CILS Annual Report

2006-2007

A report on the past academic year's major activities of CILS, an inter-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 Centre for Intercultural Language Studies

Introduction by the Director

The UBC Centre for Intercultural Language Studies (CILS) is an interfaculty research and development centre at the University of British Columbia, sponsored and supported by three major bodies: the UBC Faculty of Arts, the UBC Faculty of Education, and UBC Continuing Studies. Founded in 1994 by Joerg Roche and Ken Reeder, CILS is entering its fourteenth year of service to the language teaching and learning community not only here at the University of British Columbia, but also in the broader professional field and amongst our sister postsecondary institutions.

CILS is a series of "communities within communities" in the sense that, like all undertakings of a relatively small size, a handful of dedicated people are really responsible for sustaining the life of the organization. On the following page, you will find the names of that dedicated set of volunteer members of the CILS Advisory Committee. I wish to thank each of them for their hard work, imagination and will to see CILS thrive and fulfill its mandate. We have also been guided and encouraged in our work by Associate Dean (Research and Graduate Studies) of Education Dr. Deb Butler, and Associate Dean (Strategic Initiatives) of Arts, Dr. Peter Dauvergne. These two individuals have ensured that CILS remains funded and more, that our work is widely appreciated by the broader university community. Moreover, they are both people who "show up" at our events throughout the year, much to our appreciation. Our broader community consists of all those people who have asked to have their names added to our mailing list. Their varied affiliations are listed in Appendix C below: their active participation in our work is highly valued by all of us at CILS.

Over the past year, CILS has enjoyed a growing relationship with the Faculty of Education's Network of Centres and Institutes in Education, where we receive tangible support in the form of budget and administrative assistance from Judy Paley. To NCIE and to Judy, my sincere thanks for all that they have done to promote and support our program of work this year, and on an ongoing basis.

Finally, I wish to extend my thanks to Sandra Zappa, our Graduate Assistant over the past several years, and for many of us, the public face

of CILS. In anticipation of Sandra's successful completion of her doctorate at the time of writing, we hope to welcome her back as our administrative coordinator for the coming year, and this comes with my personal gratitude to Sandra for all that she brings to the life of CILS.

In this short report, you'll find information on our Advisory Committee, highlights of our main activities from April 2006 to March 2007 (with a preview look at our May 2007 research symposium), a brief Financial Report, and Appendices that offer a little more detail on major activities and our membership for the past year. I hope you enjoy the report, and that for a fuller picture (sometimes literally!) of our work, you'll make a visit to our website at:

<p align="center">www.lerc.educ.ubc.ca/fac/duff/cils</p>

Cordially,

Ken Reeder, Director, 2006-2008

CILS Advisory Committee, 2006-07

Mackie Chase (Continuing Studies, UBC)

Duanduan Li (Department of Asian Studies, UBC)

Enrique Manchon (Department of French, Hispanic and Italian Studies, UBC)

Stefka Marinova-Todd (School of Audiology and Speech Sciences, UBC)

Judith Plessis (Continuing Studies, UBC)

Christine Rouget (Department of French, Hispanic and Italian Studies, UBC)

Andrew Scales (English Language Institute, UBC)

Steven Talmy (Department of Language and Literacy Education, UBC)

CILS Graduate Assistant and ex officio member:

Sandra Zappa-Hollman (Department of Language and Literacy Education, UBC)

CILS Director and Committee Chair:

Ken Reeder (Department of Language and Literacy Education, UBC)

Activities for 2006-2007

Over the past year, CILS animated a vital program of seminars, working sessions and its annual day conference, reaching approximately 300 people over the course of the academic year. We turn to each of these main activities and offer a few highlights of each. One interesting feature of the Research Seminars was their joint sponsorship by CILS and three related academic units at UBC with whom CILS has collaborated in the past.

