

CILS ANNUAL REPORT

2014-2015

A report on the academic year's activities of CILS, a cross-faculty research and development centre at The University of British Columbia, dedicated to the promotion of language teaching and learning within and beyond the university community. The current report focuses on activities from September 1, 2014 to June 1, 2015. For previous activities, please refer to our annual reports available on the CILS website at <http://cils.educ.ubc.ca/reports/>. Report prepared by Stefka Marinova-Todd and Natalia Balyasnikova.

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LOOKING AHEAD

The Centre for Intercultural Language Studies (CILS) is committed to serving the research and teaching community. The centre's main priorities are: to encourage research collaboration among the CILS members, to continue campus-wide engagement through organizing and promoting co-sponsored events with other UBC departments and centres, and to continue bringing high-profile local scholars and international speakers to the CILS Annual Research Symposium as a forum for ideas generation and cross-disciplinary collaboration.

Stefka Marinova-Todd

CILS Director

November 17, 2015

Mandate

Established in 1994, the UBC's Centre for Intercultural Languages Studies (CILS) 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. 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; Linguistics; School of Audiology and Speech Sciences; 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, and bilingualism. CILS also sponsors research and development projects of interest to its members, funded by University and other sources. 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.

Governance and Participation

CILS is led by a Director and an Advisory Committee. The Centre's membership is comprised of over four hundred individuals who participate as attendees and/or presenters during the various events and activities organized and (co-)sponsored by CILS. Last year, CILS relied on the work of a Graduate Administrative Assistant (GAA) who was 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. Samuel Navarro, Assistant Professor in the Department of French, Hispanic, and Italian Studies, completed his two-year term as CILS Director in August 2014. Stefka Marinova-Todd, Associate Professor at School of Audiology and Speech Sciences, took over directorship in September 2015 for a two-year term.

GRADUATE ASSISTANT

The person in this position assists the Director closely in organizing the Advisory Committee meetings, as well as the events and activities of CILS. This position involves the organization and coordination of the CILS Annual Research Symposium, contacting CILS stakeholders by e-mail with announcements and invitations to various activities, seeking opportunities to co-sponsor events of interest with other departments, coordinating the activities of the CILS Advisory Committee, as well as updating the CILS website. Natalia Balyasnikova, a PhD student in the Department of Language and Literacy Education, began working as the CILS GAA in September 2013 and carried on in the role throughout 2014-2015.

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 2014-2015 Advisory Committee are:

- Monique Bournot-Trites, Department of Language and Literacy Education
- Rebecca Chau, Department of Asian Studies
- Florian Gassner, Department of Central, Eastern, and Northern European Studies
- Carla Hudson Kam, Department of Linguistics
- Brianne Orr Alvarez, Department of French, Hispanic and Italian Studies
- Ken Reeder, Department of Language and Literacy Education, UBC-Ritsumeikan Academic Exchange Program
- Karen Rolston, Centre for Intercultural Communication
- Steven Talmy, Department of Language and Literacy Education
- Qian Wang, Department of Asian Studies
- Rachel Weber, Department of Educational and Counselling Psychology, and Special Education

Theme and goals for the year 2014-2015

This year's theme for CILS research and public engagement activities was *Bilingualism Across the Lifespan*. It was inspired by the CILS' commitment to promotion and support of bilingual/multilingual research in addition to overreaching commitment to raising intercultural awareness regarding bilingual/multilingual speakers. In subsequent meetings, the CILS Advisory Committee focused on organizing guest speakers, events, and the Annual Research Symposium related to this theme.

CILS' goals for 2014-2015 were divided into three categories: community engagement, research, and administrative.

