision-making. The tasks involved analyzing and applying knowledge about social and environmental issues using simulated cases. The session will include consideration of the strengths and limitations of the technique; underlying linguistic and communicative competencies; and the implications of consensual decision-making broadly for intercultural communication.</p>
<p>Susan M. Russell (presenter) with Evelyn Windsor, Phyllis McKay, Fran Brown, Connie Tallio, Terry Reid, Michelle Brown and Beth Humchitt</p> <p>Department of Linguistics, Simon Fraser University and Bella Bella Community School</p>	<p><b>Doing Conversation Analysis in a Heiltsuk Linguistic Class</b></p> <p>The presenter reflects on using conversation analysis with a group of Heiltsuk language teachers and two fluent speakers. Data was generated through recorded telephone conversations in Heiltsukvla. An intensive CA workshop provided rare language data, facilitated situated contexts to interpret grammatical structures, and, in the process, inadvertently provided an opportunity to explore varied ways of making sense in Heiltsuk while recognizing and honouring local dialectal differences.</p>
<p>Daniel Bérubé &amp; Stefka Marinova-Todd</p> <p>School of Audiology and Speech Sciences, University of British Columbia</p>	<p><b>L2 and L3 Oral Skills and Reading Proficiency of Multilingual Children</b></p> <p>The study examined how the development of L2 and L3 literacy skills in multilingual children varied primarily as a function of orthographic similarities with the L1 (the script-dependent hypothesis). Ninety children in Grade 4 were tested once at the beginning of Grade 4 (T1) and again at the end of Grade 4 (T2). The script-dependent hypothesis was partially supported in that children who were literate in an alphabetic L1 showed advantages in L2 and L3 reading comprehension. A more accurate picture of what facilitates L2 and L3 reading development is enhanced when L2 and L3 proficiency are considered as well.</p>

<p>Hélène H. Leone</p> <p>Faculty of Education, University of British Columbia</p>	<p><b>Competency vs. Performance: Student Self-Assessment and Intercultural Language Learning</b></p> <p>This presentation discusses first language French education in an intercultural setting. Through student narratives, results emphasize students' self-assessment of their competency and performance related to their French and English language learning. Results demonstrate how students' self-assessment influences the strategies they use to negotiate socially constructed and co-constructed discursive practices in an intercultural setting.</p>
<p>Chantal Phan</p> <p>Department of French, Hispanic and Italian Studies, University of British Columbia</p>	<p><b>Hearing and Pronouncing Medieval French: Live History in the Classroom</b></p> <p>This paper concerns oral components in the teaching of the history of French to English speakers. Methods including Plouzeau's Avec La mort Artu (textbook and CD, 1994), Lagorgette's 'Which Old French for which Students? [...]' (2005) and Bettens' 'Chantez-vous français?' (2010) will be considered. Almost all pre-1600 European literature was sung. I will explain my experimentations with spoken-word and musical recordings in university courses on French literature, linguistics, and medieval studies. Oral components, in addition to being entertaining, help students grasp linguistic evolution and the importance of sound structures in literature.</p>
<p>James Thornton</p> <p>Department of Educational Studies, University of British Columbia</p>	<p><b>Language of Adults Learning and Making Meaning</b></p> <p>This presentation explores learning reports from older adults in 'Telling Life Stories' group activities in Guided Autobiography Workshops (GAB) in Canada and Mexico (Thornton &amp; Collins, 2010). Participants (age 40 to 90) were asked in these workshops to reflect on the question – "What am I learning in this guided autobiography workshop?" and write their reply as: "I am learning..." The learning reports illustrate the interplay of oral and written language in reading and writing group activities, social dialogues and developmental exchanges, and perspectives on learning and making meaning as interactive processes and outcomes with expanding and consolidating directionalities.</p>
<p>Alejandra Escudero</p> <p>Department of French, Hispanic and Italian Studies, University of British Columbia</p>	<p><b>Relative clauses: Prescriptive or Descriptive Approach in Spanish Textbooks?</b></p> <p>A critical study of how Spanish language textbooks present relative clauses at the post-secondary level. Subordination through relative constructs is a way through which L2 Spanish learners begin to produce complex discourse. For this study, 30 textbooks were reviewed at the different levels of language instruction and then contrasted with prescriptive and descriptive grammars. The analysis shows that textbooks make emphasis in the preference of specific relative constructs outside a natural conversational context. Results suggest that L2 Spanish students may be learning to speak in a pragmatically deviant style. A further contrast is suggested in order to verify the validity of the prescribed constructs in textbooks.</p>
<p>Caroline Rieger</p> <p>Department of Central, Eastern &amp; Northern European Studies, University of British Columbia</p>	<p><b>Talk in Interaction and Oral Language Education</b></p> <p>This presentation argues that research studies on talk in interaction should have more impact on language education. It emphasizes which relevant findings from interactional sociolinguistics, conversation analysis, pragmatics, and intercultural communication are ignored in German language education at North-American universities and explains how these relevant research results could be used to help language learners to better understand target language input and to develop useful strategies necessary to participate in a multitude of speech genres as well as to become more fluent and confident participants in all of their German interactions.</p>
<p>Mary Leighton</p> <p>Department of Language and Literacy Education, University</p>	<p><b>The Tandem Project: Language Learning with a Partner</b></p> <p>The Tandem Project is a UBC-based, non-credit program that pairs students who would like to learn each other's languages, and facilitates their learning with weekly pair-based activities. The huge interest in and success of the Tandem Project's first incarnation, between January and April 2011, suggest that an expanded version in September 2011 would benefit the UBC community.</p>