Research Seminars

June 2006

"Three phases in the evolution of language: the emergence of anatomically and linguistically modern humans and the subsequent evolution of phase III, modern languages"

Christian Matthiessen
Macquarie University, Sydney

Christian Matthiessen is Professor of Linguistics at Macquarie University, Sydney. His recent work has explored details of relations between archaeological and linguistic evidence for language evolution. He is the author of *Lexicogrammatical Cartography* and co-author with Michael Halliday of the third edition of *An introduction to functional grammar* and of *Construing experience through meaning: A language based approach to cognition.*

This well-attended event was jointly sponsored by CILS and the UBC Department of Language and Literacy Education. It attracted about 30 participants from a wide range of units at UBC.

February 2007

"Korean ethnicity and language in the U.S.: Views from within and across."

Mihyon Jeon, York University.

Discussant: Steven Talmy, Language and Literacy Education, UBC.

This seminar was jointly sponsored by CILS and the UBC Centre for Korean Research with the kind cooperation of Dr. Ross King of UBC Asian Studies and the CKR. It attracted a wide variety of scholars not only in Asian research but beyond. The full program abstract is reproduced in Appendix A.

August, 2006

CILS was also able to assist with the following event undertaken by UBC Language & Literacy Education, Bonny Norton, Organizer:

"Indigenous language, Identity, and Education"

Donna Patrick
Department of Sociology and Anthropology, School of Canadian Studies
Carleton University

This talk presented an ethnographic framework for minority (Indigenous) language research. The research discussed has two components. One deals with community-based research in a multilingual Arctic Quebec settlement. The other deals with 'language endangerment discourse' from a critical sociolinguistic perspective. Questions addressed include the role of language rights, policy, and education in the promotion and 'protection' of Indigenous and other minority languages.

In addition to these research seminars, plans were begun in collaboration with the UBC School of Audiology and Speech Sciences to host **Catherine Snow**, outgoing Dean of the Harvard Graduate School of Education, for a special research lecture to be held in August, 2007 in the Life Sciences Centre. That event will be reported upon in our 2007-2008

Annual Report.

Research Workshop

January, 2007

"Towards a research agenda for CILS, 2007 onward."

This successful half-day workshop was animated by Ken Reeder and Sandra Zappa, with the goal of generating several feasible research themes, projects and funding strategies for CILS. It resulted in at least one research proposal that will be submitted by CILS Advisory Committtee member Andrew Scales and several CILS colleagues in early November, 2007.

In attendance:

Andrew Scales (ELI)

Enrique Manchon (FHIS)

Christine Rouget (FHIS)

Pat Shaw (Linguistics/First Nations)

Judith Plessis (Cont. Studies)

Mackie Chase (CIC)

Steven Talmy (LLED)

Duanduan Li (Asian Studies)

Monique Bournot-Trites (LLED)

Patsy Duff (LLED)

Ken Reeder (LLED – facilitator/animator)

Sandra Zappa-Hollman (assistant/note-taker)

Suggested potential themes for research projects:

- emerging pedagogies (theme 1)
- curriculum reform (theme 2)

- changing student population (theme 3)
- language policy in the academy (theme 4)
- media & methods (theme 5)
- other (theme 6 – open)

Summary of outcome of brainstorming/workshop session:

Several (5) project ideas emerged from the conversations, which mostly centered around themes 1 through 4 (with some overlapping across themes taking place as well). Members were able to cast votes for up to three projects they thought would be most worth our pursuing. Voting outcomes are therefore also indicated in the full report of this workshop, found in Appendix B. In brief, the project most likely to be pursued was felt to be a systematic evaluation of the "Learning Exchange ESL Facilitator's Program" that has begun its work under the auspices of the ELI and the UBC Learning Exchange, with Andrew Scales coordinating that service. We intend to develop one or more funding proposals that link service and training with rigourous program evaluation and applied research components, probably by means of a proposal to UBC's TLEF, and one outside agency.

Research Symposium

THEME: "Innovation in our Midst: Emerging Pedagogies for Language Teaching and Learning."

