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1. **Message from the Director**

Language, a uniquely human phenomenon, plays a role in nearly every aspect of our daily lives. We use it to engage in basic interpersonal communication and to understand and enjoy literary or cultural texts. We gain important insights into human development by assessing how language develops. Understanding how language learners process the subtleties of native and non-native languages, engage in cross-cultural communication, and translate literary and cultural texts all require knowledge of how language works. The work of the Language Research Centre (LRC) and its members focuses on these aspects of language and more. The University of Calgary’s hub for interdisciplinary language research since 2001, the LRC is distinctive in the breadth of its research, its commitment to applying the results of the research to understand and provide solutions for real-world problems, and its dedication to community engagement.

In the spring of 2014, the LRC gathered its researchers and key community partners to engage in a strategic visioning session. As a result, the LRC Steering Committee developed the following long-term vision:

*The LRC will become a pivotal hub for interdisciplinary work on language and its implications.*

The LRC aims to be the central location for researchers—across the University campus, in the greater Calgary community, and across the globe—working on language, language acquisition and learning, psycholinguistics, language pedagogy, original language literature, culture, and film to converge in order to carry out and disseminate scholarly work and to offer interdisciplinary courses and workshops in these areas, as well as to work with the community to address and solve far-reaching issues related to language.

The work of the LRC and its members is in alignment with the foundational commitments of *Eyes High*¹, which sets out a vision for the University of Calgary to become a “global intellectual hub”:

1) sharpen the focus on research and scholarship;
2) enrich the quality and breadth of learning; and
3) fully integrate the University with the community.

Research carried out in the LRC falls under two main themes of the University’s *Strategic Research Plan*² (2012): *Human dynamics in a changing world: Smart and secure cities, societies and cultures*, and *Brain and mental health*. All of this is evident in the annual bibliography, which makes up the bulk of this *Annual Report*.

It continues to be an honour to serve as director of the LRC and to work with a highly engaged and productive group of individuals and organizations who are united by a passion for language!

Mary Grantham O’Brien  
Director  
Language Research Centre

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¹ [http://www.ucalgary.ca/eyeshigh/](http://www.ucalgary.ca/eyeshigh/)  
2. Message from the Associate Director

In recent years the LRC has expanded its mandate to support research of all aspects of language. This means that it does not favour one type of research over another, but instead that it welcomes researchers working on language from any angle. The piece below, which I originally wrote for the Winter 2015 Newsletter, provides insight into this inclusive view of Language embraced by the LRC.

Compared to many others, Modern Linguistics is a rather young field of study, and “modern” here means scientific in the approach of its subject: language. In order to establish Modern Linguistics as an autonomous discipline, its founding father, Ferdinand de Saussure, felt it important (if not crucial) to distinguish between langage, langue and parole. The first notion refers to the ability to communicate using signs (not just linguistic ones); it is very broad and falls under the umbrella of Semiotics. The third one, parole, is the concrete and individual manifestation of the second one, langue, and is therefore deemed too narrow to be Linguistics’ primary object of study. La langue is the social product of le langage; it is the homogeneous system of code shared by a community of speakers. As one can see, these distinctions were coined in French, and as a result, one major difficulty when discussing language in English is the possible confusion between Saussure’s first two, since both langage and langue are referred to as language.

Langue is what linguists study, in its different aspects (phonology, morphology, syntax, semantics), and sometimes in combination with other disciplines (sociolinguistics, psycholinguistics, etc.). However, developments within the discipline tend to suggest that langue means more than “simply” the structure. Even if one were to conceive of “language” in the narrowest sense possible, it would still include more than most people think, namely literature and culture. That’s what Harald Weinrich meant when he stated in Wege der Sprachkultur that “language (langue) and literature are two faces of the same medal, struck for us to use and polished to please us.” That medal is language. Linguistics studies the first face, the practical aspect of language; Literature is concerned with the second face, the esthetic side of language. Moreover, Weinrich based his assertion on the fact that “Linguistics is textual by nature, and Literature is made with words – words loaded with history and culture.” Indeed, a structural approach to language does not negate history and culture; it just suspends them for a moment, chooses willingly not to focus on them, but rather to examine the structure in and of itself.

This is something the great linguists from around the world have been fully aware of. Saussure’s Écrits de linguistique générale (written at the beginning of the century, discovered and published for the first time in 2002) suggests that he observed the link between Linguistics and Literature early on. To wit, his 1906 hypothesis on ancient poetry (first published in 2013): Anagrammes homériques. In 2011, a thick volume by Émile Benveniste (written for the most part in 1967) was published, dedicated to Baudelaire, the French poet. Roman Jakobson, a key proponent of structuralism, developed the notion of the poetic function of language, and dedicated part of his work to Russian poetry. Other formalists followed that line of thought. Roman (another one) Ingarden, Gérard Genette, Mikhail Bakhtin, Wilhelm von
Humboldt, to name but a few, have also explored the connection between Linguistics on one hand, and Literature or Culture on the other.

Whether we like it or not, both perspectives co-exist when dealing with language. And there is no reason for one to feel superior to the other. They are simply different aspects of the same object. To reiterate, Linguistics and Literature: same object, different facets, approaches and methodologies. It’s about time we responded to Weinrich’s invitation to develop a strong relationship between Linguistics and Literature that would be useful to both parties. “It’s my opinion,” he writes, “that an evolved linguistic consciousness is formed from several literary readings (...) Similarly, a deep understanding of literary works presupposes a linguistic sensibility far beyond the distracted attention we pay to everyday language.” The LRC is the entity of choice to facilitate such meetings of mind and to nurture fruitful dialogues. To paraphrase Marcel Cohen, language is too serious a thing to be left to the linguists only.

