

CILS ANNUAL REPORT

2015-2016

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, 2015 to June 1, 2016. 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.

TABLE OF CONTENTS

Contents

| | |
|--|----|
| Looking Ahead _____ | 1 |
| Mandate _____ | 2 |
| Governance and Participation _____ | 3 |
| Director _____ | 3 |
| Graduate Assistant _____ | 3 |
| Advisory Committee _____ | 3 |
| Theme and goals for the year 2015-2016 _____ | 5 |
| Activities for the year 2015-2016 _____ | 7 |
| Community engagement _____ | 7 |
| tandemUBC _____ | 7 |
| Events: Annual Research Symposium _____ | 7 |
| Research _____ | 8 |
| Administrative _____ | 8 |
| Financial report _____ | 9 |
| Summary of expenses: Apr-2015 to Mar-2016 _____ | 9 |
| Appendices _____ | 10 |
| Appendix A: Abstracts and pictures from CILS 12 th Annual Research Symposium _____ | 10 |
| Appendix B: Letter of Support for Canadian Refugee Child, Youth and Family Research Coalition Partnership Grant Application _____ | 13 |

Message from the Director

LOOKING AHEAD

CILS is committed to serving to the research and teaching community. Among the Centre's main priorities going forwards are: to encourage research collaboration among 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.

Stefka Marinova-Todd

CILS Director

May 1, 2016

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. Stefka Marinova-Todd, Associate Professor at School of Audiology and Speech Sciences, took over directorship in September 2015 for a two-year term. She continued in this role for the year 2015-2016.

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 2015-2016.

ADVISORY COMMITTEE

The Advisory Committee comprises of 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 2015-2016 Advisory Committee:

- 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 2015-2016

This year's theme for CILS research and public engagement activities was *Young Learners in Multilingual World*. Thus, CILS continued its commitment to promotion and support of bilingual/multilingual research in addition to overarching commitment to raising awareness regarding issues surrounding bilingual/multilingual speakers. During the Committee meeting on November 4th, 2015 it was agreed to focus the year's efforts on the organization of the Annual Research Symposium with regards to this theme. It was decided that the theme for the 2016 symposium would be *ESL and International Students in Canadian Classrooms*. The Centre's activities were limited this year because of a glitch which led to a significant delay in the Centre receiving its funding. Therefore, we were also delayed in our planning and organizing of the events for the year, which were fewer than usual. Our limited activities also led to a budget surplus, as a result.

CILS' goals for 2015-2016 were:

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. To focus on children and younger populations
4. To continue promoting bilingualism and multilingualism

These goals were met through: community engagement, research, and administrative activities.

Community Engagement: Continued support of TandemUBC project through involvement of Advisory Committee Member Brianne Orr Alvarez (Department of French, Hispanic and Italian Studies).

Research: Encouraged collaboration between the Advisory Committee Members and joint application to major research grants.

Administrative: Maximized outcomes of the Advisory Committee Meetings by increasing the time of every meeting and reducing the number of meetings per year, enhanced revenues by increasing registration cost at the annual Symposium, maintained CILS website on a new web-platform and expanded mailing list-serv.

Activities for the year 2015-2016

COMMUNITY ENGAGEMENT

tandemUBC

UBC Tandem is a free and (almost) completely student-run 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.

CILS Advisory Committee member Brianne Orr-Alvares 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.

In 2015 at the request of Samuel Navarro, Arts ISIT (Ricardo Serrano and Daniel Pugh and other technology advisors) created an electronic matching system for all tandem participants using a simple algorithm that creates the best possible match of program participants by gathering a series of data related to their interests, language level, year of study, among others. This system, which was created completely free of charge has been very successful. The main concern surrounding this new matching system is the amount of money that it will cost to maintain it. Arts ISIT took the project on, but now it is up to program overseers Jolanta Lekich and Eve Court and program coordinators Leyla Salmi and Marie Shuman to find a more economical way to maintain a system that has been quoted to require around \$7,000/year in maintenance fees.