Community Engagement:

1. To further develop the theme of intercultural language studies across faculties and increase awareness around intercultural research on campus
2. To draw upon theoretical sciences as well as applied studies and encourage collaboration between researchers and practitioners
3. Attract external, high profile presenters for CILS 11th Research Symposium.
4. To focus on children and younger population

Research:

1. Increase inter-faculty representation on the CILS Advisory Committee and other CILS working committees.
2. Continue to pursue research projects that would involve more CILS Advisory members, and then explore further funding sources.
3. Engage more graduate students in research projects so as to provide them with valuable research experience and mentorship.
4. To continue support of TANDEM UBC project

Administrative:

1. To enhance revenues by increasing registration cost at the annual Symposium
2. To maintain CILS website on a new web-platform

Activities for the year 2014-2015

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 UBC and the local university colleges participated as well. Notably, new teachers and personnel (such as speech-language pathologists, special education teachers and French Immersion teachers) from the Vancouver Public Schools and English Language Institute (ELI) attended several CILS events and joined our mailing list. As the result of its community engagement activities CILS mailing list grew significantly, which will ensure wider outreach and promotion of further events organized by CILS.

Community engagement activities organized in 2014-2015 included:

Public lectures

On March 10th, 2015 CILS together with Vantage College, Ritsumeikan Academic Exchanges Program, and UBC Continuing Studies co-hosted Dr. Deardorff, an internationally acclaimed expert and Senior Fulbright Specialist in study abroad and intercultural competence with nearly 20 years of experience in the international education field. Dr. Deardorff is executive director of the Association of International Education Administrators, a national professional organization based at Duke University, where she is a Research Scholar in the Program in Education. Her research contributions are in the areas of international education, global leadership and intercultural development. She has published extensively, including five edited and co-edited volumes, in particular *The SAGE Handbook of Intercultural Competence*. Dr. Deardorff holds a master's and doctorate degrees from North Carolina State University, and she currently works as a consultant for numerous universities and organizations around the world and as a cross-cultural trainer on intercultural competence development and assessment. Dr. Deardorff delivered a public lecture entitled *Exploring Intercultural Competence in International Education*. The lecture was attended by more than 120 participants, who ranged from students, researchers, and language teachers, to the Dean of Education, Dr. **Blye Frank**, Director of Intercultural Understanding Strategy Development **Alden Habacon** and Dr. **Adel**

El Zaïm, Executive Director, International at the Office of the Vice President Research and International at UBC.

Annual research symposium

On May 1st, 2015, CILS held its 11th Annual Research Symposium *Bilingualism Across the Lifespan*. This year's Symposium took a new format: two high profile key note addresses were accompanied by poster presentations delivered by 19 presenters from various units at UBC, SFU, University of Victoria, NGOs and community activists.

Key note addresses were delivered by two high-profile plenary speakers from U.S. and Canada who are experts on bilingualism.

- Dr. **Judith Kroll**, Distinguished Professor of Psychology, Linguistics, and Women's Studies at Pennsylvania State University
- Dr. **Fred Genesee**, Professor Emeritus of Psychology at McGill University.

The Symposium drew a significant number of participants (120 in total, the highest ever in the centre's history), attendees included: CILS stakeholders, CILS Advisory Committee members, researchers across the university, teachers, school administrators, NGO and community partners, graduate and undergraduate students.

Public workshops

As a fulfillment of its community outreach mandate, Karen Roulston, a member of CILS Advisory Committee consulted and supported a series of workshops on intercultural communication at the UBC Learning Exchange, a centre that caters to the residents of the Downtown Eastside. The series of workshops was designed and delivered by Natalia Balyasnikova, CILS GAA.

In preparation for CILS Symposium, CILS director Stefka Marinova-Todd and GAA Natalia Balyasnikova developed and ran a workshop *Successful Conference Poster Presentations*, hosted by the Department of Language and Literacy Education. The workshop was attended by 20 people, both graduate students and members of UBC community.

Other projects have also been initiated by bringing together scholars associated with CILS who have common research interests and also collaborate on supervising graduate student

research (e.g., Drs. Stefka Marinova-Todd and Rachel Weber are supervising 2 students, Drs. Stefka Marinova-Todd and Carla Hudson Kam supervised on graduate student together).

RESEARCH

The UBC Tandem program with the support from CILS, continues to be run free of charge and is now (almost) completely student-run. This initiative that began as a pilot study and now matches up around 800 students with interests in several different languages (www.tandemubc.ca) so that they can teach each other and practice languages that they consider themselves “experts” in. The tandem facilitator handbook was put together by a group of tandem coordinators and facilitators and it is built upon a peer-teaching model that uses authentic interactive activities as a means to initiate meaningful and relevant conversations in the target languages. Brianne Orr-Alvarez, a Member of CILS Advisory Committee, provides pedagogical expertise related to the Common European Framework for Foreign Language Education for session tutors and program coordinators. Beyond this, she helps to interview and hire Tandem consultants and session leaders and train them using recent approaches to the teaching of conversation and culture in university settings.