S. Ozouf Amedegnato
Associate Director
Language Research Centre
3. **Summary of Highlights**

3.1. **Focus on Research and Scholarship**

2014 saw a heightened level of collegial discussions surrounding language research. This year three research groups—the Translation and Translation Studies Reading Group, the Cercle Benveniste, and the Psycholinguistics Lab Group—brought together student and faculty researchers as well as members of the community to discuss a range of issues related to language. The newest of the three groups, the Working Group in Translation and Translation Studies, meets to discuss current research on translation. The group has also organized many of this year’s “Language of Literature” speaker series events.

The LRC continues to host speaker series that are free and open to the public. “The Language of Literature” focuses on the ties between language and literature. Throughout the Fall 2014 semester contributors to the series were primarily translation scholars. Our “Language Acquisition and Learning” series, which is an outgrowth of the former “Experimental and Theoretical Innovations in Language Acquisition Research,” focuses on language acquisition research.

Our three LRC labs—the Psycholinguistics Laboratory, the Laboratory for Interactive Psycholinguistics, and the LRC Research Lab—were active sites for research into and discussion on how language is processed and produced. Much of the research reported in the annual bibliography was performed in these labs.

3.2. **Enriched Quality and Breadth of Learning**

Main tenets of the University of Calgary’s *Academic Plan* include teaching and research integration and interdisciplinarity. Three events organized out of the LRC focused on enriching students’ research and learning experiences.

During the Winter semester, the LRC offered its interdisciplinary LANG 599/605 course entitled “Second Language Learning and Pedagogy.” Advanced undergraduate and graduate students from a variety of languages as well as from linguistics learned about the history of language pedagogy and classroom language teaching. Highlights included observations of language classes taught in languages students do not speak and analyses of various teaching materials.

The second event for students was our annual Student Poster Symposium, which featured research from undergraduate and graduate students from across the Faculty of Arts.

A third event, which also takes place annually, was our day-long “I’d like to know more about...” workshop. Participants, who included graduate students, postdoctoral fellows and faculty members received hands-on training in the use of three tools: *OpenSesame*, software for creating psycholinguistic studies; *LingSync*, a suite of open-source web-based tools for collaborative linguistic fieldwork and documentation; and *LaTeX*, a free typesetting system with customized modules for formatting linguistic data and diagrams.
3.3 Integration with the Community

The *Eyes High* foundational commitment to “fully integrate the University with the community” is central to the mandate of the LRC. The LRC believes strongly in knowledge engagement, as its researchers work closely with the Calgary Board of Education on projects related to language teaching. Two current projects—one on French language teaching and the other on the use of technology in the delivery of Arabic language classes—involve reciprocal knowledge sharing with the ultimate goal of enhanced classroom practice and student engagement.

Again in 2014 the LRC hosted a CIHR-sponsored Science Café. This important knowledge translation activity, entitled “Is Language Learning for Everyone?”, focused on the issues that arise when children with disorders that affect language learn a second language. Researchers who work on children’s speech and language disorders, Autism Spectrum Disorder, and inclusive classroom pedagogy presented plain language findings from their work in a relaxed environment away from the university. Two classroom teachers from the Calgary Board of Education provided their insights into inclusivity in their own language classrooms.

The city of Calgary has experienced a growth in Arabic language programs over the course of the past year. The Calgary Board of Education and the University of Calgary offered Arabic language courses for the first time during the 2013-2014 academic year. Although the LRC has hosted language pedagogy workshops in the past, for the first time this year, we hosted a pedagogy workshop for Arabic language teachers.

Given the increasing levels of multilingualism in Calgary, the LRC undertook an initiative to have the website for its Counselling Service for Parents of Bilingual Children ([http://arts.ucalgary.ca/lrc/home/parent-counselling-service](http://arts.ucalgary.ca/lrc/home/parent-counselling-service)) translated into French and Calgary’s most common immigrant languages. These include:

- Arabic
- French
- Mandarin
- Punjabi
- Simplified Chinese
- Spanish
- Tagalog
- Vietnamese

The goal of the service is to provide support for parents who are making decisions about which languages to speak with their children and where to send their children to school. The service is based on a similar one developed by Jürgen Meisel at the University of Hamburg. That service began in 1982, when he answered letters to the editors of the German magazine *ELTERN*. A few years later, the service was extended to include telephone counselling, and a transition was made to the internet in 1999. The LRC’s service began in 2011, and it is supported by Jürgen Meisel and Rahat Naqvi.
4. In Review: LRC Activities
4.1 Academic Research Population

