

Living Methods: Research in Language and Literacy



Graduate Student Conference

May 16, 2015

Who we are

The Language and Literacy Education Department is a community of educators committed to excellence in scholarship, teaching and professional leadership. Our department focuses on four main areas, which include Literacy Education (that also includes participation in the interdisciplinary Masters Program in Children's Literature), Modern Languages Education, Teacher-Librarianship and Teaching English as a Second Language (TESL). LLED is also highly involved in the Ritsumeikan program and provide courses for this exchange program.

- For more information on our department, please visit:
<http://lled.educ.ubc.ca/about/>
- For more information on the different fields, please visit:
<http://lled.educ.ubc.ca/programs/>

Conference Committee

Chairs:

Claire Ahn

Natalia Balyasnikova

Kyle Stooshnov

Committee Members:

Ava Becker

Anna Mendoza

Victoria Surtees

We would like to take this opportunity to thank all LLED Faculty and Staff who have provided great insight and advice as we organized the details of this year's conference.

Schedule at a Glance

Time	Event	Room
9:00 am to 9:15 am	Registration	Digital Literacy Centre
9:15 am to 9:30am	Opening remarks	Digital Literacy Centre
9:30 am to 10:30 am	Key note address <i>Dr. Suzanne Hilgendorf</i>	Digital Literacy Centre
10:30 am to 10:45 am	Coffee Break	Digital Literacy Centre
10:45 am to 11:45 am	Concurrent Sessions: Block A	PONE 121-127
	Invited Panel: A visit from BREB: Negotiating Research Ethics Principles and Procedures	PONE 111
11:45 am to 12:45 pm	Concurrent Sessions: Block B	PONE 111-127
12:45 pm to 1:45 pm	Lunch	Digital Literacy Centre
1:45 pm to 2:45 pm	Concurrent Sections: Block C	PONE 121-127
	Invited Panel: Tales from Classrooms and Schools	PONE 111
2:45 pm to 3:45 pm	Concurrent Sessions: Block D	PONE 121-127
	Invited Panel: Sites of Construction: Four Living Tales of Methodology	PONE 111
3:45 pm to 4:45 pm	Key note address <i>Dr. Amy Metcalfe</i>	Digital Literacy Centre
4:45 pm to 5:00pm	Closing remarks	Digital Literacy Centre
5:30 pm to 7:30 pm	Pub gathering	Mahony and Sons pub

Key note speakers

Dr. Suzanne Hilgendorf, SFU

Language Use in Transnational Media: Hollywood Dominance, Linguistic Localization, and English Literacy

Much scholarship on transnational flows and English use has focused on bottom-up processes (e.g., Pennycook 2007). Surprisingly, little research explores top-down language practices, for instance, in media (cf. Martin 2006). Using qualitative, macrosociolinguistic methods I address this gap by examining the century-old transnational medium of motion pictures. These practices are considered in the Expanding Circle context of the European country of Germany.

In the first part of this presentation I outline the interdisciplinary approaches for this study: Kachru's (1985, 1990) world Englishes theoretical framework from sociolinguistics; Chalaby's (2006) paradigm of American cultural primacy in media studies; and from sociology, Beck's Cosmopolitan Framework (Chalaby 2007). The second part of the presentation focuses on language use in cinema. Although early Hollywood executives expressed views consistent with linguistic imperialism (cf. Philippson 1992, 2009), following the introduction of sound in the late 1920s there was quick recognition of the need to localize films linguistically with subtitles and synchronization, practices still employed today. In Germany, English nevertheless plays a prominent role in the titles of (Inner Circle) films. Drawing on databanks of the German Federal Film Board (Filmförderungsanstalt <http://www.ffa.de>), I examine titles of the most popular films released in the country from 1986 to 2005. These demonstrate that language use falls along a continuum with English and German at the two poles, and that great linguistic creativity and resourcefulness is employed in combining elements from both languages in innovative yet meaningful ways. They further provide evidence of a broader English literacy that has emerged on a societal level in recent decades.