Friday, May 19, 2006 -- 8:30 a.m.- 5:00 p.m. -- Ponderosa Centre, UBC

Keynote address:

Engaging with Language through Instructional Counterbalance

By Roy Lyster, McGill University

ABSTRACT. This talk explores how learners engage with language in classrooms with a variable focus on meaning and form. The premise will be that opportunities for second language learning are enhanced when learners engage in instructional activities that require a shift in attentional focus. To orchestrate attentional shifts, teachers need to vary their curriculum by counterbalancing learning opportunities at both ends of the meaning-form spectrum: (1) Opportunities for extensive input vary between exposure to comprehensible input and noticing activities intended to develop learners' awareness of input features; (2) Opportunities for extensive use of the target language vary between content-based tasks and production practice; (3) Opportunities for language negotiation vary from scaffolding and negotiation of meaning to strategic feedback and negotiation of form.

The full-day symposium was attended by over 100 people including many from UBC but an almost equal number from other postsecondary institutions in BC and beyond, school personnel and other interested individuals.

On the following pages, we offer fuller details of this stimulating day's work, which ended with a social reception, followed by dinner at the Director's home. Short abstracts of the 35 teaching demonstrations that were presented in concurrent sessions may be found on the CILS web site, at:

http://www.lerc.educ.ubc.ca/fac/duff/cils/index.htm

Overview of the Symposium

8:30 am	**On-site registration - COFFEE & MUFFINS**
9:00 am	**Conference opening, official welcome**
9:15 am	**Keynote Address:** Dr. Roy Lyster, McGill University: "Engaging with Language through Instructional Counterbalance." Introduction by Dr. Patsy Duff, Past Director, CILS.
10:00 am	Introduction of Teaching Demonstration sessions, the plan, followed by break for coffee and travel to choice of demonstration classrooms.
10:15 am	**Teaching Demonstrations, Sessions 1,2,3** In Ponderosa Annex E, rooms 111, 117, 121, 123 and 127 plus Ponderosa Centre
12:15 pm	**LUNCH**, in Ponderosa Centre, buffet style **Grand Prize Draw** for Survey Participants
1:00 pm	**Teaching Demonstrations, Sessions 4,5,6** In Ponderosa Annex E, rooms 111, 117, 121, 123 and 127 plus Ponderosa Centre
3:00 pm	**Synthesizing activity** in small groups, in Ponderosa Centre main room. Groups identify and report back on Emerging Pedagogies, trends, challenges.
3:30 pm	**Summary and Concluding remarks by Dr. Roy Lyster.**
3:45 pm– 5:00 pm	**Social Hour** (wine and cheese, in Ponderosa Centre main room)

Morning Teaching Demonstrations						
	Ponderosa Anex E 111	Ponderosa Annez E 117	Ponderosa Annex E 121	Ponderosa Annex E 123	Ponderosa Annex E 127	Ponderosa Centre
Session 1 10:15 – 10:55	"A Wiki Way of Knowledge", by Bill McMichael	"The multi-level class", by Liana Sammartino	"On-line Core French Teacher Professional Development", by Wendy Carr	"Web-based Chinese character learning resources for use in CJK language courses at UBC", by Ross King	"Math Pen Pal Letters in L2", by Ingrid Veilleux	"Opting for an Elective Language Course: Dealing with Anxieties and Expectations of Senior University Students", by Viktoriya Topalova
Session 2 10:55 – 11:35	"The Eurom4 project: 4 Romance Languages for the price of 1!", by Christine Rouget	"Reader Response as a Focal Practice in Foreign Language Acquisition", by Ismel Gonzalez	"A Reading Tutor that listens: Computer-based literacy tools for classrooms", by Reg D'Silva	"Teaching Business Mandarin with business culture input", by Frieda He	"Constructing new knowledge from authentic experience", by Branca Mirnic	"Demystifying the Russian Alphabet", by Al Su
Session 3 11:35 – 12:15	"Corpora and Concordancers in Class", by Andrew Scales	"Invitations", by Dominique Prinet	"Horizon Wimba Voice Tools and Language Exchange", by Nina Langton	"Staging *La Parure* (Maupassant). A problem-based approach to literature", by Anne Simpson	"Teaching Reading Comprehension in a L2 at the Beginner Level in the Secondary/Post Secondary Classroom", by Adelheid O'Brien	