Faculty members

- Amedegnato, Ozouf Senamin, FIS
- Barber, Tony, LLC
- Brown, Kenneth, FIS
- Burian, Conny, LLC
- Cadel, Francesca, FIS
- Cai, Wei, LLC
- Carroll, Susanne, LLC
- Curtin, Suzanne, PSYCH / LLC
- Flynn, Darin, LLC
- Graham, Susan, PSYCH
- Guo, Yan, Werklund School of Education (WSE)
- Hoenle, Sandra, LLC
- Höppner, Stefan, LLC
- Huot, Claire, LLC
- Knaus, Johannes, LRC
- Lenters, Kimberly, WSE
- Lock, Jennifer, WSE
- Lohka, Eileen, FIS
- Maher, Daniel, FIS
- McGillivray, Murray, ENGL
- Mladenova, Olga, LLC
- Mocquais, Pierre-Yves, FIS
- Murray, Robert, LLC
- Naqvi, Rahat, WSE
- O'Brien, Mary G., LLC
- Oss-Cech Chiacchia, Maria, FIS
- Panayotidis, Lisa, WSE
- Pexman, Penny, PSYCH
- Poucel, Jean-Jacques, FIS
- Ricento, Thomas, WSE
- Richer, Jean-François, FIS
- Ritter, Elizabeth, LLC
- Rollin, Odile, FIS
- Roy, Sylvie, WSE
- Sciban, Shu-ning, LLC
- Sedivy, Julie, LLC
- Sharp, Akiko, LLC
- Storoshenko, Dennis, LLC
- Val, Ana, FIS
- Wall, Anthony, FIS
- Winters, Stephen, LLC
Research Associates

- Dressler, Roswita, LRC Research Associate
- Eaton, Sarah Elaine, LRC Research Associate
- El Seoud, Imran Abou, LRC Research Associate
- Libben, Gary, LRC Distinguished Research Associate
- Meisel, Jürgen, LRC Distinguished Fellow
- Mydlarski, Donna, LRC Research Associate

University of Calgary Students

MA students

- Brice, Marie-Louise, FIS
- Chow, Una, LLC
- Greer, Sarah, LLC
- Lee, JeongEun, LLC
- Lewis, Blake, LLC
- Lišaník, Martin, LLC
- Maczuga, Paulina, LLC
- Shafiei Ilkhechy, Nazila, LLC
- Tapiero Acuna, Maria, FIS
- Treier, Annemie, FIS

PhD students

- Alqahtani, Salma, LLC
- Ayala Mejia, Robinson, FIS
- Bedoya Ponte, Victor, FIS
- Byfield, Trinity, FIS
- Filonik, Svitlona, LLC
- Khu, Melanie, PSYCH
- Kudi, Michael, FIS
- Lara, Isabel, FIS
- Macé, Fanny, WSE
- MacDonald, Danica, LLC
- MacKenzie, Heather, PSYCH
- Mueller, Katherine, FIS
- Pavlov, Vladimir, WSE
- Pinchbeck, Geoffrey G., WSE
- Raedler, Bernadette, LLC
- Sidhu, David, PSYCH
- Spago, Daniela, FIS
- Strickland, Brandee, FIS
- Wellsby, Michele, PSYCH
- Windsor, Joey, LLC
- Woelfel, Isabell, LLC
- Wojtalewicz, Brock, WSE
4.2. Publications and Presentations

Over the course of 2014, researchers affiliated with the LRC published and presented their work in a wide range of highly respected local, national, and international venues.

- Refereed books published: 10
- Refereed journal articles published: 33
- Other refereed publications (chapters and conference proceedings): 23
- Non-refereed publications: 13
- Refereed presentations: 93
- Theses (PhD, MA, MSc, honours): 8
- Invited lectures and workshops: 61
- Journals edited: 9
- Media citations: 27
- Conferences hosted/organized: 12

A detailed listing can be found in Section 7.1 on pages 17–39.

4.3. Outreach

The LRC organized the following outreach events during 2014:

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

**Panel discussions and public presentations**
- CIHR-sponsored Science Café (~75 attendees)
- Graduate student poster symposium

**Lectures**

The LRC regularly hosts lectures on Friday afternoons. Over the course of 2014 the LRC hosted two lecture series for a total of 12 lectures, which were attended by approximately 300 people.

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Number</th>
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<td>Total number of panel discussions/public presentations</td>
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<tr>
<td>Total number of poster symposia</td>
<td>1</td>
</tr>
<tr>
<td>Total number of lectures</td>
<td>12</td>
</tr>
</tbody>
</table>

These events are listed under Section 7.2 on pages 40–41.
4.4 Partnerships
The LRC is pleased to partner with organizations with interests in language; its acquisition, learning, and teaching; and its use in literary and cultural texts. Key partners include the University of Hamburg (Germany), the Southern Alberta Heritage Language 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). The LRC has been working to develop relationships with new partners including Mount Royal University, the University of Lethbridge, the Calgary Public Library, and the Calgary Catholic School District. The LRC continues to develop new partnerships with organizations within Canada and across the globe.
5. Financial (Trust Account) Information for Calendar Year 2014

<table>
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<th>Account</th>
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<th>Balance forward</th>
<th>2014 Expenditures</th>
<th>Balance remaining</th>
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<td>$4,1000</td>
<td>$1,294.33</td>
<td>$1,443.80</td>
<td>$3,950.53</td>
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<tr>
<td>Investigating Intensive French in Calgary/Investigating Intensive French Pedagogy in Calgary</td>
<td>Calgary Board of Education</td>
<td>$12,758.82</td>
<td>$4,190.10</td>
<td>$4,190.10</td>
<td>$12,758.82</td>
</tr>
<tr>
<td>Prototyping and professional development for online high school language teachers in Calgary</td>
<td>Calgary Board of Education</td>
<td>$10,000</td>
<td></td>
<td>$4987.39</td>
<td>$5,012.61</td>
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<tr>
<td>Website development</td>
<td>Association for German Education in Calgary</td>
<td>$4,500</td>
<td>$4,500</td>
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<td>$4,500</td>
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<tr>
<td>Goethe Institut German CEFR Testing Centre</td>
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<td>$490</td>
<td>$123.81</td>
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<td>$613.81</td>
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<td>Science Café</td>
<td>CIHR</td>
<td>$3,000</td>
<td>$1,870.65</td>
<td>$1,129.35</td>
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<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$27,965.12</td>
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</tr>
</tbody>
</table>