of British Columbia	
<p>Kathryn Ricketts &amp; Tutors from Friends of Simon</p> <p>Faculty of Education &amp; Friends of Simon, Simon Fraser University</p>	<p><b>Creative Embodiment and Dramatization as a Means to Literacy</b></p> <p>The Friends of Simon is a tutoring program to improve literacy with immigrant and refugee children. The emphasis of this program is working through creative embodied play and dramatization of stories both personal and found as a means to inspire students toward literacy. It is our belief that literacy starts with a strong sense of self in relation to the world and the most effective way to this is through storytelling/action. Students of Simon Fraser University who are building their ‘legs’ in the challenging pedagogic situations of this program will lead the workshop. The students will bring a collection of interactive, brief and dynamic exercises that have been applied in their various immigrant afterschool sites to inspire the most resistant towards literacy.</p>
<p>Alain Grenier</p> <p>Canada School of Public Service (CSPS)</p>	<p><b>Interactive Reading as Second-Language Retention Opportunity for Federal Employees</b></p> <p>Under the Official Languages Act, Federal institutions must provide their bilingual employees with opportunities to maintain and develop their second-language skills. Bilingual employees are also expected to personally commit to the same goal. The Interactive Reading Course in French has been developed by the Canada School of Public Service – along other language retention tools - in response to that institutional need. In accordance with some of the best reading practices, the course aims at promoting reading fluency and vocabulary development as well as engagement with text and social interactions in class. Classroom activities have been chosen and structured to match those practices as closely as possible.</p>
<p>Samuel Navarro</p> <p>Department of French, Hispanic and Italian Studies, University of British Columbia</p>	<p><b>Practicing L2 Spanish Beyond the Language Classroom</b></p> <p>This study involved 12 Threshold-level Spanish learners who experienced Community Service Learning at a Spanish-speaking Senior Centre in Canada. The aim was to seek new opportunities of <i>genuine</i> Spanish practice. Learners prepared a short interview and met with senior speakers once. Moreover, they organized three recreational activities as service for the Centre. Analyses of qualitative data showed that learners could easily converse and negotiate meaning in Spanish. The elders’ positive response likely encouraged learners to cope with the communicative situations. Results also showed that learners benefited from the experience of offering service while still practicing Spanish.</p>
<p>Kathryn Ricketts &amp; Tim Mossman</p> <p>Student Learning Commons, Belzberg Library, Simon Fraser University</p>	<p><b>The Urgency of Language: Cultivating Agency of Voice</b></p> <p>This presentation examines an unconventional way of developing oral literacy with a forum of graduate students at SFU. We show examples of popular YouTube clips which provoke conversations, potent with opinion and steeped in personal value. These catalysts for dynamic dialogue allow us to bring an urgency to be heard which in turn allows the guidance of the grammar, pronunciation, and sentence structure to seem secondary to the content, bypassing the often felt embarrassment and humiliation of speaking in an awkward tongue. This way of voicing allows for a diagnostic and then supportive integration of improving oral literacy by all those present.</p>

## ***Appendix B:***

Abstracts of Guest Speakers in 2011-2012

### **Words, Mots, 詞/\_词: Vocabulary Skills of Bilingual Children**

April 28, 2011

Presented by Dr. Stefka Marinova-Todd

It is now known that bilingual children learn language at the same rate as monolingual children. This is an impressive accomplishment for bilingual children who presumably have twice as much to learn as their monolingual peers. By being exposed to two languages, bilingual children have greater experience in learning from mixed input which may allow them to become more efficient in the language learning process, especially in terms of vocabulary acquisition. There is increasing evidence that while the overall conceptual vocabulary size (total number of words children know regardless of language) of bilingual children is equivalent or larger than that of monolinguals, bilingual children know fewer words in each of their languages than monolinguals. I will present evidence from my research showing that bilingual children do benefit from their more flexible approach to language learning, especially when acquiring word meanings from context. Moreover, I will discuss some of our studies which confirm that the conceptual vocabularies of bilingual children are equivalent to those of monolingual children by expanding this research to clinical populations such as children with autism, as well as the importance of vocabulary knowledge in the literacy development of ESL learning children from Chinese backgrounds. In light of this research the main implication for educators is to be aware and to tailor their language instruction according to the strengths and weaknesses of bilingual children.

### **Intercultural Communication - Fantastic Opportunity or Necessary Evil?**

October 13, 2011

Presented by Dr. Yael Tågerud

In this session, Yael will present the approach that she has adopted for courses on intercultural communication at Linnaeus University in Sweden. Aiming at integrating theory with practice, Yael provides the students with a theoretical background based on Elisabeth Plum's work regarding Cultural Intelligence (CI) as a framework for enhancing intercultural communication skills. This approach implies moving away from Hofstede and the like, focusing on intersectionality rather than on classification of national traits. During the session, which is intended to be interactive, Yael will introduce a tool developed by Elisabeth Plum which can be used for monitoring a group's current CI profile.