LANGUAGE RESEARCH CENTRE

ANNUAL REPORT
January to December 2012

Approved by the LRC Steering Committee on January 30, 2013
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1. **Message from the Director**

The Language Research Centre (LRC) at the University of Calgary opened on the fourth floor of Craigie Hall in the Fall semester of 2003. It is a hub of research, teaching and outreach on issues related to language acquisition, psycholinguistics and the interface between language, literature and culture. As such, we conduct interdisciplinary research exploring human language structure, processing and use, its relationship to acquisition, and how this research translates into practice.\(^1\) We also train future researchers, offer professional development opportunities for language teachers, provide policy development support locally and provincially and disseminate research, best practices and information about language acquisition and learning throughout the world.\(^2\) This year, in keeping with the mandate of the LRC, we have expanded the scope of the Centre to include research being conducted on the intimate ties between language and literature through a series of lectures, which have been particularly well attended. It is the intent of the LRC to further pursue and develop such scholarly endeavours.

The University of Calgary has created a series of high level documents that are meant to guide research and scholarship. In its Eyes High document the University has set forth a bold vision to become a **global international hub through a sharpened focus on research and scholarship, enriched quality and breadth of learning and integration with the community**. The LRC has embraced **Eyes High**. Research performed by LRC researchers involves collaboration across traditional disciplinary boundaries, and we have created strong partnerships with colleagues around the world. We take seriously our mandate to make our research findings relevant to the community at large.

Two documents, the **Strategic Research Plan** and the **Academic Plan**, provide the direction for achieving the **Eyes High** vision. The priorities of the LRC align well with the research and academic priorities laid out in the documents. The research performed by those associated with the LRC falls into two main research themes outlined in the **Strategic Research Plan**. These include **Brain and mental health** (e.g., the psycholinguistic research being carried our by our researchers and the dissemination of research in outlets like our Science Café) and **Human dynamics in a changing world** (e.g., our focus on multilingualism and its implications and partnerships with school boards). The **interdisciplinary** research and teaching carried out by LRC researchers enables us to answer questions that **span traditional academic disciplines**. We **integrate teaching and research** and provide graduate students with hands-on opportunities to engage in **research-active learning**. Our **strong community partnerships** enable **mutually beneficial** learning opportunities. Much of the work we pursue at the LRC also aligns with the University’s **International Strategy**.\(^3\) We have established **relationships to pursue research and teaching**, primarily with the Linguistic. Diversity Management in Urban Areas (LiMA) at the University of Hamburg. Concrete examples are provided in the “Highlights” section on pages 7-8 of this document.

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\(^1\) LRC mission statement: [http://arts.ucalgary.ca/lrc/about/mission-statement](http://arts.ucalgary.ca/lrc/about/mission-statement)

\(^2\) LRC three-year plan (2011-2014): [http://arts.ucalgary.ca/lrc/about/our-vision](http://arts.ucalgary.ca/lrc/about/our-vision)

\(^3\) Based on the draft document, approved at GFC on December 12, 2012.
For almost ten years LRC has been a hub of exciting and innovative research, teaching and return to the community because of its people. It brings together scholars, students, and practitioners from several disciplines and academic units on and off campus and is a vibrant example of what interdisciplinarity and collaboration across academic units can bring about. We are proud of the accomplishments of LRC researchers over the past year, and we look forward to continuing the tradition of excellence in 2013, a year that will bring with it a second CIHR-funded Science Café and a SSHRC-funded international conference.

I look forward to the challenges and opportunities that face us over the next year.

Mary Grantham O’Brien, LRC Director
2. **Message from the Associate Director**

Since its creation in late 2003, the Language Research Centre has come a long way. At first glance, such a statement may be seen as a mere platitude. But this report, which covers activities undertaken in 2012, shows clearly that, in less than 10 years, the Language Research Centre has developed into a major hub for scholarship about and around languages, not only in Alberta, but also in Canada and internationally.

Credit for this progress lies first with the successive directors who have piloted the LRC through uncertain times, Nick Žekulin and Florentine Strzelczyk and chiefly for the past four years, Mary O’Brien. Credit then goes to the Faculties and Departments involved in its development Humanities, Social Sciences - now Arts - and Education; French, Italian and Spanish; Germanic, Slavic and East Asian Studies; Linguistics; Psychology. It is through this institutional engagement and the commitment of scholars in these various units as well as a growing number of associated scholars, that the LRC has acquired its national and international stature.