ADMINISTRATIVE

CILS agreed to hold 2 or 3 meetings throughout the academic year and keep communication via email. The advertising of events was done primarily through e-mail and on the CILS website. CILS also discussed raising registration fee for Annual Research Symposium from \$10 to \$30 (\$15 for students). This generated additional income to off-set catering costs and honoraria for high profile invited speakers. CILS’ decision to implement the fee was motivated by the considerable expense involved in hosting the Symposium attended by 120 people, paired with the rising costs of food and supplies in general. CILS GAA, Natalia Balyasnikova, has full access to the CILS web platform and has been updating the website with news regarding developing activities at the Centre.

Financial report

CILS received \$5,000 from the Faculty of Education and \$5,000 from the Faculty of Arts.

CILS does not receive any release time for its Director, but it does receive significant in-kind support from OGPR for the accounting work, website maintenance, and symposium promotion and administration.

SUMMARY OF EXPENSES

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

Description	Period Total
Budget Balance Carry Forward	0
Money from FoA and FoE	10,000
Salaries-Students(Instruc&Res)	-5,000
Employee benefits-Main	-267.17
Conferences-Pub carrier transport	-2,020.76
Conferences-Other transport	-101.04
Conferences-Accommodation	-398
Conferences-Registration	3,045.00
Operational supplies & expense	-303.75
XGS-Office services	0
Printing and copying	0
Catering	-1,898.50
Gifts	-250
Honoraria	-1000
Sub Total	8,194
Balance available:	1,806

Appendices

APPENDIX A: ABSTRACTS AND PICTURES FROM CILS 11TH ANNUAL RESEARCH SYMPOSIUM

Negar Amini, Department of Educational and Counseling Psychology and Special Education,
Human Development Learning and Culture

Raheb Zohrehfard, Department of Language and Literacy Education, UBC

Exploring Constructed Identity (ies): The Experiences of Iranian Adolescents in Canada

This proposed research examines how L2 Iranian adolescents participate in L2 academic settings and negotiate identities as a product of language socialization within heterogeneous multicultural classrooms, in Vancouver, BC. This study has implication for pedagogy on both conceptual and practical levels regarding how to foster the participation of students with various needs and how to promote equal opportunities in the classroom for participation and access to the curriculum. Such an inquiry aims to help reveal the complexities, contradictions, tensions, and transformations involved in increasingly multicultural and multilingual teaching and learning practices.

Natalia Balyasnikova

Department of Language and Literacy Education, UBC

Cross-linguistic impacts on vocabulary acquisition in trilingual language learners

This presentation reports on a first stage of a 9 month-long study, which examined vocabulary interaction, more specifically linguistic interference and transfer, in trilingual language students. The three languages used by students were: Russian (as L1), Spanish (as L2) and English (as L3). The complexity in the use of three languages in students' peer-to-peer interaction, allowed for analysis of their lexical choices. Analysis of students' lexical choices revealed that, in cases of interlinguistic influence, students relied on L2 in L3 production, rather than L1. These findings were used to model vocabulary learning exercises, to foster students' cross-linguistic analytical skills.

Tim Beyer, Department of Psychology, University of Puget Sound, Carla Hudson Kam,
Department of Linguistics, UBC

Mere Exposure May Not Lead to Bidialectal Competence

Bidialectal children are often expected to acquire the standard language variety via exposure during schooling. Eye-tracking measures revealed that 1st and 2nd grade African American English (AAE) speakers, unlike their Standard American English (SAE) speaking peers, do not interpret SAE tense morphology (e.g., past tense –ed). However, all children were able to interpret morphology shared between the varieties (e.g., plural –s). Despite no differences in measures of language complexity and non-verbal IQ between the groups, the AAE-speakers showed no significant increases in performance between 1st and 2nd grade. Mere exposure may not lead to bidialectal competence.