BIO: Dr. Hilgendorf is Associate Professor of Linguistics at Simon Fraser University, where she also teaches language courses for the German program. Her areas of expertise are sociolinguistics, second language acquisition, and foreign language pedagogy, with a primary research focus in World Englishes. She has published numerous peer-reviewed journal articles, book chapters, and encyclopedia entries dealing with various aspects of the impact of English in Germany/Europe/the Expanding Circle, as well as (co-)edited special issues of the journals *World Englishes* and *Sociolinguistica*. She is a past President of the International Association for World Englishes (2013-14), and currently serves as Review Editor for *World Englishes* as well as Associate Editor for the *Journal of World Languages*.

Visual Methodology before Visual Methods

Visual methods are becoming more common in the social sciences. Yet, as Luc Pauwels stated in the introductory chapter of the *Sage Handbook of Visual Research Methods* (2011), visual methods “seem to be reinvented over and over again without gaining much methodological depth and often without consideration of long-existing classics in the field” (p. 3). Thus, we may become more sure of our visual methods while simultaneously becoming less sure why this matters. Sarah Pink has stated that “Understanding methodology is concerned with comprehending how we know as well as the environments in which this knowing is produced; as such, it involves engaging with a philosophy of knowledge, of practice and of place and space” (2012, p. 3). In this talk, I will discuss visual methodology through the example of my own theoretical and philosophical assumptions about the lack of innocence surrounding images and the (in)visibility of social discourse, referencing the work of Ranci  re, hooks, Razack, and Said. Questions surrounding the locus and logic of the gaze guide my visual methodology in two concurrent, large-scale research projects. In the first, *Difficult Knowledge of the University*, I explore concepts of *remembrance*, *forgetting*, and *knowing* in relation to the visual parlance of university identity and image-making. The second project, *100 Views*, seeks to expose the “frame of reference” of official views (historic and contemporary) in the processes of *seeing* and *representing* the university. For both projects, visual methods—specifically photographic methods—are necessary as tools to unsettle conventional modes of recollection and display.

BIO: Dr. Metcalfe is an Associate Professor in EDST. She studies the social contexts of higher education with an emphasis on researchers, research policy, research universities, and the implications of internationalization. Drawing upon her background in the arts and humanities, Dr. Metcalfe is interested in the development and application of visual research methods in higher education. Dr. Metcalfe’s methodological scholarship has been recently published in *The International Journal of Qualitative Research in Education* and she has book chapters forthcoming in *Visual Research in Education* (Moss & Pini, Eds; Palgrave) and *Research in the College Context* (Stage & Manning, Eds; Brunner-Routledge). Dr. Metcalfe’s 2013 SSHRC Connections Grant, “Educational Policy Analysis for a Complex World: The Possibilities of Post-Structural Policy Analysis” has resulted in her co-edited special issue of *Critical Studies in Education* (February, 2015).

<http://blogs.ubc.ca/amyscottmetcalfe/>
<http://blogs.ubc.ca/100views/>
<http://blogs.ubc.ca/poststructural/>

Concurrent sessions A

10:45 am to 11:45 am

Discourse Analysis (PONE 127)

Tim Anderson, Liam Doherty, Rachel Wang, Department of Language & Literacy Education, UBC

Representations of Chinese Language Learning in Contemporary English-language News Media: Hope, Hype, and Fear

Alfredo Ferreira, Department of Language & Literacy Education, UBC
Tracking Abstraction in Academic Discourse through Nominal Density

Interviewing (PONE 123)

Liz T. Chiang, Department of Language & Literacy Education, UBC
Researching Sensitive Topics via Qualitative Interviewing: Successes and Challenges

Yan Gao, Department of Curriculum and Instruction, UVic
A Case Study of a Western Trained EFL Teacher in a Chinese University: Conflict or Reconciliation?