- LRC scholars’ research is funded through a variety of sources. These include, but are not limited to:
  - Social Sciences and Humanities Research Council of Canada
  - The Natural Sciences and Engineering Research Council of Canada
  - Canadian Institutes of Health Research
  - National Institutes of Health
  - Calgary Board of Education
  - Calgary Foundation
  - Confucius Institute
  - Various national granting agencies

- **Note:** The LRC’s 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

Once a centre that focused primarily on research into second language learning, the LRC is now an inclusive hub for research on all aspects of language. The LRC continues to be the only research centre in Canada with this broad mandate. Centres in Canada that focus on language learning and acquisition are the following:

- The Official Languages and Bilingualism Institute (OLBI), University of Ottawa (http://www.olbi.uottawa.ca/), with a primary focus on language pedagogy, French-English bilingualism, and its societal implications.
- Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) in the Official Languages and Bilingualism Institute, University of Ottawa (http://www.ccerbal.uottawa.ca/). This division of OLBI focuses specifically on language planning issues.
- The 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), which focuses primarily on second language teaching and learning.
- The Second Language Research Institute of Canada (L2RIC), Department of Education, University of New Brunswick, Fredericton, NB (http://www.unbf.ca/L2/), which has a mandate that focuses on research on and dissemination of best practices in language teaching.
- The Centre for Research on Language Contact at York University (http://www.glendon.yorku.ca/crlc/english/index.php), which is primarily focused on interdisciplinary work on language contact at both the individual and societal levels.
- The Centre for Comparative Psycholinguistics at the University of Alberta (http://ccp.artsrn.ualberta.ca/) has researchers who perform laboratory-based research on language acquisition.

The work done in the LRC stands out from the others in a number of key respects. Specifically, the LRC:

- embraces research on all aspects of language ranging from fundamental and highly theoretical research on language and its use to applied research that focuses on language learning in classrooms and literary analysis as well as the interface between linguistics and literature.
- has research spaces and labs that are open to researchers—undergraduate and graduate students, postdoctoral fellows, faculty members, and visiting scholars—from a wide variety of disciplines.
- engages in research with the broader community (e.g., the Calgary Board of Education) and is focused on sharing the results of its research with the population at large.
- is devoted to research-informed language pedagogy. This means that it regularly offers courses, lectures, and workshops that promote enhanced classroom practice.
6.2 Priorities for 2015 and Beyond

Based on the Strategic Visioning session in April 2014 the LRC Steering Committee developed a new three-year plan that lays out the Centre’s priorities between now and 2017. They are as follows:

6.2.1 Evolution and strengthening of research:

- Focus on interdisciplinary research in the areas of Language; psycholinguistics; linguistics; language acquisition, learning and pedagogy; literature; culture; and film through
  - high-impact research projects.
  - joint research projects with external partners.
  - speaker series that attract new audiences.

- Invest in research support and infrastructure to enable cutting-edge research on Language through
  - support for interdisciplinary research collaborations.
  - new research groups that capitalize on existing strengths.

6.2.2 Evolution and strengthening of language pedagogy:

- Focus on training current students (graduate and undergraduate), researchers, instructors, and professors at all ranks through
  - new interdisciplinary LANG courses.
  - new workshops in the areas of cross-cultural competencies in support of the University’s International Strategy.
  - leading discussions in the area of translation studies.

Much of the work will be done in partnership with departments and the Taylor Institute for Teaching and Learning.

- Establish the LRC as the University’s centre for language proficiency assessment. This includes coordination of some examinations with various partners. More importantly, though, it will establish the LRC as a major site of reflection on, and implementation of, the Common European Framework of Reference.

6.2.3 Evolution and strengthening of engagement with the larger external community:

- Strengthen partnerships with external partners in the key areas of cross-cultural competencies, applied linguistics / language pedagogy through
  - engagement with students in schools (e.g., film festival, World Languages Day).
  - collaborative symposia with community partners (e.g., Mount Royal University, Calgary Public Library, Alberta Health Services, school boards).

The focus of this work will be on knowledge engagement, which necessarily implies a reciprocal relationship.

- Establish the LRC as a major Canadian centre for language pedagogy training in collaboration with like-minded research organizations nationally and internationally.

- Develop strategic partnerships in Canada and internationally.

---

6.3 Challenges

6.3.1 Staffing
The LRC is staffed by a director and an associate director. The director receives a course release each semester, and the associate director normally receives a research stipend for his / her substantial service commitment. The LRC is supported on a mostly ad hoc basis by the Departmental Services Assistant from the Department of Linguistics, Languages and Cultures. Given the increasing levels of support required, the LRC would benefit greatly from a full-time support staff member who could be physically present in the LRC.

6.3.2 Funding
The LRC’s operating funds are provided by the Faculty of Arts, and a number of the LRC’s initiatives are supported through its endowment as well as small pots of money from external funding agencies and other units on campus. (See section 5.0 for details.) The LRC was fortunate enough to receive an additional $20,000 in funding from the Provost’s office during the 2013–2014 academic year. These funds supported the following efforts:

- language proficiency assessment (primarily CEFR examination) initiatives;
- establishment of research ties with international scholars; and
- improvements to and translation of the Parent Counselling Service website.

The LRC continues to work to gain more financial independence and is developing plans to secure funding from more community partners.