One only needs to peruse the bibliography that constitutes the major part of this annual report, to realize that the Language Research Centre has evolved from research originally largely focused on second language acquisition and pedagogical issues, to attracting scholarly endeavors that reflect a rich diversity of issues seminal to language, language learning, linguistics, literature, and psychology. As such, books, articles and lectures produced or given in 2012 have addressed matters related to reading, readership and reception; speech development, literacy and social identity; language learning and globalization; linguistic planning and economic development; linguistic development and policies in multilingual settings; the role of storytelling in the process of learning; the impact of technology on language acquisition; immigration, cosmopolitanism and cultural identity; second language acquisition, bilingualism and identity; multilingualism and language conservation; bilingualism in early childhood; language and health; the interface between language and literature; and many others.

The sheer wealth and diversity of scholarly contributions in 2012, the promise held in the SSHRC funded international conference that will be organized by Rahat Naqvi, Mary O’Brien and Suzanne Curtin in 2013, the CIHR sponsored Science Café, the upcoming appointment of a postdoctoral scholar in psycholinguistics as part of the *Eyes High* initiative, and the increasing involvement of graduate students in the LRC, all augur well of the future of the LRC, a research centre that occupies a special place in my heart. I look forward to supporting its ongoing development.

Pierre-Yves Mocquais, LRC Interim Associate Director
3. Summary of Highlights

3.1. Research

From the bibliography that follows it is clear that LRC members are engaged in meaningful research that has implications for a variety of fields.

- In our labs, we share space and equipment, train graduate students and perform interdisciplinary research that often has a translational focus.

- Three speaker series “Theoretical and experimental innovations and bilingualism research” (January–December 2012), “Focus on the learner” (January–May 2012) and “The language of literature” (September–December 2012) highlight the research of our academic staff, expose colleagues to research being done across campus and bring in researchers from across the world to engage in dialogue surrounding innovative research.

- Our Psycholinguistics Lab Group (January–December 2012) brings together graduate students and faculty members to discuss cutting-edge psycholinguistic research in an interdisciplinary forum, thereby enabling us to shape and sharpen our research priorities and promote research excellence.

- Our annual graduate student poster symposium (May 2012) brings together students from across campus in an interdisciplinary forum and enhances research opportunities for graduate students.

- Our co-sponsorship of the first “Multidisciplinary approaches in language policy and planning” conference (September 2012) highlights the research of University of Calgary and international experts and enables discussion surrounding the implications of multilingualism across sectors.

3.2. Teaching and Training

At the heart of the LRC’s teaching mandate are research-informed teaching and learning practices. Some examples are as follows.

- Through our LANG course “Multilingualism Today” (September 2012) we enabled students from different faculties come together to work on a general problem (multilingualism) that spans disciplines. They engaged in hands-on research with implications for the real world. The course content raised student awareness about the benefits of translational and applied research. This course was also open to advanced undergraduate students who have the opportunity to engage in applied and research-active learning components.

- Our “I’d like to know more about...” workshop (November 2012) encouraged students to apply theory to address real-world issues, thereby enabling an integration of teaching and research.
3.3. Return to Community
The mandate of the LRC involves outreach and engagement with community members and organizations.

- Our CIHR Science Café entitled “Cognitive benefits of lifelong language learning” (January 2012) enabled us to *disseminate scientific research beyond the traditional academic outlets*. International experts shared cutting-edge research on the benefits of multilingualism over the lifespan with the greater Calgary community.
- We regularly organize and host workshops (February 2012, November 2012) that are focused on *talent development* in the areas of language pedagogy and research methodology.
- Our lecture series are open to the public, thereby enabling *debate and discussion of topics of interest to the community*.
- Our *strong respectful, responsive and mutually beneficial partnerships* with the Calgary Board of Education, the Southern Alberta Heritage Language Association and the Institute for Innovation in Second Language Education (Edmonton Public School Board) *enable collaborations and knowledge mobilization across sectors*.

3.4. Internationalization
In 2009 the LRC established a partnership with the Linguistic Diversity Management in Urban Areas (LiMA) group at the University of Hamburg (Germany). The objective of the partnership is to strengthen the teaching and research capacity at both institutions. Two LiMA researchers (Peter Siemund and Ingrid Gogolin) participated in our block week course and in the “Multidisciplinary approaches to language policy and planning conference” (September 2012), an international *conference held on the University of Calgary campus*. Two LRC Researchers (Rahat Naqvi and Mary O’Brien) participated in the LiMA Fall School (October 2012). Currently, the LRC is hosting Hidir Karul, a *PhD student* from this program.