Laura Blumenthal, Douglas College, TESL Program

The Other Foot: A Language Learning Language Teacher

As a multilingual lifelong language enthusiast, a language teacher (ESL), and a language teacher educator (TESOL), the presenter thought her journey to Serbia and enrolment in a Serbian language immersion course would be an interesting experiment. She documented her language-learning experience in a blog, and will present highlights of her successes, failures, and insights in this presentation.

Arianna Dagnino Department of French, Spanish and Italian Studies, UBC

Do bilingual writers write differently?

How does bilingualism or plurilingualism affect the way creative writers perceive the world and write? I have asked this question to four internationally renowned writers (Brian Castro, Alberto Manguel, Tim Parks, and Ilija Trojanow) who are fluent in more than one language. By analyzing their answers, I have extrapolated five main recurring threads and/or shared narrative elements in their writing practices, which lead to new translingual combinations of meaning and a new layer of imagery.

Irene de la Cruz-Pavía, Department of Psychology UBC, Department of Linguistics and Basque Studies University of the Basque Country UPV/EHU

Bilingual speech segmentation: The role of frequency-based and prosodic cues

Research on speech segmentation has typically focused on the strategies available to monolingual speakers. The present investigation expands this research by examining the role of these cues in adult bilinguals, and the differences in the processing of these cues between the bilinguals' dominant and non-dominant languages. Further, this research reveals the importance of controlling for context language when investigating bilingual populations and examines a language, Basque, typologically very different from the languages typically studied in the literature. This investigation advances our understanding of language processing in a bilingual context, necessary in today's multilingual and multicultural societies and focus of this program.

Liam Doherty, Department of Language and Literacy Education, UBC

Frequency of Pragmatic Content in Popular Narratives: A Key to Successful Bilingual

Karin Keefe Department of Language & Literacy Education, UBC

Ending the "exile" of the L1: A review of research

Old habits die hard, especially when those habits go back more than one hundred years. Since the 19th century, the use of a student's native language (L1) has been discouraged, if not outright banned, in the second language (L2) classroom. This habit has prevailed despite decades of research demonstrating that the L1 functions as a cognitive tool and linguistic resource that helps to scaffold students' learning. Research has shown that there exists an interrelationship between the L1 and L2 that enhances learning and promotes development of literacy in both languages.

Caroline Locher-Lo, Department of Educational Studies, UBC

Legal Footing for Minority Language Rights in Canada

The policy of Multiculturalism was proclaimed by the government of Canada in 1977. Canadians, in the media, academia and politics have articulated their positions on the value of societal harmony and equality. This proposal is to address the legal footing of Minority

Language Rights, grounded in the Multiculturalism Act (1988) and the Canadian Charter of Rights and Freedoms (1982), as these legislation and constitution are the corner stones for Canadians' fundamental belief in equality. Hopefully it will provide the audience with a firm sense that language rights are not only a human right, but also a legal right in Canada.

Anna Mendoza, Department of Language and Literacy Education, UBC

Understanding ESL writing by writing in our heritage/additional languages

In this presentation, an English for Academic Purposes (EAP) writing teacher attempts to get into her students' shoes by attempting to write in three other languages. By writing in French, in which she has an intermediate proficiency, having learned it largely through grammar-based secondary schooling, she simulates being an EFL writer learning EAP. By writing in Mandarin, which she has only been learning for a year, she simulates being an immigrant learning a foreign script. By writing in Tagalog, she simulates the experience of undeveloped literacy in one's first language. Through these simulations, she discusses implications for EAP writing pedagogy.

Fatemeh Mohammadian Haghighi, Department of Language and Literacy Education, UBC

Naghmeh Babaee, The University of Manitoba

One-Parent-One-Language Principle: Does it facilitate bilingual and hybrid identity construction?

One parent-one language approach has been advocated for immigrant children's heritage language (HL) maintenance and second language acquisition (SLA) (Barron-Hauwaert, 2004; Dopke, 1992). Focusing on mothers inadequately proficient in a dominant language as HL transmitters, this paper attempts to challenge one-parent-one-language approach by discussing the potentially negative influences of this approach on children's ethnic identity construction. First, language maintenance, one parent-one language principle and ethnic identity will be briefly overviewed. Second, the potentially negative impacts of this approach on children's ethnic identity construction and HL maintenance will be discussed. Finally, recommendations for facilitating SLA and HL maintenance will be offered.