Afternoon Teaching Demonstrations						
	Ponderosa Anex E 111	Ponderosa Annez E 117	Ponderosa Annex E 121	Ponderosa Annex E 123	Ponderosa Annex E 127	Ponderos Centre
Session 4 1:00 – 1:40	"Web-based Chinese character learning resources for use in CJK language courses at UBC", by **Ross King**	"Reader Response as a Focal Practice in Foreign Language Acquisition", by **Ismel Gonzalez**	"Opting for an Elective Language Course: Dealing with Anxieties and Expectations of Senior University Students", by **Viktoriya Topalova**	"Staging *La Parure* (Maupassant). A problem-based approach to literature", **by Anne Simpson**	"Teaching Reading Comprehension in a L2 at the Beginner Level in the Secondary/Post Secondary Classroom", by **Adelheid O'Brien**	"Teaching Business Mandarin with business culture input", by **Frieda He**
Session 5 1:40 – 2:20	"Horizon Wimba Voice Tools and Language Exchange", by **Nina Langton**	"On-line Core French Teacher Professional Development", by **Wendy Carr**	"A Reading Tutor that listens: Computer-based literacy tools for classrooms", by **Reg D'Silva**	"Corpora and Concordancers in Class", by **Andrew Scales**	"Math Pen Pal Letters in L2", by **Ingrid Veilleux**	"Demystifyin the Russian Alphabet", by **Al Su**
Session 6 2:20 – 3:00	"The Eurom4 project: 4 Romance Languages for the price of 1!", by **Christine Rouget**	"A Wiki Way of Knowledge", by **Bill McMichael**	"The multi-level class", by **Liana Sammartino**	"Invitations", by **Dominique Prinet**	"Constructing new knowledge from authentic experience", by **Branca Mirnic**	

Preview of the 2007-08 Program

Highlights of the upcoming year will include our third annual research symposium, May 2007, to feature Numa Markee, from the University of Illinois, a noted scholar in the field of language curriculum innovation. As noted above, we will host Catherine Snow of Harvard University in August 2007, and are currently engaged in planning of our program of research seminars and our symposium.

Priorities for 2007-08

These will include the conclusion of our search for the Centre's next Director, with Ken Reeder hoping to take a Study Leave soon. The CILS Advisory Committee and Director plan to recommend an individual to our Associate Deans immediately upon release of this annual report. A second priority will be to complete and submit our research grant application, with the cooperation of Andrew Scales of the English Language Institute. A third priority will focus on a timely program themes that we hope will inform one or more of our research seminars as well as our day symposium in May: Language teaching and learning in the context of internationalization of universities. We anticipate that our Advisory Committee will be reappointed shortly and work will get underway immediately on planning an exciting year of work for CILS. Finally, we have a recommendation regarding the scale of our budget that will offer the potential of some release time for an incoming Director from 2008 onward. That recommendation appears at the conclusion of our Financial Report below.

Report of Annual Revenues and Expenses, PG from Faculty of Arts, Centre for Intercultural Language Studies (CILS)