Research Methods in Digital Field (PONE 121)

Ron Darwin, Department of Language & Literacy Education, UBC
Digital Inequalities: Social Class and the Development of Divergent Digital Literacies

Ernesto Peña, Department of Language & Literacy Education, UBC
Visual Literacy: A Case of Study

Concurrent sessions B

11:45 am to 12:45 pm

Case Study (PONE 127)

Fatemeh Mohammadian Haghig, Department of Language & Literacy Education, UBC
Ways of Meaning Making in the Canadian Context: a Case Study of a Female Newcomer in Vancouver

Soaad Abdelhadi, Maureen Hoskyn, Department of Educational Psychology, SFU
Mother-child Interaction and Use of Mathematics Language During Shared Reading of Electronic Storybooks (E Storybooks): A Multiple Case Study

Collaborative Research (PONE 123)

Bohn-gi Sohn, Nasrin Kowkabi, Ismaeil Fazel, Joel Heng Hartse Rae-Ping Lin, Tomoyo Okuda, Junghyun Hwang, Department of Language & Literacy Education, UBC

Studying Ourselves: Collaborative Data Generation and Analysis in a Self-Reflective Study of a TESL Graduate Student Writing Group

Research Methods in Digital Field (PONE 121)

Liam Doherty, Department of Language & Literacy Education, UBC
Digital Ethnography

Laura Teichert, Department of Language & Literacy Education, UBC
Media Capture Functionality in Research: Using Your Smartphone as a Data Collection Method

Reflective Studies (PONE 111)

Dr. Naghmeb Babaee, Art Institute of Vancouver
Reflecting on Researcher Positionality in Research with an Ethno-Linguistic Minority Community

Espen Stranger-Johannessen, Department of Language & Literacy Education, UBC
Doing Fieldwork in a Developing Country: Reflections from Uganda

Concurrent sessions C

1:45 pm to 2:45 pm

Arts-Based Methods (PONE 127)

Adam Vincent, Department of Language & Literacy Education, UBC
Creative Research-Poetically Practice What You Preach

Anna Keefe, Department of Language & Literacy Education, UBC
Video-Logging the Comprehensive Exam Process: Experiments in Arts-based Research

Interviewing (PONE 123)

Natalia Balyasnikova, Department of Language & Literacy Education, UBC
Ethical Cross-Language Research: Translation, Transcription, Trustworthiness?

Ava Becker, Department of Language & Literacy Education, UBC
"Okay, good! All very intimidating...": Graduate Student Reflections on the Qualitative Research Interview

Narrative Inquiry (PONE 121)

Sandra Filippelli, Department of Language & Literacy Education, UBC
The Path from Grief to Transcendence in Gregory Orr's The Blessing: A Memoir

Kyle Stooshnov, Department of Language & Literacy Education, UBC
Fiction as Virtual Reality

Concurrent sessions D **2:45 pm to 3:45 pm**

Multimodality (PONE 127)

Magdalena Vergara, Department of Language & Literacy Education, UBC
"Shock": a Multimodal Analysis of a Cultural Artifact

Alexis Birner, Department of Language & Literacy Education, UBC
The "B-Word": Using Picture Books to Develop Critical Literacy Skills on Bullying in Elementary School classroom

Critical Perspectives on Methods (PONE 123)

Angela Moon, Department of Language & Literacy Education, UBC
Why be Critical? The Importance of Critical Perspectives in Educational Research

Anna Mendoza, Department of Language & Literacy Education, UBC
Contradictions in Critical Research and the Promise of Narrative Inquiry

Policy/Practice Analysis (PONE 121)

Simin Sun, Department of Educational Studies, UBC
Learning through Practice: A Journey of ESL Level 0 Program at UBC Learning Exchange

Jeong Ju Choi (Eva), Department of Curriculum Studies, UBC
Are We Invisible?

Panel 1: A visit from BREB: Negotiating Research Ethics Principles and Procedures

Obtaining approval from UBC's Behavioural Research Ethics Board (BREB) is an essential and often complex first step in much of the language and literacy education research we do at this university. While all Canadian universities that receive federal research funding are required to follow the Tri-Council Policy Statement guidelines, there is some variation in how individual applications are assessed. In addition, ethical issues are never simple and involve thorough consideration from many angles. Thus, graduate students who are newcomers to the process at UBC can find it overwhelming and even discouraging.

This panel brings together diverse perspectives on the BREB process: preparing the application, navigating reviewer feedback/requests, and conducting ethical research after approval. Panelists include representatives from BREB (Jean Ruiz) and LLED (Dr. Steven Talmy, Dr. Patricia Duff, Espen Stranger-Johannessen). It is hoped that the perspectives and suggestions offered will generate discussion that will be useful to graduate students of language and literacy education as they move forward in their programs.