A listing of all of the events organized by the LRC during 2012 can be found in sections 7.2 and 7.3 on pages 38-41.
4. In Review: LRC Activities
4.1. Academic Research Population

- Faculty members:
  - Amedegnato, Ozouf Senamin, FIS
  - Brown, Kenneth, FIS
  - Burwell, Catherine, GPE (Graduate Programs in Education)
  - Cadel, Francesca, FIS
  - Cai, Wei, GSEA
  - Carroll, Susanne, LING
  - Curtin, Suzanne, PSYCH
  - Gabruck, Mila, FIS
  - Graham, Susan, PSYCH
  - Guo, Yan, GPE
  - Hoenle, Sandra, GSEA
  - Koch, Karsten, LING
  - Lelters, Kimberly, GPE
  - Lock, Jennifer, GPE
  - McGillivray, Murray, ENGL
  - Mladenova, Olga, GSEA
  - Mocquais, Pierre-Yves, FIS
  - Montes Garces, Elizabeth, FIS
  - Naqvi, Rahat, GPE
  - O'Brien, Mary G., GSEA
  - Panayotidis, Lisa, GPE
  - Pexman, Penny, PSYCH
  - Poucel, Jean-Jacques, FIS
  - Ricento, Thomas, GPE
  - Richer, Jean-Jacques, FIS
  - Ritter, Elizabeth, LING
  - Rollin, Odile, FIS
  - Roy, Sylvie, GPE
  - Sciban, Shu-ning, GSEA
  - Strzelczyk, Florentine, GSEA
  - Wall, Anthony, FIS
  - Winters, Stephen, LING
  - Yang, X. Jie, GSEA
  - Žekulin, Nicholas, GSEA
• Research Associates
  o Dressler, Roswita, LRC Research Associate
  o Eaton, Sarah Elaine, LRC Research Associate
  o Libben, Gary, LRC Distinguished Research Associate
  o Linowska, Klaudia, LRC Community Associate
  o Meisel, Jürgen, LRC Distinguished Fellow
  o Mydlarski, Donna, LRC Research Associate

• University of Calgary students
  o Undergraduate students involved in the LRC
    ▪ Greer, Sarah, LING
    ▪ Bajt, Allison, GSEA
  o MA students involved in the LRC
    ▪ Allen, Veronica, FIS
    ▪ Kaushik, Vibha, GSEA
    ▪ Lam, Henry, GSEA
    ▪ Lee, JeongEun, LING
    ▪ Maczuga, Paulina, GSEA
    ▪ Ryszka, Mike, GSEA
    ▪ Sim, Rhonda, LING
  o PhD students involved in the LRC
    ▪ Archer, Stephanie, LING
    ▪ Barrett, Tyler, GPE
    ▪ Berman, Jared, Psychology
    ▪ Holstine Vandervalk, Donna, GPE
    ▪ Hilman, Brianna, GPE
    ▪ Jackson, Susan, LING
    ▪ Karul, Hidir, LRC
    ▪ Khu, Melanie, Psychology
    ▪ Macé, Fanny, GPE
    ▪ Mueller, Katherine, FIS
    ▪ Oss-Cech Chiacchia, Maria, FIS
    ▪ Pavlov, Vladimir, GPE
    ▪ Philips, Catie, Psych
    ▪ Pinchbeck, Geoffrey G., GPE
    ▪ Strickland, Brandee, FIS
    ▪ Weber, Silke, LING
    ▪ Windsor, Joey, LING
    ▪ Woelfel, Isabell, GSEA

Total number of affiliated researchers: 67
4.2. Publications and Presentations
Researchers affiliated with the LRC published their work in some of the most influential international publications and presented their research at important venues. The following total includes those works directly related to the mandate of the LRC.

- Books published in 2012: 6
- Refereed journal articles published in 2012: 45
- Other refereed publications: 19
- Non-refereed publications: 23
- Refereed presentations in 2012: 84
- Invited lectures and workshops: 92
- Theses: 10
- Journals edited: 10
- Media citations: 20
- International conferences hosted: 8

| Total number of refereed publications: | 70 |
| Total number of refereed presentations: | 83 |
| Total number of non-refereed works: | 23 |

A detailed listing can be found in section 7.1 on pages 16-38.

4.3. Courses on Second Language Acquisition / Bilingualism Taught by Affiliated Researchers

- LANG course: 1
- Courses outside the LRC: 4
  - LING 434: Second Language Syntax (Winter 2012)
  - EDER 669.44 L50 Second Language Learning (Summer 2012)
  - EDER 668.01 L01 Seminar in Languages & Diversity (Fall 2012)
  - GERM 469.18 / 631.6 Acquisition of German as a Second Language (Fall 2012)

4.4. Outreach

The LRC organized the following community outreach during 2012.