6.4 Outlook
Looking ahead to 2015 the LRC finds itself in a unique position. The status of the LRC as a hub for work on Language stands to be strengthened with the release of the Report of the Task Force on the Status of Languages in the Faculty of Arts at the University of Calgary and potential changes to the departmental structure in units that teach modern languages. The LRC is poised to bring together members of its current research population around new and ongoing research programs, pedagogical training, and initiatives that connect the LRC with the community. We look forward to engaging with new individuals and groups as we move ahead.
7 LRC Bibliography for 2014

7.1 Research

7.1.1 Refereed Books


7.1.2 Refereed Journal Articles


### 7.1.3 Refereed Chapters


7.1.4 Translations


7.1.5 Refereed Conference Proceedings


7.1.6 Non-refereed articles


Yang, X. J. Arukimedesu Koshahon no Fukugen kara DH wo Kangaeru (Rethinking DH through the restoration of Archimedes’ manuscript). DHjp, 1, 44–48.

Yang, X. J. Hokubei no Daigaku Kyoiku ni okeru DH (DH in North America’s universities). DHjp, 2, 40–45.

7.1.7 Creative writing

7.1.8 Reviews


7.1.9 Refereed Presentations


Bedoya Ponte, V. (2014, March). Mr. Nobody in the mausoleum. The problem of names in two short-stories by José Donoso. Paper presented at the Graduate Forum, Department of French, Italian and Spanish, University of Calgary, Calgary, AB.


Eaton, S.E. (2014, May). Learning languages online: Professional development and capacity building for high school language teachers: Results of an action research study in a major urban school board in Western Canada. Canadian Association of Teacher Education


Höppner, S. (2014, February). When the global becomes the local: Cold War cosmopolitanism in 1960s West and East German science fiction. Conference Local Cosmopolitanism, University of Ottawa, ON.


Kudi, M. D. (2014, October). The Good of Bad or The Bad of Good? Poetics of Good and Bad in Gisele Pineau’s *Chair piment*. Paper presented at the Revelations Young Researchers Conference. Department of French, Italian, and Spanish, University of Calgary, Calgary, AB.


Lewis, B. (2014, April). The syntax and semantics of demonstratives: A DP-external approach. 5th Verbatim Undergraduate Linguistics Colloquium, University of Calgary, Calgary, AB.


Murray, R. W. (2014, May). In the beginning was the Lautbild: Hermann Paul’s theory of sound change. Twentieth Germanic Linguistics Annual Conference, Purdue University, West Lafayette, IN.


status but not object familiarity. Poster presented at the Biennial conference on Infant Studies, Berlin, Germany.


Treier, A. (2014, May). Du silence au "non silence": Le regard comme mode d'énonciation dans La Recherche de l'Absolu d'Honoré de Balzac. Colloque de la SESDEF: Le silence: De la suspension à l'infini. St. George Campus, University of Toronto, Toronto, ON.


Treier, A. (October, 2014). Mrs. Green, with the Dagger, in the Library: The Colours of Evil in Rachilde's La Marquise de Sade. Paper presented at the Young Researchers Conference: Revelations: Multidisciplinary Perspectives on the Spectrum of Malevolence, Department of French, Italian and Spanish, University of Calgary, Calgary, AB.


Wojtalewicz, B. (2014, November). A corpus-based investigation of fourth-grade learners' vocabulary usage in expository writing. Werklund School of Education Graduate Student Poster Fair, University of Calgary, Calgary, AB.


Theses

7.1.10 PhD


7.1.10.2 MA


**7.1.10.3 Honours**


**7.1.11 Invited Lectures and Workshops**

**7.1.11.1 Invited Lectures**

**Abou El Seoud, I.** (2014, March). L’image textuelle des "cibles" dans le discours pamphlétaire prérévolutionnaire entre agression et insinuation. Department of French, Italian and Spanish, University of Calgary, Calgary, AB.

**Barber, A.W.** (2014, May). Buddhism, Medicine, and Psychology. Seminar presented at the Institut Für Sowa Rippa Wissenschaften, Boppard am Rhein, Germany.

**Brown, K.** (2014, March). When is a “Christian” Medieval and Early-Modern era text a “Jewish” text? University of Toronto Department of Hispanic Studies, Toronto, ON.


**Eaton, S.E.** (2014, May). Invited Panelist. “What Graduate Students Need to Know about Publishing.” University of Calgary Student Success Centre, Calgary, AB.


**Flynn, D.** (2014, July). Junior youth language projects. Canadian Indigenous Languages and Literacy Institute, Edmonton, AB.

**Guo, Y.** (2014, January). Diverse and culturally responsive education. Invited presentation on Cultural Understanding, organized by M. Anne Katzenberg, Associate Vice-President (Research), University of Calgary.


Libben, G. (2014, March). The dynamic nature of lexical ability across the lifespan. Centre for Interdisciplinary Research in Rehabilitation (CIRIR), Laval, QC.

   Penser dans une langue, s’exprimer dans l’autre. With Raj Heeramun (hindi poet), Sarita Boodhoo (Bojpuri writer), Sedley Assonne (poet, writer, creole and French).
   Être femme et écrire: conversations avec Natacha Appanah (Mauritius), Anuradha Roy (India) et Finuala Dowling (South Africa).
   Can writing be both an activity and an activism? With Lindsey Collen (Mauritius), Amruta Patil (India), Mongane Serote (South Africa), Luke Williams (England).


Oss-Cech Chiacchia, M. (2014, April). The music in Garcilaso de la Vega’s poetry and his poetry in music. Instituto Cervantes Lecture, University of Calgary, Calgary, AB.