Panel 2: Tales from classrooms and schools

Abstraction in Second Language Academic Writing: Research and Practice

Presenter: Alfredo A. Ferreira, PhD candidate

Abstraction is a key linguistic means of generating disciplinary knowledge. In this talk, I report on research into second-language writers' use of abstraction across drafts of writing assignments in English, and present classroom writing tasks designed to expand students' capacities for varying abstraction in context-sensitive ways.

Digital Storytelling Software: A Multimodal Reading Experience for Young Learners

Presenter: Rodrigo Toloza, MEd student

In this presentation, I discuss how to combine Powerpoint with VoiceThread, an online app, to make a customized picture book with sound recordings and interactive components. I present my reflection on the affordances and limitations of such digital technology when teaching young children to read.

Zoom in, Zoom Out: Focusing Standardized Tests through a Genre and Stylistics Lens

Presenter: Gary Saville, MEd student

The Canadian school system is experiencing a rapid influx of L2 English students who arrive late in their secondary education. These students need to adapt quickly to the regiments and idiosyncrasies of written academic English. In this presentation, I will explore how a blend of genre and literary stylistics research have informed my practice as an English and ESL teacher in an after-hours school.

Panel 3: Sites of construction: Four living tales of methodology

Presenters in this mini-colloquium raise questions about how constructionist orientations to methods and data intersect with the lived production of research narratives. As a means for raising such questions, each describes a situated methodological concern for which this orientation has been provocative in/for their experience as dissertators. Specifically, presenters focus on four themes: participant listener, transcription/translation, case study, and research participation/analysis.

Panel discussant: Dr. Meike Wernicke

Tale 1 (Won Kim) I chronicle a shift in the researcher's positioning from participant observer to participant *listener*. This repositioning enabled the researcher to transform putative limitations into a fully engaged listening *to* the research site. I provide a reflexive/reflective account of how listening mediated the generation, interpretation, and representation of multimodal ethnographic data and how the account of what was heard (and felt) in lieu of what was seen could be construed as a legitimate way of developing ethnographic understanding.

Tale 2 (Bong-gi Sohn) Researchers who are working across languages have to both transcribe the original data and then translate them into another language. This requires multiple entextualization, a process that extracts discourse from its interactional setting and transforming into recordable text. While destabilizing my on-going epistemological views, I discuss the experiences of entextualization of interview data where Korean as a second language speakers and myself are transcribed and translated into English.

Tale 3 (Ryan Deschambault) Working from the premise that "case study is more than just the description of a person or linguistic site" (Duff, 2014, p. 4), I describe how a constructionist orientation urged me to articulate case boundaries in a way that permits investigation of a single case across multiple participants, sites, and data sources.

Tale 4 (Rae-Ping Lin) From social interactionist perspective (De Fina, 2014), researcher's participation is highly relevant in participant's identity orientation generated in the process of storytelling. In this presentation, the researcher's relevance in analyzing participants' identity construction in relation to social ideology or master narratives (Bamberg, 2004) is discussed. The presenter will rise up issue of how to warrant researcher's analysis on identity related issues in which her own ideologies are highly involved in the process.

Abstracts

Soaad Abdelhadi, Maureen Hoskyn, Educational Psychology, SFU
Mother-Child Interaction and Use of Mathematics Language during Shared Reading of Electronic Storybooks (E-Storybooks): A Multiple Case Study

The purpose of this research is to explore how interactive features of e-storybooks prime usage of domain specific language (i.e. mathematics language) during parent-child shared reading literacy practices. E-storybooks are increasingly purchased by parents of young children, yet little is known about whether benefits accrue from shared reading of e-storybooks. In this study, the influence of interactive features of e-storybooks on the mathematical language generated between the mother and child were investigated. To highlight the complexity of this interaction, three case studies of mother-child dyads were conducted.