**Workshops**
- Workshop for German teachers
- “I’d like to know more about workshop...”

**Panel discussions and public presentations**
- CIHR-sponsored Science Café
- Graduate student poster symposium

**Conference**
- “Multidisciplinary approaches in language policy and planning” (co-sponsored with Faculty of Education)
Lectures
The LRC regularly hosts lectures on Friday afternoons. Over the course of 2012 we put on three lecture series and hosted a total of **14 lectures**. In addition, the lecture by Hermann Haller (Queens College, CUNY), organized by the Department of French, Italian and Spanish, co-sponsored by the LRC.

Other events
- German CEFR level C1 exam (June)
- French CEFR DELF / DALF exams[^4] (April (A2) and June (A2, B2, C1, C2))

<table>
<thead>
<tr>
<th>Event</th>
<th>Count</th>
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<tbody>
<tr>
<td>Total number of workshops:</td>
<td>2</td>
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<tr>
<td>Total number of panel discussions/public presentations:</td>
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<tr>
<td>Total number of poster sessions:</td>
<td>1</td>
</tr>
<tr>
<td>Total number of conferences (co-sponsor):</td>
<td>1</td>
</tr>
<tr>
<td>Total number of lectures:</td>
<td>15</td>
</tr>
<tr>
<td>Total number of international language exams:</td>
<td>6</td>
</tr>
</tbody>
</table>

These events are listed under section 7.3 on pages 38-41.

4.5 Partnerships
Important ongoing partnerships include those with the Linguistic Diversity Management in Urban Areas (LiMA) Research Cluster at the University of Hamburg (Germany), the Southern Alberta Heritage Languages Association (SAHLA), the Calgary Board of Education’s Global Learning and the Edmonton Public School Board’s Institute for Innovation in Second Language Education (IISLE).

[^4]: The French DELF / DALF exams are organized out of the French Centre, and the testing is supported by the Department of French, Italian and Spanish and the Language Research Centre. The two sessions offered in 2012 were offered under the auspices of the Calgary Board of Education. The University of Calgary has received approval to become an official DELF / DALF Examination Centre.
5. Financial (Trust Account) Information for Calendar Year 2012

<table>
<thead>
<tr>
<th>Account</th>
<th>Sponsor</th>
<th>Award amount</th>
<th>Balance forward</th>
<th>2012 Expenditures</th>
<th>Balance remaining</th>
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<tr>
<td>LRC Endowment</td>
<td>Calgary Board of Education</td>
<td>$4,000</td>
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<td>$4,000</td>
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<tr>
<td>Investigating Intensive French in Calgary</td>
<td></td>
<td>$8960.51</td>
<td></td>
<td>$4482.29</td>
<td>$4478.22</td>
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<tr>
<td>Correlation of ESL program with Common European Framework of Reference</td>
<td>Alberta Education</td>
<td>$41,800</td>
<td>$1,591.78</td>
<td>$620.28</td>
<td>$971.50</td>
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<td>Website development</td>
<td>Association for German Education in Calgary</td>
<td>$4,500</td>
<td>$4,500</td>
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<tr>
<td>Goethe Testing Centre</td>
<td></td>
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<td>$123.81</td>
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<td>Science Café (2012 and 2013)</td>
<td>CIHR</td>
<td>$3,000 (2012)</td>
<td></td>
<td>$1006.42</td>
<td>$4,993.58</td>
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<tr>
<td>$3,000 (2013)</td>
<td></td>
<td></td>
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<tr>
<td>Technology in Second Language</td>
<td>Alberta Education</td>
<td>$19,945.00</td>
<td>$2,689.71</td>
<td>$2,064.72</td>
<td>$624.99</td>
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<td>Transcending Monolingualism: Linguistic Diversity in the Western Metropolis</td>
<td>German Academic Exchange Service (DAAD)</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$1,400.76</td>
<td>$3,599.24</td>
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<td><strong>Total</strong></td>
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</tbody>
</table>

- The Language Research Centre's endowment of $100,000 was put in place in early 2010 under Director Florentine Strzelczyk's initiative to support activities and projects in the LRC. In 2012, we received $4,000 from the account.
- LRC scholars' research is funded through a variety of means. These sources include, but are not limited to:
  - The Social Sciences and Humanities Research Council of Canada
  - The Natural Sciences and Engineering Research Council of Canada
  - Canadian Institutes of Health Research
  - United Way
  - Alberta Culture-Community Facility Enhancement Program
  - Alberta Centre for Child, Family, and Community
  - University of Calgary
- *Note: Operating costs are covered by the Faculty of Arts, University of Calgary.*
6. The Future of the Language Research Centre