Account	Description	Details	YTD	Funding Allocation Period Total	PG YTD
500000	Budget pool-Expense	Surplus c/f from 2005-06	7,904.00	0	0
522000	Honoraria/Services Rendered	Grad Research Assistant	0	500	500
531000	Salaries-Students	Grad Research Assistant	0	2,083.35	2,083.35
625000	Other travel-Public carrier	Air fare, keynote speaker, Annual Symposium	0	681.58	681.58
625100	Other travel-Other carrier	Keynote speaker, Annual Symposium	0	19.12	19.12
625400	Other travel-Accommodation	Keynote speaker, Annual Symposium	0	190	190
625550	Meal allowance	Keynote speaker, Annual Symposium	0	20	20
640000	Operational supplies & expense	Operating grant, Faculty of Arts	5,000.00	92.35	92.35
646100	Catering	Ponderosa Centre, UBC Catering, Symposium	0	3,712.12	3,712.12
646104	Food	Advisory Committee meetings	0	29.97	29.97
656000	Dept Entertainment expenses	Advisory Committee meetings	0	227.72	227.72
	Sub Total		12,904.00	7,556.21	7,556.21
	Total Expenses:		12,904.00	7,556.21	7,556.21
				Balance Available:	5,347.79

Report of Annual Revenues and Expenses, PG from Faculty of Education, Centre for Intercultural Language Studies (CILS)

Account	Description	Detail	YTD	Funding Allocation Period Total	Actual Expenditures PG YTD
499999	Budget Balance Carry Forward	*from 2005-06*	6,844.09	0	0
531000	Salaries-Students	*Funding allocation, Faculty of Education*	0	5,000.04	5,000.04
598000	Employee benefit-Other	*Graduate Assistant*	0	11.71	11.71
621000	Conferences-Pub carrier transp	*Keynote speaker, Annual Symposium*	0	347	347
622000	Conferences-Other transport	*Keynote speaker, Annual Symposium*	0	2.64	2.64
640000	Operational supplies & expense	*Graduate Assistant*	0	-4,824.85	-4,824.85
641000	Postage	*CILS operations*	0	18.03	18.03
641500	Printing & copying	*CILS operations*	0	538.95	538.95
646100	Catering	*Research seminars: includes honorarium*	0	655.61	655.61
651100	Technical supplies	*Printer and cartridge replacements*	0	510.01	510.01
656000	Dept Entertainment expenses	*Annual Symposium*	0	269.45	269.45
657100	Bank charges	*Undocumented charge in FOE*	0	7	7
664000	Rentals-Other	*Annual Symposium*	0	90.28	90.28
	Sub Total		6,844.09	2,625.87	2,625.87
	Total Expenses:		6,844.09	2,625.87	2,625.87

Source:

FMS GL Summary - Extracted on 30-MAY-2007 02:05

PM

Report Parameters: Fund [E8378] Dept [150100] Program [] Project [deleted]

Date Range: From APR-2006 to MAR-2007

Commentary on Financial Report

The fiscal year began and ended on a sound footing, thanks to the combination of operating surpluses in the two accounts CILS uses to fund its operations. It can be seen that more than the full annual operating grants of $5000 was accounted for in each budget, in order to deliver the full program of activities this year. That was possible by employing some of the surplus money in the Arts account, and more of the surplus from the Education account. This demonstrates that CILS is slightly outspending its annual funding, and a slight upward adjustment in its annual funding allocation is recommended for 2008-09.

Such an increased allocation would also make it possible for us to attract and retain a Director, allowing that individual to use some funding either for limited course buyout, or a modest graduate assistant support in lieu of such course release. **An annual allocation from each Faculty of $7500 would enable CILS to move to the next level of its development**, as was recommended in our large Review Report of 2006. This is especially appropriate in that CILS funding has remained level for the past eight years, yet our program has continued to expand, particularly in the past three years with our major Research Symposium annually in addition to our regular Research Seminar series and other representation activities, consultation and varied service to the language teaching community in and beyond UBC.

CILS very much appreciates the practice followed in the Faculty of Arts of an annual transfer at the beginning of the fiscal year: **we recommend that the Faculty of Education follow that desirable practice also, in order to streamline our administrative operations.**

Appendix A

CILS/CKR Research Presentation, February 9, 2007

Korean ethnicity and language in the U.S.: Views from within and across

Mihyon Jeon, York University.