Tim Anderson, Liam Doherty, Rachel Wang, Department of Language & Literacy, UBC
Representations of Chinese Language Learning in Contemporary English-language News Media: Hope, Hype, and Fear

The growing body of research on Chinese as an international (or “global”) language examines linguistic, psycholinguistic, social-psychological, and orthographic aspects of acquisition primarily. There has been relatively little critical discussion or analysis of the larger social context and discourses in which Chinese language education is embedded. However, recently sociocultural, discursive, and critical aspects of the teaching, learning, and use of Chinese as an additional language have begun to receive more attention. This study analyzes circulating discourses, ideologies, and tropes related to Chinese in news media, as one means by which information and perspectives are spread by media and by which public attitudes and policy decisions are (recursively) shaped or reproduced.

Dr. Naghmeh Babaee, Art Institute of Vancouver
Reflecting on Researcher Positionality in Research with an Ethno-Linguistic Minority Community

Being reflexive about one’s positionality in research includes reflecting on how a researcher is inserted in grids of power relations and how that impacts methods, interpretations, and knowledge production (Kobayashi, 2003). Acknowledging one’s positionality “is important in situating the research and knowledge production so that ethical commitments can be maintained” (Sultana, 2007, p. 376). In this presentation, the researcher will reflect on her fluid dual positionality within a research project on heritage language maintenance conducted with an Iranian

immigrant community in Canada (Babae, 2014).

Natalia Balyasnikova, Department of Language & Literacy Education, UBC
Ethical Cross-Language Research: Translation, Transcription, Trustworthiness?

In this presentation I explore choices that I had to make while conducting interviews with my Russian peers and consequently translating them into English. Cross-language research usually refers to situation where there is a language barrier between interviewer and interviewees (Squires, 2008). In such cases, researchers often turn to interpreters to assist with interviews. It has been suggested that interpreters' involvement affects the "trustworthiness" of data (Temple, 2002), which presents certain methodological challenges for the data analysis. In these cases, the ethical question that often comes up is: "Who does the translation?"

Ava Becker, Department of Language & Literacy Education, UBC
"Okay, good! All very intimidating...": Graduate Student Reflections on the Qualitative Research Interview

Since 2008, I have interviewed approximately 30 individuals for four separate qualitative research projects and have spent hundreds of hours transcribing audio files of interviews conducted by others and by myself. In this presentation, I trace my journey from unreflexive to (more) reflexive qualitative interviewer over the course of my short academic career. Interweaving my experiences with insights from scholarship on qualitative interviewing, I grapple with questions that will hopefully resonate with other emerging scholars who have interviewed or plan to conduct interviews as part of their graduate research. Through the conceptual lens of interviewing as social practice (Talmy, 2010), some of the themes I explore in this presentation include: epistemological tensions in interview research, interviewer technique and preparation, multi- or plurilingual interviewing, as well as (inter)personal and (inter)cultural issues.

Alexis Birner, Department of Language & Literacy Education, UBC
The "B-Word": Using Picture Books to Develop Critical Literacy Skills on Bullying in Elementary School Classrooms

This presentation proposes an educational pedagogy of critical literacy to deconstruct issues pertaining to bullying and to develop self-empowerment, facilitated through the use of picture books. In this particular presentation, I will share samples of action research conducted in both a kindergarten classroom and a grade three classroom, that addresses bullying and self-empowerment. This is done with the support of picture books, including *The Hueys in The New Jumper* (Jeffers, 2012) and *The Island* (Greder, 2002).

Liz T. Chiang, Department of Language & Literacy Education, UBC
Researching Sensitive Topics via Qualitative Interviewing: Successes and Challenges

Qualitative interviewing allows the building of a framework of trust between the researcher and the researched, generates naturally occurring, detailed, and in-depth descriptions of individuals' lived experiences (Roulston, 2010), and is particularly suitable for researchers who are interested in studying the experiences from the viewpoints of those who are living them (Charmaz, 2000). However, how to protect respondents' confidences and emotions and at the same time maximize the quality of interviewing remains a major concern in sensitive research. Drawing on a researcher-interviewer's experience of investigating sensitive issues of race, racialization, racism, and linguicism in educational settings, this presentation reports the successes and challenges surrounding the data collection process. Issues such as approaching the topic, creating reciprocity, and the operations of power in interviews will be discussed, with reference to both current literature and the presenter's own practices.

Jeong Ju Choi (Eva), Department of Curriculum Studies, UBC
Are We Invisible?