Oss-Cech Chiacchia, M. (2014, April). The music in Garcilaso de la Vega’s poetry and his poetry in music. Interdisciplinary Graduate Program Symposium, University of Calgary, Calgary, AB.


Ricento, T. (2014, October). Conceptualizing language: Linguistic theory and language policy. CUNY Graduate Center, NY and the Linguistics & Communication Disorders Department, Queens College, Flushing, NY.

Richer, J.-F. (2014, April). From the grunt of St-Joseph to the rattle of gold: Sound effects in Balzac’s Human Comedy. Presented at the University of Lethbridge, Lethbridge, AB.


Wall, A. (2012, March). Thresholds in the art of Hubert Robert. Minds on Research Series, Department of French, Italian and Spanish, University of Calgary, Calgary, AB.

Wall, A. (2014, March). Bakhtine ou les Lumières françaises ou Les chronotopes du seuil dans la peinture d’Hubert Robert”, Les Vendredis littéraires, Département de français and the Centre for Comparative Literature, University of Toronto, Toronto, ON.


Wall, A. (2014, November). Mijaíl Bajtín y su noción de crisis, o Cómo leer con Bajtín la pintura arquitectural del Siglo de las Luces. Opening Address presented at the III Simpósio internacional de estudios discursivos (SIED), Universidade Estadual Paulista, Campus de Assis, Brazil.


Windsor, J. (2014, November). Language revitalization in two sister languages: The effects of language policy and planning in Irish and Scottish Gaelic. Linguistics, Languages and Cultures speaker series, University of Calgary, Calgary, AB.


Transdisciplinary Experimentations Research Unit, Faculty of Education, University of Ottawa, ON.

7.1.11.2 Workshops

**Bedoya Ponte, V.** (2014, November). How to build the argument of your essay. Writing Centre, Department of French, Italian and Spanish, University of Calgary, Calgary, AB.


**Dressler, R.** (2014, October). Activities for conversation classes. Workshop at the Cooperative ESL Ministries Fall Training, Calgary, AB.

**Dressler, R.** (2014, April). Learning through stations: It's not just for Kindergarten. Spring training workshop at the Cooperative ESL Ministries, Calgary, AB.

**Dressler, R.** (2014, February). Drama techniques for beginners: Warm ups and role play. Workshop at the Calgary Teachers’ Convention, Calgary, AB.

**Eaton, S. E.** (2014, April). Language Research Centre Visioning session. Language Research Centre, University of Calgary, Calgary, AB.


Hull, A. & **Eaton, S.E.** (2014, August). The independent language professional. Annual Pre-Departure Orientation for English Language Fellows and Specialists, funded by the U.S. Department of State, Bureau of Educational and Cultural Affairs, Washington, D.C.


7.1.12 Conferences organized

**Amedegnato, O., Bedoya, V., Martínez, J., Niño, M., Spago, D., & Treier, A.** (2014, October/November). Young Researchers Conference (Department of French, Italian and...
Spanish) Revelations: Multidisciplinary Perspectives on the Spectrum of Malevolence. University of Calgary, Calgary, AB.

http://fis.ucalgary.ca/sites/fis.ucalgary.ca/files/2013_ITAL_WEEK.pdf

Cadel, F. (2014, October). Female Intellectuals in Early Modern Italy: Elena Lucrezia Cornaro Piscopia, the First Woman Graduate in the World.


Libben, G. (2014, May/June). Congress of the Humanities and Social Sciences (Steering Committee), Brock University, St. Catharines, ON.


Poucel, J.-J. (2014, April). Undergraduate Student Colloquium, Department of French, Italian and Spanish, University of Calgary, Calgary, AB.

Ricento, T. (2014, April). Linguistic Diversity and Language Policy: English Language Learners in High School, University of Calgary, Calgary, AB.


Sedivy, J. (2014, October). Digital distractions in the classroom. University of Calgary Faculty of Arts Teaching & Learning Committee, Calgary, AB.


7.1.13 Journal editorships
7.1.13.1 Journals edited


Libben, G. The Mental Lexicon.


Ricento, T. Founding co-editor, Journal of Language, Identity, and Education.


7.1.13.2 Editorial board memberships

Amedegnato, O.S. Palabres Revue d’Études Africaines et Caribéennes.

Amedegnato, O.S. Traverses Journal of LACIS-Langues en contact et incidences subjectives (France).

Amedegnato, O.S. IPEDEF Institut Pédagogique d’Étude et de Développement de l’Écrit en Fongbe (Bénin/France).

Lohka, E. Convergence. Interdisciplinary Francophone journal, Mount Royal University.
Lohka, E. Muse/Medusa, revue de littératures et d’arts modernes (online), Université de Montréal.

Meisel, J.M. Biolinguistics (Interactive Electronic Journal).

Ricento, T. International Journal of Bilingualism and Bilingual Education.
Ricento, T. Editorial Board, Sociolinguistic Studies.
Ricento, T. Editorial Board, Language Policy.
Ricento, T. Critical Multilingualism Studies.
Yang, X.J. Sokendai Review of Culture and Social Studies, The Graduate University for Advanced Studies.

7.1.14 Media citations


Flynn, D. (2014, September 30). ... speech patterns of CBC Calgary Eyeopener hosts have changed over the past 50 years. CBC Calgary Eyeopener.


Lohka, E. (2014, May). Reading and discussion, Cristèle de Spéville (show host), La Pluie et le beau temps, MBC - Music FM 90.8, Moka, Mauritis.