Abstract:

The presentation, by drawing on a longitudinal, ethnographic study on a group of college-level Korean-language learners in the United States, explores various ways in which 1.5- and second-generation Korean Americans position themselves in and around the Korean ethnicity and language relative to their classmates who are not ethnically Korean. The study seeks to shed light on the complex link between ethnicity and language. After reviewing literature on ethnicity in terms of its components, of three different stances toward ethnicity, and of its link to language, I will present the enactment of the three different stances toward Korean ethnicity as transitional, enduring, and separate but shareable among the research participants in their everyday language use. The study has implications for research on the relationship between ethnicity and language. First, it draws our attention to individual experiences of ethnicity and its link to language. In order to understand the whole picture of the link between ethnicity and language, it is necessary to pay attention to not only group but also individual experiences. The study seeks to complement the tendency toward focusing on group experiences over individual experiences in research on the link between ethnicity and language. Second, the study broadens the meanings of ethnicity in the area of research on the relationship between ethnicity and language. Experienced at the individual level, ethnicity is more than a static category. Through discourse

analysis of both spoken and written text, I demonstrate that ethnicity is enacted in the ever-changing positioning of both ethnic insiders and outsiders, and is thus being constantly constructed.

Biographical Note:

Mihyon Jeon received her Ph.D. in Educational Linguistics from the University of Pennsylvania in 2005. She is currently serving as a sessional assistant professor of Korean language and culture in the Department of Languages, Literatures and Linguistics at York University, Toronto, Canada. Her research and teaching interests focus on heritage language maintenance, biliteracy, second language development, and curriculum and materials design for Korean learners.

Appendix B

"Toward a Research Agenda for CILS, 2007 Onward"

January 18, 2007

(Full text of the session)

Suggested potential themes for research projects:

- emerging pedagogies (theme 1)
- curriculum reform (theme 2)
- changing student population (theme 3)
- language policy in the academy (theme 4)
- media & methods (theme 5)
- other (theme 6 – open)

Summary of outcome of brainstorming/workshop session:

Several (5) project ideas emerged from the conversations, which mostly centered around themes 1 through 4 (with some overlapping across themes taking place as well).

Detail of project ideas:

Theme 1: Emerging pedagogies

There was some mention of the following topics:

- transformative pedagogies as becoming an evident need in light of, for example, immigrant/refugee and aboriginal learners.
- matching "authentic models" and corpus approaches with appropriate pedagogies and effective uses of corpora (overlapping with theme 2, project idea 2)

No concrete project ideas emerged from the discussion of this topic.

Theme 2: Curriculum Reform: *"Building transformative learning communities"*

Two research project ideas were suggested:

Project idea 1:

Evaluation of current projects. For example, the ELI initiative in Vancouver's downtown east side entitled the "Learning Exchange ESL Facilitator's Program", which involves language learning by refugees/immigrants coached/taught by local residents trained by ELI staff . Such a research project would look at issues beyond language exclusively, examining the social ramifications of language coaching in the community.

Number of votes: 7

People interested in pursuing this research idea: Andrew, Steven, Judith

Funding options: HSS-small budget – in place; CILS to seed, leading to TLEF application in October 2007.

Project idea 2:

Examining the authenticity of language: the work currently done on corpus linguistics (of which the ELI project on academic discourses at UBC constitutes but one of the many examples of projects under way) attests to the current need to find novel ways of teaching language (e.g., collocations, definitions based on contextual use).

Number of votes: 3

People interested in pursuing this research idea: not indicated

Funding options: not discussed

Theme 3: Changing student populations/Diversity issues

Three project ideas were suggested in connection with this theme.

Project idea 3:

There is a huge challenge in trying to successfully assess the language proficiency of incoming students. English language admission requirements were modified in 1992; since then, the same language entry requirements are in place in spite of the fact that the university student population has changed over the past decade, and it has now become a more internationalized body.

In connection with this issue is the question of whether or not the current assessment measures/tools (e.g., TOEFL) are good predictors of success. There is an apparent need for different or perhaps complementary ways of assessing English language proficiency.