The BC Ministry of Education ELL guidelines and policy overlook specific explanations or tips about socio cultural support for ELL students. As a consequence, ELL students suffer from lack of sociocultural support and academically; scores on achievement tests likely suffer as well. ELL policies and curriculums are mostly focused on how to teach English (as a language) well. Language is not simply a tool to talk to other people; nor does language stand separate from culture, life, feeling and traditions. Language includes culture, life, feeling, and tradition. Looking into the students' thoughts and feelings are more important when schools offer ELL classes. They are facing with their own difficulties such as loneliness, graduating in time with local student peers, language barrier and the pressure from their family. I want to evoke the understanding of ELL students from all teachers not only from ELL teachers.

Ron Darvin, Department of Language & Literacy Education, UBC
Digital Inequalities: Social Class and the Development of Divergent Digital Literacies

Recognizing that the ability to use and adapt technology has become "the critical factor in generating and accessing wealth, power, and knowledge in our time" (Castells, 2010, p. 93), this paper looks towards an ideological model of digital literacy (Warschauer, 2009) to examine how differences in digital access and use can lead to divergent learning outcomes, and new modes of inclusion and exclusion.

Implicated in these modes, migrant learners equipped with varying levels of economic, cultural, and social capital, traverse national boundaries while navigating online and offline contexts. This fluidity of movement through transideological spaces involves the valuing and devaluing of their capital, impacting their investment in their own identities and learning (Darvin & Norton, 2015).

Liam Doherty, Department of Language & Literacy Education, UBC
Digital Ethnography

Interest in digital ethnography has intensified over the last two decades, following the rise of the Internet as a widely-accessible public space in which increasing numbers of people live, conduct their daily business, and interact with one another. There has been a great deal written during this period about the way that newly emergent "virtual" spaces affect the way in which traditional ethnographic research is theorized, conceptualized, and carried out. This paper surveys the existing research that has explicitly examined digital ethnography as a research methodology, with the aim of highlighting the major issues and approaches that have emerged in its conceptualization.

Alfredo Ferreira, Department of Language & Literacy Education, UBC
Tracking Abstraction in Academic Discourse through Nominal Density

Language offers scholars various affordances for mediating the abstract and technical concepts through which knowledge in academic disciplines is generated and shared. In general, the study of disciplinary abstraction encompasses research on knowledge legitimation in many aspects, notably the social, political, psychological, philosophical and linguistic aspects. The complexity of this area of study is matched by the great need in fields such as literacy education to better support learners' legitimate and critical engagement in knowledge creation. In this presentation, I report on an effort from educational linguistics to operationalize a global variable for abstraction called nominal density. Abstraction is defined and illustrated in academic discourse.

Sandra Filippelli, Department of Language & Literacy Education, UBC
The Path from Grief to Transcendence in Gregory Orr's The Blessing: A Memoir

In Gregory Orr's (2002) autobiographical creative-nonfiction, *The Blessing*, he recounts how, as a child, he accidentally murdered his younger brother while on a family hunting trip. He spends the rest of his adolescence traumatized, his parents unable to provide emotional support, then embarks on a solo journey toward personal transformation through poetry and civil rights activism. By the end of his journey, Orr achieves such a state of a thinker attaining transformed thoughts. Drawing on Michael White's narrative therapy theory, I will explore Orr's path from unresolved childhood guilt to adolescence, when he became an independent, empathetic thinker with a social conscience, and could finally write this memoir.

Yan Gao, Department of Curriculum and Instruction, UVic

A Case Study of a Western Trained EFL Teacher in a Chinese University: Conflict or Reconciliation?

Much has been written about the pedagogical differences in second language teaching between China and west. This case study investigates how a western-trained Chinese EFL teacher has adjusted to teaching in China. Specifically, what are the teacher's beliefs and perceptions about teaching in China; how has she adjusted herself or overcome pedagogical differences between the two cultures? How does she manage conflicts that she encounters in her real teaching activity? The present paper uses qualitative methods to investigate one western-trained EFL teacher—Laura's beliefs and perceptions about Communicative Language Teaching based on interview data and personal communication.