Meisel, J. M. (2014, June 30). Interview on Deutsche Welle, German international radio station.


7.1.15 Awards
7.1.15.1 Grants

Brown, K. Research team to undertake the critical edition of Francesc Fontanella’s poetry and theatre. Universitat de Girona (€16,000).

Brown, K., & Rogers, D. Conserving and disseminating modern-era Catalan language manuscript cultural texts in the Hispanic Society of America. SSHRC Insight Grant ($90,137).

Gereluk, D., Dressler, R., & Eaton, S. E. SSHRC Insight Development Enhancement Grant, Werklund School of Education, University of Calgary ($2500).

Gereluk, D., Dressler, R., & Eaton, S. E. Building a robust online teacher education program, Scholarship of Teaching and Learning Grant ($10,000).


Graham, S. A. Reasoning about object categories and properties during early childhood. NSERC Discovery Grant, 2011-2016 ($303,000)


Pinchbeck, G. G. Professional Development Grant, Graduate Students' Association, University of Calgary.


7.1.15.2 Scholarships

Bedoya Ponte, V. Faculty of Graduate Studies Doctoral Scholarship. University of Calgary ($10,000).

Bedoya Ponte, V. Eyes High International Doctoral Scholarship. University of Calgary ($11,000).

Brice, M-L. Queen Elizabeth II Scholarship. University of Calgary ($10,000).


Lewis, B. Graduate Scholarships Program. SSHRC ($17,500).

Lewis, B. Queen Elizabeth II Scholarship. University of Calgary ($10,800, Declined).

Pinchbeck, G.G. Ves Thomas Memorial Scholarship, Werklund School of Education ($1,700).

Tapiero, M. Queen Elizabeth II Graduate Master's Scholarship. January–April 2014 ($3,600).

Tapiero, M. Faculty of Graduate Studies Research Scholarship. September 2013–April 2014 ($5,800).

Tapiero, M. Queen Elizabeth II Graduate Master's Scholarship. May-August 2014 ($7,200).

7.1.15.3 Other awards

Chow, U.Y. Faculty of Graduate Studies Travel Award (to Lund, Sweden). University of Calgary ($1,500).


**Guo, Y.** Immigration, Integration, and Welcoming Communities: The Role of Community Centres in Bridging Newcomers to Calgary, Urban Alliance Seed Grant, University of Calgary/City of Calgary, Co-Principal-Investigator with Dr. Shibao Guo, 2014-2015.

**Khu, M.** Council of Canadian Departments of Psychology Teaching Assistantship Award 2014 ($500 travel award).

**Murray, R. W.** Fellowship from the Freiburg Institute of Advanced Studies, University of Freiburg, Freiburg, Germany.


**Windsor, J.** Travel Award to present at the 8th Celtic Linguistics Conference in Edinburgh, Scotland. Faculty of Graduate Studies, University of Calgary ($1,500).

**Windsor, J.** Lifetime Volunteer Achievement Award, Graduate Students’ Association, University of Calgary.

**Windsor, J.** Outstanding contribution to GRC (Graduate Representative Council), Graduate Students’ Association, University of Calgary.

**Windsor, J.** 1st Honourable mention, Graduate Research Photo Contest, University of Calgary.

**Wojtalewicz, B.** Graduate Student Conference Travel Award. Werklund School of Education, University of Calgary ($1,000).

**Wojtalewicz, B.** Graeme Bell Graduate Travel Award. Faculty of Graduate Studies, University of Calgary ($750).

**Yang, X.J.** Award for Leadership in Internationalization, Faculty of Arts, University of Calgary. [http://llc.ucalgary.ca/news/dr-x-jie-yang-receives-internationalization-award](http://llc.ucalgary.ca/news/dr-x-jie-yang-receives-internationalization-award)

### 7.1.16 Community involvement


**Flynn, D.** (2014–2017). Junior Youth Blackfoot Language Project. Project sponsored by The Calgary Foundation aimed at assisting junior youth (ages 11–14) to make Blackfoot “their own” by creating original multimedia resources in their heritage language.

**Flynn, D.** (2014, Summer). Librarians, archivists, teachers, community activists, etc. Living Our Indigenous Languages Summer Institute, Faculty of Education / First Nations Languages Program, Faculty of Arts, University of British Columbia (Community training).

**Flynn, D.** (2014, Summer). Canadian Indigenous Languages and Literacy Development Institute (CILLDI), University of Alberta. (Language teachers and community linguists).


**Guo, Y.** (2013–present). Margins to Engagement Advisory Committee, Calgary Immigrant Women’s Association (CIWA). The Margins to Engagement project strives to enhance the socio-economic condition of marginalized Low Literacy Immigrant and Refugee Women (LLIRW) in Calgary by addressing their unique needs and barriers on individual, community, and business levels.

Höppner, S. (2013–present). Director-at-large, Association for German Education in Calgary (AGEC), since 2013.


Sharp, A. (2014–present). Executive Board Member of Canadian Association for Japanese Language Education.


7.1.17 Invited teaching assignments

Flynn, D. (2014, Summer). Endangered Language Documentation and Revitalization. Living Our Indigenous Languages Summer Institute, Faculty of Education / First Nations Languages Program, Faculty of Arts, University of British Columbia, Vancouver, BC.


Lohka, E. (2014, April). Seminar in two senior courses (BA French Literature and BA Humanities) at the University of Mauritius: Postcolonialisme, écriture et critique.