Events: Annual Research Symposium

On May 3rd, 2016, CILS held 12th Annual Research Symposium *Challenges and Opportunities for English Language Learners in Urban Schools*. Given the success of the 11th Symposium,

this year's Symposium consisted on a high-profile key note address and an invited panel of speakers, followed by a series of roundtable discussions.

The key note address was delivered by Dr. Guofang Li (UBC, Language and Literacy Education) Professor and Canada Research Chair (Tier 1) in Transnational/Global Perspectives of Language and Literacy Education of Children and Youth.

The invited panel consisted of Dr. Lee Gunderson (Professor, Head *pro tem* of the Department of Educational and Counselling Psychology and Special Education at the University of British Columbia), Diane Tijman (District Curriculum Coordinator: ELL & Multiculturalism Coordinator, SD#38, Richmond) and Dr. Ryan Deschambault (12-Month Lecturer in the UBC Department of Language and Literacy Education).

The Symposium was well attended (75total), attendees included: CILS stakeholders, CILS Advisory Committee members, university professors and researchers, teachers, school administrators, NGO and community partners, graduate and undergraduate students.

RESEARCH

On January 28th 2016, CILS partnered with a Canadian Refugee Child, Youth and Family Research Coalition on a SSHRC-funded grant proposal entitled "Targeted Research on Syrian Refugees." The key objective of this initiative is to advocate for supplementary support for research addressing pressing short-term issues related to the current refugee resettlement effort, in order to inform and support the efforts of policymakers, service organizations and other stakeholders. The anticipated grant value is \$2.5M. The decision upon the allocation of funds has not been reached yet.

ADMINISTRATIVE

CILS agreed to hold two 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 GAA, Natalia Balyasnikova, has full access to 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 DATE RANGE: APR-2015 TO MAR-2016

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

| Description | Period Total |
|-----------------------------------|--------------|
| Budget Balance Carry Forward | 1,806 |
| Money from FoA and FoE | 10,000 |
| Salaries-Students(Instruc&Res) | -5,000 |
| Employee benefits-Main | -267.17 |
| Conferences-Pub carrier transport | -45.00 |
| Conferences-Other transport | -101.14 |
| Conferences-Accommodation | 0 |
| Conferences-Registration | 310.00 |
| Operational supplies & expense | -314.29 |
| XGS-Office services | -74.02 |
| Printing and copying | -10.17 |
| Catering | -1,474.00 |
| Sub Total | 6,976 |
| | |
| Balance available | 4830 |

Appendices

APPENDIX A: ABSTRACTS AND PICTURES FROM CILS 12TH ANNUAL RESEARCH SYMPOSIUM

Moving Beyond “Just Good Teaching” for ELLs: Rethinking the Role of the Language Teacher in Urban Schools

Dr. Guofang Li

Professor and Canada Research Chair (Tier 1) in Transnational/Global Perspectives of Language and Literacy Education of Children and Youth

One of the persistent misconceptions about teaching ELLs is that “best practices” that work for L1 English-speaking students would also work for ELLs. Believing and practicing “just good teaching” can lead to classroom practices that are ineffective for ELLs, especially in urban contexts. This presentation problematizes some of the key “just good teaching” ideologies, pedagogies, and practices that may limit ELLs’ academic success in urban districts and suggests ways to move towards a more humanizing multilingual pedagogy to address ELLs’ diverse linguistic and cultural needs.

Category Inclusion and the Perceived Deficit Model: The Evils of the Use of Labels such as ESL, ELL, and EAL to Identify Learners

Dr. Lee Gunderson

Professor, Head pro tem of the Department of Educational and Counselling Psychology and Special Education at the University of British Columbia

Human beings are often grouped in reference to shared characteristics of some kind. Those who speak a language at home that is different from the language of school are referred to as English as a Second Language (ESL), English Language Learner (ELL). English as an Additional Language (EAL), or some other term coded as an acronym. These labels are unfortunate because

they include vastly diverse individuals. Membership in a group such as ESL is viewed negatively by many. Language development is masked by inclusion. Indeed, achievement is hidden the use of such acronyms. The evils of inclusion will be described and discussed.