Bohn-gi Sohn, Nasrin Kowkabi, Ismaeil Fazel, Joel Heng Hartse, Rae-Ping Lin, Tomoyo Okuda, Junghyun Hwang, Department of Language & Literacy Education, UBC

Studying Ourselves: Collaborative Data Generation and Analysis in a Self-Reflective Study of a TESL Graduate Student Writing Group

This presentation will discuss issues involving collaborative data generation and analysis in a self-reflective group project. The TESL Writing Group has been meeting for over two years and last year began a research project for a conference presentation at a second language writing conference. Using communities of practice and academic language socialization frameworks, the study examines how participants negotiate their academic trajectories and language socialization processes as they strive to become second language writings specialists in this growing but sometimes fuzzily defined field.

Anna Keefe, Department of Language & Literacy, UBC

Video-logging the Comprehensive Exam Process: Experiments in Arts-Based Research

Arts-based methods can affirm human perception and experience as vital aspects of the research process (Finley, 2008; McNiff, 2008). This presentation will describe my experiments with using multisensory video tours and video narratives to document my comprehensive exam process over a period of three months. Multisensory video tour is a method that allows research participants to move around, showing their lived experience and perspective to the researcher/camera in a way that is embodied and emplaced (Pink, 2009). I will build from this idea of art as data to think about how narrative and performance can also inform and transform the research process.

Anna Mendoza, Department of Language & Literacy Education, UBC
Contradictions in Critical Research and the Promise of Narrative Inquiry

Critical research in TESL (Teaching English as a Second Language) involves a delicate balance between two paradigms. On the one hand, the researcher strives to unearth and explain processes of systemic inequality and perpetual marginalization, as English learners worldwide strive to accumulate cultural and linguistic capital (Kubota & Lin, 2009; Pennycook, 2014). On the other hand, the researcher must recognize that learners have the right to invest in English, imagine future identities, and conceptualize their journeys as language learners as connected to a “better life story” (Barkhuizen, 2010; Darwin & Norton, 2015). This presentation explores how narrative inquiry is an ideal research method for upholding both paradigms within the same study and giving a holistic account of students’ experiences.

Fatemeh Mohammadian Haghighi (Mehri), Department of Language & Literacy Education, UBC

Ways of Meaning Making in the Canadian Context: a Case Study of a Female Newcomer in Vancouver

As newcomers come to Canada, during their transition into the new context, they face an array of different challenges, ranging from simple issues related to normal day-to-day life to cultural, social differences. In this presentation, I will discuss the findings from a case study that I conducted as part of a final assignment in LLED 558. Drawing on the notions of multimodal meaning making (Kress & Jewitt, 2003) and *funds of knowledge* (Greenberg, 1989, Tapia, 1991, Velez-lbfaez, 1988), I will try to connect theory and practice by explaining how a female newcomer in Vancouver tries to navigate her way to integrate into the Canadian society through multimodal meaning making. Finally, based on the findings of my case study, I will elaborate on how artifacts can represent *sedimented identities* (Rowse & Pahl, 2007).

Angela Moon, Department of Language & Literacy, UBC
Why be Critical? The Importance of Critical Perspectives in Educational Research

The term ‘critical’ has been overused in qualitative literacy research such that the underpinning resolve has lost its (once) radical edge. Recently, postcritical, along with other ‘post’ perspectives populate the research agenda. Has critical thought outlived its usefulness? The ultimate goal of critical thought is not to simply highlight or publicize problems, although this is an important step. “The goal is to develop a form of cultural criticism revealing power dynamics within social and cultural texts (Kincheloe & McLaren, 2011, p. 294). In my presentation, I address various ways critical thought is still relevant to issues in education today and how the critical lens, in particular, positions such issues as unfixed and therefore

alterable.

Ernesto Peña, Department of Language & Literacy, UBC

Visual Literacy: A Case of Study

In my presentation, I will introduce the methodology that I have been following to discover the documents that host early occurrences of the term ‘visual literacy’, a methodology partially based on the use of open access browsing environments such as Google Ngrams, Google Books and World Cat, as means to alternate between distant reading and close reading practices. These documents conform the data that will be analyzed for my doctoral dissertation. In this presentation I intend to tackle some conceptual and technical issues.