So, on the one hand, English admission language requirements should be revised, and at the same time, the assessment tools currently in place may need to be replaced/modified.

Number of votes: 4

People interested in pursuing this research idea: not indicated

Funding options: Hampton Fund, October 2007, if taken up by leaders.

Project idea 4:

A topic that deserves further investigation relates to "Indian-English" students, who have been overlooked for years. (Note: "Indian English," a contested term but in use for want of a better term, in this case refers to aboriginal students who speak their own varieties of English. That is, they live in what Kachru calls the inner circle, yet their English shares characteristics of those living in/representing the outer circle).

Some interesting projects can be found in Saskatchewan (English as a second dialect project), and also in Australia, where there is much research focusing on Indigenous Englishes and the insertion of aboriginal students in school. (For more information, check the link below)

http://www.det.wa.edu.au/education/cmis/eval/curriculum/learningareas/esl/

There is currently a lack of documentation on the varieties of Indian English across Canada, as well as a lack of support for this who might benefit from the help of specialized speech pathologists (i.e., there are only a few speech pathologists capable of addressing the needs of Indian-English people given that very few are familiar with aboriginal languages). There is a need to document the kinds of services currently provided as well as an examination of the nature of English as a Second Dialect (ESD). This topic could be investigated, at least in the first stage, by means of case studies.

Potentially very fruitful connections/parallelisms could be drawn between Indian-English students and 1.5 Generation students, since they might share similar issues and therefore might benefit from similar approaches towards improving their conditions/situation.

Number of votes: 6 + 2 (these last two votes are shared with project idea 5 in light of the overlapping among project ideas)

People interested in pursuing this research idea: not indicated

Funding options: Large HSS grant, February 2008 if taken up by a project leader

Project idea 5:

This idea addresses the question: "How can we accommodate heritage language/non-traditional (i.e., non-Anglophone/monolingual) learners?"

Number of votes: 5 + 2 (these last two votes are shared with project idea 4 in light of the overlapping among project ideas)

People interested in pursuing this research idea: Pat, Duanduan, Mackie, Patsy, Monique

Funding options: Lg. HSS 2008, + Hampton or outside funding 2009+

***Note: Project ideas 4 and 5 are closely linked and could therefore be merged.

Theme 4: Language policy in the Academy

Two main ideas were mentioned, and both have major overlapping with theme 3.

Idea 1: The issue of student language proficiency (see project idea 3 above)

Idea 2: The issue of Indian/Aboriginal English (see project idea 4)

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Appendix C

Affiliations of individuals on the 2006-2007 mailing list

ARTS = Faculty of Arts, UBC

BCIT = BC Institute of Technology

BC TEAL = Association of BC Teachers of English as an Additional Language

CCFI = Centre for Cross-Faculty Inquiry in Education, Graduate Programs, UBC

CENES = Central Eastern Northern European Studies, UBC

Cont. Studies: ELI: English Language Institute, UBC

Cont. Studies : CIC = Centre for Intercultural Communication, UBC

CSF BC = Conseil Scholaire Francophone de la Colombie-Britannique (Francophone Education Authority)

CSPS = Canada School of Public Service, Government of Canada

DET = Distance Education and Technology, UBC

EDUC = Faculty of Education, UBC

FHIS = French, Hispanic, and Italian Studies, UBC

IES = Institute for European Studies, UBC

LLED = Language and Literacy Education, UBC

LMU = Ludwig Maximilians University, Munich

OUC = Okanagan University College

SASS = School of Audiology and Speech Sciences, UBC

SCOLA = Standing Committee on Language Articulation

SFU= Simon Fraser University

TRU = Thompson River University

UBC-O = The University of British Columbia, Okanagan Campus

UCFV = University College of the Fraser Valley

UVIC = University of Victoria

VCC = Vancouver Community College

VSB = Vancouver School Board

VST = Vancouver School of Theology