6.1. Provincial, National and International Position

The LRC is Alberta’s only centre that focuses on language learning and acquisition outside of the psycholinguistics laboratory setting. As such, we have partnered with local (the Calgary Board of Education and Southern Alberta Heritage Language Association) and provincial (the Institute for Innovation in Second Language Education and Alberta Education) bodies on several initiatives. Within Canada, the LRC is one of a few centres that focus on language learning or acquisition. The other centres include:

- Centre for Educational Research on Languages and Literacies (CERLL), Ontario Institute for Studies in Education of the University of Toronto (http://www.oise.utoronto.ca/cerll/index.html)
- Second Language Research Institute of Canada (L2RIC), Department of Education, University of New Brunswick, Fredericton, NB (http://www.unbf.ca/L2/)
- Official Languages and Bilingualism Institute, Faculty of Arts, University of Ottawa (http://www.olbi.uottawa.ca/en/index.php)

The LRC distinguishes itself from these other centres in its broad interdisciplinarity. Our researchers come from the Faculties of Arts and Education and from departments including Psychology, Linguistics, French, Italian and Spanish and Germanic, Slavic and East Asian Studies. Our researchers receive funding from a range of sources, and the Centre’s recent success in obtaining CIHR and SSHRC funding (the second SSHRC Connection Grant awarded to University of Calgary researchers) is a sign that we are gaining a solid reputation within Canada.

To date we have established one strong international partnership. It is with the Linguistic Diversity Management in Urban Areas (LiMA) research cluster at the University of Hamburg. We have collaborated in teaching and in dissemination of research. We hope to expand partnerships with colleagues in Poland and beyond in the years to come.

6.2 Priorities for 2013

The priorities outlined below are based on the three-year plan that we developed in 2011. Although we have achieved most of the goals we set out then, the following goals remain central to the work that we will do over the course of the next year. In January 2013 we sent out a survey to all LRC researchers, and the results will provide us with additional information about our colleagues' goals in the areas of research, teaching and outreach.

6.2.1 Research

- Growth of existing research groups.
- Development of research groups in new areas.
- Expansion of international partnerships and collaborations.
- Promotion of and support for graduate student research.

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5 http://arts.ucalgary.ca/lrc/about/our-vision
6.2.2 Teaching
- Support for LANG courses.
- Investment in pedagogical training for faculty members and graduate students.

6.2.3 Outreach
- Establishment of new connections within the community, especially through our “Interdisciplinary approaches to multilingualism” conference.
- Greater inclusion of community members in LRC events.

6.3 Challenges
6.3.1 Staffing
Currently the LRC has a director and an associate director. The director receives one course release per semester, and the associate director receives one course release per year. These are funded by the Faculty of Arts. Some administrative support is provided by a Department Services Assistant who primarily works in GSEA. The LRC would benefit greatly from a support staff member who could be assigned to be physically present in the LRC for at least 50% of the work week.

6.3.2 Funding
The LRC continues to be funded primarily from the Faculty of Arts. We noted in our 2011 annual report that we would make it a top priority to obtain external research funds, as we understand that the ultimate goal is to become a self-sustaining centre. Over the course of 2012 the LRC obtained funding from some new sources (e.g., CIHR, Calgary Board of Education, SSHRC).

We will continue to apply for additional external funds in 2013, and we hope to obtain additional internal funding from various units within the University.

6.4 Outlook
It is truly an exciting time in the LRC. We have expanded our base over the course of the past year, and new researchers have created a space for themselves in the Centre. In fact, the total number of faculty members who are now members of LRC has grown from 23 to 34 (a 32% increase) in 2012.

With the recent news that we will host one of the University of Calgary’s 60 new postdoctoral scholars for two years and that we received a SSHRC Connection Grant, we are hopeful that the targeted expansion will continue over the course of 2013 and beyond.
7. LRC Bibliography for 2012

7.1 Research

7.1.1 Refereed Books


7.1.2 Refereed Journal Articles


McGillivray, M. (2012). Online teaching of Old English: Wave of the future or wave goodbye? 
*Literature Compass, 9*, 983–990.