7.1.18 Other

Brown, K. Minds On Research (research series)

Eaton, S. E. Project Consultant, English Access Microscholarship Program, FHI 360, funded by the U.S. Department of State, Bureau of Educational and Cultural Affairs.
Eaton, S. E. Project Consultant, English Language Fellow and Specialist Programs, Georgetown University, funded by the U.S. Department of State, Bureau of Educational and Cultural Affairs.

Höppner, S. (2014, May). Defended professorial degree (Habilitation) at University of Freiburg, Freiburg, Germany.

Höppner, S. (2014, May). Promoted to Private Lecturer (Privatdozent), Department of German, University of Freiburg, Freiburg, Germany.

Maher, D. (2014). Faculty of Graduate Studies – Great Supervisor Award.

Pexman, P. (2014). University of Calgary Faculty of Arts Established Researcher Award.

Pexman, P. Member, Publications Committee, Canadian Psychological Association (2012–2016)


Sedivy, J. (2014, November). We all used to be geniuses (Nautilus Magazine) http://nautil.us/blog/we-all-used-to-be-geniuses


7.2 LRC-sponsored Events

7.2.1 Special Events

- **CIHR-sponsored Science Café** (February 6, 2014): “Is Language Learning for Everyone?” Guest researchers Jessica de Villiers (University of British Columbia), Andrea MacLeod (Université de Montréal), and E. Anne Hughson (University of Calgary) presented the results of their research investigating how children with language and learning disorders acquire language and the inclusivity in our classrooms. They also discussed the practical implications of their work. Carmen Fandino and Lilien Perera Pérez, second language specialists from Global Learning discussed the Calgary Board of Education’s perspective on inclusivity in language classrooms.

- **Graduate Student Poster Symposium** (April 30, 2014): Students—both undergraduate and graduate—from across campus presented their research at the LRC’s annual poster symposium. The following students presented their work:

  - Danica MacDonald: The changing status of Korean as a classifier language
  - Annemie Treier: Du silence au “non-silence”: le regard comme mode d’enonciation dans *La Recherche de l’Absolu* d’Honore de Balzac
  - LeAnn Brown: Phonetic variation and social perception
Blake Lewis  The syntax and semantics of demonstratives: A DP-external approach
Michele Wellsby  The influence of embodied experience in children’s word learning and reading comprehension
Paulina Maczuga  Production of second language German word stress by native speakers of English
David Sidhu  Priming Boubas and Kikis
Svitlana Filonik  Tendencies in formal aspects of Ukrainian blending
Joseph Windsor  Language revitalization in two sister languages: The effects of language policy and planning in Irish and Scottish Gaelic

• **German CEFR Exams. Levels A2** (February 2014), **B1** (April 2014), and **C1** (May 2014) Exams. The Language Research Centre is an official Goethe Institute CEFR examination centre.

• **French DELF / DALF (CEFR) Exams. Levels A2, B2 and C2** exams were offered by the French Centre and coordinated by Odile Rollin in June 2014. The French Embassy in Ottawa awarded the University of Calgary the status of independent “DELF / DALF Examination Centre” on August 30, 2012. The LRC provides support (training, facilities, advertising) for the DELF/DALF exams.

• **Workshop: “I’d like to know more about ...”** (November 10, 2014): A day-long workshop designed to provide students, established researchers, and members of the LRC community with an introduction to new areas and practical tools for enabling research. Presenters included:
  - Johannes Knaus (Postdoctoral Fellow, LRC) provided an introduction to OpenSesame
  - Joel Dunham (University of British Columbia/Concordia) provided an introduction to LingSync
  - Dennis Storoshenko (Linguistics, Languages and Cultures) provided an introduction to LaTeX

### 7.2.2 Speaker Series

#### 7.2.2.1 Theoretical and Experimental Innovations in Language Acquisition Research

**Andrea MacLeod** (Université de Montréal): Beyond age of acquisition and amount of exposure: Considering the context for bilingual speech and language development (February 6, 2014)

**Anja Arnhold** (University of Alberta): Prosodic marking of focus in 5 year olds: An experimental study of Finnish (February 14, 2014)

**Anne-Michelle Tessier** (University of Alberta): Modeling child phonology: Regressions, variations and implications (March 14, 2014)

### 7.2.2.2 Language Acquisition and Learning
Suzanne Curtin (University of Calgary) and Susanne Carroll (University of Calgary): What we learn about language acquisition from the way people acquire sound systems vs. grammar (October 17, 2014)

Robert Bayley (University of California Davis): Frequency and morphosyntactic variation: Evidence from U.S. and peninsular Spanish (November 14, 2014)

Yvan Rose (Memorial University): Phonetic effects on the development of phonological categories: A case study (December 5, 2014)

7.2.2.3 The Language of Literature

Robinson Ayala (University of Calgary): The relationship of orality and literacy in Don Quixote (January 24, 2014)

Julie Sedivy (University of Calgary): A psycholinguistic perspective on literacy language (February 28, 2014)

Jean-Francois Richer (University of Calgary): From the grunt of St. Joseph to the rattle of gold: Sound effects in Balzac’s Human Comedy” (March 28, 2014)

Jean-Jacques Poucel (University of Calgary): Horizons of the real: Littéralité, elegy and propositional poetics (September 26, 2014)

Christian Reyns-Chikuma (University of Alberta): Playing with the m/paternity rights in And Tango Makes Three and its “translation” Tango a deux papas et pourquoi pas? (October 31, 2014)

Lucas Klein (University of Hong Kong): Here’s looking at Yu: Chinese Silences and the trope of China in Contemporary American poetry (November 17, 2014)