Samuel Navarro, Department of French, Hispanic & Italian Studies UBC

Autonomous Spanish-English Learners in the Community

This study involves UBC volunteer Spanish-English bilinguals and high school students working collaboratively at two local schools. Neither the researcher nor the schoolteachers directly intervene. The study explores the extent to which lack of direct supervision increases learner autonomy (Little, 2014) and authentic Spanish language performance. Evidence from a pilot version revealed positive linguistic and personal gains from participation. Namely, high school students speak Spanish freely and without fear of making mistakes. Learners likely realize that in the absence of direct teacher supervision, Spanish production is triggered by true communicative needs that evolve within the context of each situation.

Saeed Nazari, Department of Curriculum Studies, UBC

The Ideology of “I” in Heritage Language Development

In their poster presentation, the researchers who are teaching Farsi as a heritage or parental language in Canada will provide a critical evaluation of the ideological content of a grade 2 textbook published by the Iranian government. Following that, they will draw upon currere (Pinar, 2006) in order to emphasize the role of subjectivity and how it might be overlooked in such a curriculum.

Xuan Zhang, School of Audiology and Speech Sciences, UBC

Factors Explaining the Cognitive Advantage of Bilinguals

A large body of research has demonstrated the cognitive advantages of bilinguals in comparison with matched monolinguals, however, the results have revealed the inconsistency across studies and questioned the robustness of the bilingual cognitive advantages. In this presentation I will review the possible factors that account for the inconsistent findings in bilingual cognitive functioning, namely the age of language exposure, the measures used, bilingual type as well as the presence of language transfer effects. Future studies need to clarify the multifaceted executive control measures, and provide evidence for a better understanding of what bilingual advantage is in essence.

Raheb Zohrehfard, Department of Language and Literacy Education, UBC

An Intersection of Acculturation and Professionalism Among Iranian ESL Teachers

The perpetuation of current trends of native speaker prejudice results in growing social inequalities and less opportunity for social mobility. The acculturation patterns of NNES teachers and the challenges they face take central stage to be investigated for a longer period of time and across various contexts. On the other hand, the complicated experiences of immigrants and the ambiguous picture of acculturation delineated in the literature necessitate a more comprehensive study. A call for a fresh drive can help us deepen our insight into the stumbling blocks immigrant teachers come across both professionally and culturally.

Abstracts of Key Note Speakers at CILS 11th Annual Research Symposium

Judith Kroll

Distinguished Professor of Psychology, Linguistics, and
Women's Studies at Pennsylvania State University

*Two languages in mind: Bilingualism as a tool to investigate
language, cognition, and the brain*

In the past decade, the recognition that more of the world's speakers are bilingual than monolingual has led to a dramatic increase in research that assumes bilingualism as the norm rather than the exception. This new research investigates the way in which bilinguals and second language learners negotiate the presence of two languages in a single mind and brain. A critical insight is that bilingualism provides a tool for examining aspects of the cognitive architecture that are otherwise obscured by the skill associated with native language performance. In this talk, I illustrate this approach to language processing and its neural basis and consider the consequences that bilingualism holds for cognition more generally.



Fred Genesee

Professor Emeritus of Psychology at McGill University



Rethinking early dual language learning

People often have serious concerns about raising or educating children bilingually. These concerns are often based on expectations that are not support by research evidence. This presentation will review research findings on dual language learning in both school and non-school settings,

among simultaneous and sequential bilinguals, and in typically-developing learners and those with an impaired capacity for language learning. Misunderstandings about the role of the first language in educating EAL students, the benefits of early and extensive instruction in a second language, children with language impairment, and the assumption that young learners are efficient second language learner will be discussed.



APPENDIX B: ABSTRACTS AND PICTURES FROM DR. DEARDORFF INVITED TALK **Darla Deardorff**

Exploring Intercultural Competence in International Education

Intercultural competence is an emerging focus within higher education. What exactly is intercultural competence? How is this concept being addressed in different contexts in international education? What are some trends and issues, as well as implications in the classroom and beyond? This interactive talk will explore these questions in deepening understandings of this key concept within international education.