Newcombe, P. I., Campbell, C., Siakaluk, P. D., & Pexman, P. M. (2012). Effects of emotional and 
sensorimotor knowledge in semantic processing of concrete and abstract nouns. *Frontiers 

Nilsen, E. S., & Graham, S. A. (2012). The development of preschoolers’ appreciation of 


Phillips, C. I., Sears, C. R., & Pexman, P. M. (2012). An embodied semantic processing effect on 


Studies, 1*, 30–52.


modulates body-object interaction effects in lexical-semantic processing. *Frontiers in 

Wall, A. (2012). To read or not to read. Issues of readership and reception in eighteenth-century 


Wall, A. (2012). Translation of Martin Schieder’s “Auf der Suche nach dem Nichts. Maurice- 
Quentin de La Tour und seine Vorbilder der Moderne”, from the German into English (Title 
in English: “Searching for a Certain Nothing: Maurice Quentin de La Tour and his Models for 

Yang, X.-J. (2012). Emaki no Bunpo Josetsu (A grammar of medieval picture scrolls – Applying to 

riches: Cross-task comparisons of semantic richness effects in visual word recognition. 
7.1.3 Refereed Chapters and Conference Proceedings


7.1.4 Non-refereed Publications

7.1.4.1 Books


7.1.4.2 Articles


7.1.4.3 Chapters


7.1.5 Refereed Presentations


**7.1.6 Invited Lectures and Workshops**

**7.1.6.1 Invited Lectures**

Amedegnato, O. S. (2012, May). *Diversité de la diffusion et de la réception du français dans les différentes aires géo-sociopolitiques*. Plenary roundtable at the International Colloquium “Le(s) Français dans la mondialisation: patrimoines(s) à diffuser ou projet(s) à construire?” Université de Tours et Institut de Touraine.

Amedegnato, O. S. (2012). Concluding roundtable at the International Colloquium “Le(s) Français dans la mondialisation: patrimoines(s) à diffuser ou projet(s) à construire ?” Université de Tours et Institut de Touraine.


Cadel, F. (2012, February). *Cosmopolitanism and exile in Italy*. Colloquium on Memory and Exile, Department of French Italian and Spanish, University of Calgary.

Cadel, F. (2012, March). *The fire of poetry / Il fuoco della poesia* a dialogue and poetry reading with Italian poet Davide Rondoni, Department of French Italian and Spanish, University of Calgary.

Cadel, F. (2012, March). *The lighted word: A poetry experience / La parola accesa: un’esperienza di poesia*. Presentation on contemporary poetry, a dialogue with the Italian poet Davide Rondoni, Department of French Italian and Spanish, University of Calgary.


Eaton, S. E. (2012, January). *Twitter for teachers*. An online PD program developed for the Center for Interactive Learning and Collaboration (CILC) ACELINK. Indiana University-Purdue University, Fort Wayne, Indiana.


Naqvi, R. (2012, October). *Understanding the shaping effect of multilingual ecologies on children’s language awareness*. Centre for the Studies of Literacies at Sheffield, Department of Educational Studies University of Sheffield, Sheffield, UK.


### 7.1.6.2 Workshops

**Cadel, F.** (2012, November). How to enjoy graduate studies and academic experience through translation. Workshop (with Dr. Jean-Jacques Poucel), Department of French Italian and Spanish, University of Calgary, Calgary, Alberta.


Yang, X.-J. (2012, March). *Teikan-zu Kanyokyu-zu Byobu wo Yomu (Reading mirror of the emperor, Kanyo Palace Screen—Japan and China on folding screens)*. Taiwan University, Taipei.

Yang, X.-J. (2012, March). *Gosannen Kassen Ekotoba wo Yomu (Reading scroll of the late Three Years War—Pictorial expressions in picture scrolls)*. Taiwan University, Taipei.

Yang, X.-J. (2012, May). *Koten Bungaku toshite no Gazo Shiryo wo meguru Shomondai (Approaches to visual materials as classical literature—Applying to scroll of the late three years war)*. Korean Association for Japanese Literature Studies, Kwangwoon University, Soul.

7.1.7 Theses

7.1.7.1 PhD


Samou, J-B. (2012) *Historiographies postcoloniales en Afrique noire francophone (roman et cinéma)*. Department of French, Italian and Spanish, University of Calgary. Supervisor: Alexie Tcheuyap (University of Toronto); Co-supervisor: Anthony Wall.

7.1.7.2 MSc


7.1.7.3 MA


7.1.7.4 Honours

7.1.8 Journals Edited
Brown, K. *Sefarad* (Madrid: CSIC). Member of the Editorial Board.
Eaton, S. *Notos*, 12(1). Guest Editor.
Graham, S. *Journal of Cognition and Development*. Associate Editor.
Graham, S. *Developmental Psychology*. Consulting Editor.

7.1.9 Media Citations


7.1.10 Conferences Organized


7.1.11 Grants

Eaton, S. E. (September 2012–March 2013). Creating space for strength: An asset-based community development and research project focused on Calgary’s North Central communities, Alberta Culture - Community Facility Enhancement Program and United Way of Calgary and Area (joint funders) ($58,000).