No More "When do I finish ELL?": Fostering Learner Autonomy, Confidence and Success

Diane Tijman

District Curriculum Coordinator: ELL & Multiculturalism Coordinator, SD#38, Richmond

As an ever-increasing number of English language learners are arriving into our school system, with some succeeding but others struggling, getting frustrated and wanting out of ELL. What support measures need to be put in place to ensure ELLs experience success in school and society? In this session, stories from Richmond School District SD#38 will be shared.

Economizing education: Fee-paying ELLs in Urban Schools

Dr. Ryan Deschambault

12-Month Lecturer in the UBC Department of Language and Literacy Education

This presentation describes how the presence of fee-paying international students (FIS) in BC's K-12 public education system is connected to ELL programs, teaching, and classrooms. Using data drawn from policy documents, interviews with administrators and teachers, and the in-school experiences of high school-aged FISs, its aims are twofold: (1) to highlight some of the material and discursive ways these FIS-ELL connections are manifest across educational practices; and (2) to encourage reflection about what it might mean to treat ELL education as a salient site of FIS impact.



APPENDIX B: LETTER OF SUPPORT FOR CANADIAN REFUGEE CHILD, YOUTH AND FAMILY RESEARCH COALITION PARTNERSHIP GRANT APPLICATION

28 January 2016

Dear Dr. Ungar,

RE: Support for CANADIAN REFUGEE CHILD AND YOUTH RESEARCH COALITION Partnership Grant Application

I am the Director of the UBC's Centre for Intercultural Language studies (CILS) and I am writing on behalf of the Centre's Advisory Committee to express our enthusiastic support of your application to fund a national program of research to help Syrian refugee children, youth and their families coming to Canada.

Established in 1994, CILS is a cross-campus centre for research, outreach, and collaboration on issues broadly connected to language, culture, and education. 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. More recently, the Centre's activities have included work centered around younger children at the primary and secondary school-level with a specific focus on children who are learning English as an additional language, and are typically coming from families who have recently immigrated to Canada (including refugees). Therefore, CILS has 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; the School of Audiology and Speech Sciences; and the Centre for Intercultural Communication, among others.

The CILS Director has ongoing and productive SSHRC-funded research collaborations with several of the applicants that are involved in the Partnership Grant, namely Dr. Helene Deacon, Dr. Johanne Paradis and Dr. Becky Chen. The CILS advisory committee is comprised of research faculty members with established reputations in their respective fields, as well as senior administrative leaders at the English Language Institute and the Centre for Intercultural Communication, who are enthusiastic about this program of research and look forward to contributing their expertise to the research agenda of the projects in several ways: supervising graduate student research, help to develop the research tools and indicators, among others.

In addition, the Director or individual Advisory Committee members could attend meetings that are part of the project and participate in the planning and synchronization of the research activities. The CILS graduate administrative assistant, Natalia Balyasnikova, an excellent Ph.D. student in the Language and Literacy Education department, is already volunteering with the Vancouver Refugee Services and can help establish meaningful connections with the office and the refugees and their families.

Finally, CILS regularly offers workshops, research seminars and an annual research symposium and maintains a large listserv of contact information for our ongoing supporters and members. In this way, we could contribute to the knowledge mobilization activities by disseminating study results that will reach both the research community across the Lower Mainland and also the professional communities of language teachers, school educators and leaders, speech-language pathologists, as well as members of the general public including parents of children who are recent immigrants (including refugees) and are learning English as an additional language.

For all the reasons listed above, we look forward to working with you and the team and are happy to contribute our time and expertise to this project.

Sincerely,

A handwritten signature in black ink, appearing to read 'Stefka H. Marinova-Todd', with a stylized, flowing script.

Stefka H. Marinova-Todd, Ed.D.

Associate Professor and CILS Director