Curtin, S. (April 2012–April 2017). Perception and processing of prosodic information in infancy. NSERC ($155,000).


Esses, V. M., & Guo, Y. (2011-2012), Pathways to prosperity: New policy directions and innovative local practices for newcomer attraction and retention. SSHRC Partnership Grant ($20,000).


O’Brien, M. G. Overcoming language barriers to healthcare. Canadian Institutes of Health Research Science Café ($3,000).


Lam, H. (May 2011–April 2012). SSHRC Canada Graduate Scholarships–Master’s Scholarship ($17,500).

Lee, JE. (May 2012–April 2013). SSHRC Canada Graduate Scholarships–Master’s Scholarship ($17,500).


7.1.12 Other Awards

Allen, V. (May–June 2012). Travel to Mexico City, Department of French, Italian and Spanish Travel Award ($3000).


7.1.13 Invited Teaching Assignments

Naqvi, R. (2012, October). The shaping effect of multilingual ecologies on children’s language awareness. Block seminar taught at the University of Hamburg’s LiMA Fall School “Raising Language Awareness in Multilingual Settings.” University of Hamburg, Hamburg, Germany.
Ricento, T. (2012, November). Visiting Professor, Department of Linguistics, Universidad de Chile, Santiago, Chile.

7.1.14 Research Collaborations

Naqvi, R., Schmidt, E., Krichkan, M., Dornan, D., Marinucci, S. (2012). Key principles of language learning and development which foster metalinguistic awareness in primary bilingual contexts. Collaborative research project with the Calgary Board of Education.
7.1.15 Online Materials
Yang, X.-J. (2012). Wikiemaki. Available at: https://mediawiki.r.nichibun.ac.jp/emaki/index.php/WIKIemaki

7.1.16 Professional Reports
Eaton, S. E. (2012). Best practices for a group discussion speaker or panelist. Available at: http://ahopefulsign.com/living-to-learn/"best-practices"-for-a-group-discussion-speaker-or-panelist

7.1.17 Virtual presentations / Webinars (Publicly accessible)
Eaton, S. E. (2012, November). Creating space for strength: An asset-based community development and research project focused on Calgary’s North Central communities. Available at: http://www.youtube.com/watch?v=e90fs9_H7I&feature=share&list=UUINdBOYAxEJRxxgya5yiYJg

7.2 LANG Course
- LANG 599 / LANG 699 “Multilingualism Today” (Fall 2012). Guest instructors: Ingrid Gogolin (University of Hamburg), François Grin (University of Geneva), Elana Shohamy (University of Tel Aviv) and Peter Siemund (University of Hamburg).
7.3 LRC-sponsored Events
7.3.1 Special Events

- **CIHR-sponsored Science Café** (January 19, 2012): “‘But our children need to speak English’: Cognitive benefits of lifelong language learning.” (January 19, 2012): Guest researchers: Jürgen Meisel (Universities of Hamburg and Calgary) discussed the benefits of childhood bilingualism; Debra Titone (McGill) talked about how adults benefit from knowing more than one language; David Hogan (Hotchkiss Brain Institute) focused on how multilingualism helps the elderly, especially in light of recent research with Alzheimer’s patients.

- **Graduate Student Poster Symposium** (May 1, 2012): Graduate students from across campus presented their research at our annual poster symposium. The following students presented their work:
  
  - **Tyler Barrett**, Graduate Programs in Education
    
    “Examining Students of Various Cultural and Linguistic Backgrounds who Attend so-called 'Traditional' Schools in Calgary”

  - **Lisa DeNato**, Simone Hayward, Alonso Menjivar, Tamara Gordon, Miguel Casas, Education
    
    “Destinos”

  - **Roswita Dressler**, Graduate Programs in Education
    
    “Bilingualism in a Bilingual Program: A Nexus Analysis”

  - **Ian Hargreaves**, Psychology
    
    “Spotting Words”

  - **Susan Graham**, Julie Sedivy and Melanie Khu, Psychology
    
    “Preschoolers’ On-line Expectations about the Use of Partner-specific Referential Expressions”

  - **Susan Jackson**, Linguistics
    
    “Lexical Representation of /h/ for French learners of English”

  - **Melanie Khu**, Susan A. Graham, Craig Chambers, Jared M. J. Berman and Kimberly Freed, Psychology
    
    “Do Preschoolers Expect Speakers to Use Consistent Referential Expressions for Objects of the Same Kind?”

  - **Fanny Macé**, Graduate Programs in Education
    
    “Discursive Construction of a New Franco-Albertan Identity”
o Heather MacKenzie, Psychology  “Is the Ability to Form Word-Object Associations Equivalent to Word Learning?”

o Sepideh Masoodi, Graduate Programs in Education  “ESL Education within a Sociocultural Perspective”

o Katherine Mueller, French, Italian and Spanish  “Rethinking the Focus on Explicit Grammar in French Immersion”

o Vladimir Pavlov, Graduate Programs in Education  “English Language Learners on the Alberta English Language Arts Diploma Examination: Challenges and Barriers”

o Catie Phillips, Psychology  “Clean Pig-Dirty Pig: Children's Understanding of Antonymy”

o Geoffrey Pinchbeck, Graduate Programs in Education  “Measurement of Productive Lexical Competency in University-Bound High-School Students”

o Jaqueline Webb, Educational Psychology  “Immigrant Parents’ Experiences on Relying on their Children for ‘Language Brokering’ in Health and Educational Contexts”

- **German CEFR Level C1 Exam** (June 23, 2012). The Language Research Centre is an official Goethe Institute CEFR examination centre.

- **French DELF / DALF (CEFR) Exams** (April 26, 2012 and June 4-8, 2012). In 2012 students were for the first time able to take French CEFR exams at the University of Calgary. The testing is organized by Odile Rollin. Nineteen students took the DELF A2 exam in April 2012 in order to allow for a correlation between a University of Calgary course and the DELF Level A2 exam. In June, 20 students took the DELF and DALF diploma exams (Levels A2, B2, C1 and C2). Based on these successful sessions and on the interest expressed by students, the University of Calgary applied to become an official DELF / DALF examination centre. The French Embassy approved the request on August 30, 2012.

- **Multidisciplinary Approaches in Language Policy and Planning**: The LRC co-sponsored this event, which was organized by Tom Ricento (Education) and Mary O’Brien (Germanic, Slavic and East Asian Studies) (September 6-8, 2012).

- **Hermann Haller** (Queens College, CUNY) lecture “The Italian language in a Global Perspective: Varieties,” co-sponsored, with the Department of French, Italian and Spanish (October 19, 2012).
• Workshop: “I'd like to know more about ...” A day-long workshop designed to provide graduate students and members of the community with an introduction to three research areas from LRC researchers themselves. Ozouf Amedegnato (French, Italian and Spanish) provided students with an introduction to the field of linguistics, Sarah Eaton (Language Research Centre) introduced students to case study, and Sylvie Roy (Education) discussed classroom research (November 13, 2012).

7.3.2 Speaker Series

7.3.2.1 Focus on the Learner

Rahat Naqvi (Associate Director, Language Research Centre and Faculty of Education) and Sarah Clark (M.Ed., Faculty of Education): “Transcending cultural boundaries: reading *Harry Potter* in Nepali and Swedish” (February 10, 2012)

Nina Sudra (Filmmaker): “Growing up among strangers” (March 9, 2012)

Horst Mastag (Department of Germanic, Slavic and East Asian Studies): “German through music: how to learn German vocabulary and grammar via songs” (March 16, 2012)

Sarah Eaton (Research Associate, Language Research Centre): “Speaking from the heart: Living, loving and learning languages” (March 23, 2012)

7.3.2.2 Theoretical and Experimental Innovations in Bilingualism Research

Debra Titone (Department of Psychology, McGill): “What the eyes tell us about bilingual language processing” (January 20, 2012)

Susan Graham (Department of Psychology): “Preschoolers' resolution of reference: evidence from eye movements” (February 3, 2012)

Karen Lichtman (PhD candidate in Linguistics, University of Illinois at Urbana-Champaign): “Maturational and environmental influences on implicit and explicit second language learning” (February 27, 2012)

Susanne Carroll (Department of Linguistics and Language Research Centre): “Name and naming in L2 acquisition” (March 30, 2012)

Molly Babel and Anita Szakay (University of British Columbia): “The role of dialect in bilingual lexical processing and representation” (September 21, 2012)

Suzanne Curtin (Psychology): “Towards a unified theoretical framework of early monolingual and bilingual acquisition” (November 16, 2012)

7.3.2.3 The Language of Literature

Anthony Wall (French, Italian and Spanish): “Mikhail Bakhtin: Verbal language and images” (September 28, 2012)

Klaudia Linowska (Language Research Centre): “The microscripts of Robert Walser: The discovery of the likely unreadable” (October 5, 2012)

Kenneth Brown (French, Italian and Spanish): “Knowing the language, understanding the text: Fernando de Rojas’ 1499 *The Spanish Bawd (La Celestina)*” (November 2, 2012)

Nicholas Žekulin (Germanic, Slavic and East Asian Studies): “The mind of the translator” (December 7, 2012)