Kyle Stooshnov, Department of Language & Literacy Education, UBC

Fiction as Virtual Reality

My narrative analysis of fiction as a virtual imaginary world builds upon the popular conception of virtual reality traced back to literary criticism of 1980’s, the point in which computerized simulation began to be a household consumer item. Rather than analyzing the games from that historical period onward, I will search for example of narrative fiction, specific novels written about in North American literature review influenced by computer simulation. Collecting data from journals such as the New York Review of Books and Books in Canada for English language reviews of novels from 1985 to 2015. The key words that I will search for, and include in my narrative analysis are “virtual reality” and “imaginary space.”

Espen Stranger-Johannessen, Department of Language & Literacy, UBC

Doing Fieldwork in a Developing Country: Reflections from Uganda

My paper discusses the challenges and opportunities of doing fieldwork in educational settings in a developing country, based on my recent fieldwork in Uganda. In such a setting the researcher has to grapple with issues concerning language and translation, identifying participants, adjusting to local cultural norms, obtaining consent, and remuneration, all of which require practical and ethical considerations which may differ compared to doing it one’s home country. My data collection methods included field notes, interviews, participant journals, observation protocol, questionnaire, photographs, and school and teacher records. I reflect on my experience of using these methods and relate them to the literature (Faria & Good, 2012; Fife, 2005; Neimark, 2012; Pearson & Paige, 2012; Robben & Sluka, 2012). My reflections include how to prepare and establish contact, how to take into account cultural differences, and how to adjust one’s methods as the fieldwork progresses. I will also discuss shortcomings in my fieldwork, including what I would have done differently.

Simin Sun, Adult Learning and Education, UBC

Learning through Practice: A Journey of ESL Level 0 Program at UBC Learning Exchange

For most of the new immigrants to Canada, English might be the first barrier that they meet in the new society. Many of them will refer to English as a Second Language (ESL) programs to improve their language. There is a large amount of studies focusing on language and literacy teaching and learning. However, little of them have analyzed the ESL program from adult learning perspectives. This paper is a case study of ESL level 0 class in UBC Learning Exchange center. It analyzes educational issues emerged from this program with adult learning theories. This long-term, community-based case study approach is an examination of ways in which applying adult learning theories into practice can improve language and literacy programs, as well as benefit the local community.

Laura Teichert, Department of Language & Literacy Education, UBC

Media Capture Functionality in Research: Using Your Smartphone as a Data Collection Method

Technology, digital media and online social networks are a daily fixture in many people's lives. A variety of applications, such as *Vine* or *Instagram*, allow photographs and videos to be captured and distributed to family and friends immediately via smartphones and tablet devices. Although business and social communities increasingly 'takes up' mobile and wireless technologies, little has been documented from a research methods perspective. In an attempt to create a "visual diary of family activities", "media capture functionality" (Plowman & Stevenson, 2012) can be used as a data collection method in case study research. This paper will discuss how media capture functionality has been used to collect data in an on-going qualitative research study.

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"Shock": a Multimodal Analysis of a Cultural Artifact

In 2011, thousands of Chileans were marching through the avenues of the country's main cities. Through massive rallies, the student movement was demanding for deep reforms to the educational system (Guzman-Concha, 2012). These manifestations became the largest public demonstration since the recovery of the democracy in 1990. Many cultural artifacts were produced at the time; not one of them, nevertheless, has had such broad reception, generated massive repercussion, and attracted as many followers as the music video *Shock* by the Chilean hip-hop singer Ana Tijoux (2012). In this presentation, I will analyze *Shock* using the visual methodological framework proposed by Rose (2001), which considers three different sites where meaning is made—production, image, audience—and the technological, compositional, and social modalities that produce a multimodal object.

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Creative Research-Poetically Practice What You Preach

Employing a poetic inquiry approach to academic research gives the researcher license to explore discourse in more personal and explorative ways over more traditional forms of qualitative research. Like an ethnographer, where the researcher interacts with their research subjects in such a way that they understand them on a deeper, more personal level, poetic inquirers interact with their words and topics on personal levels which allow for multiple understandings. As one who employs poetic inquiry, I am currently writing an exploratory paper that examines issues of validity, assessment and the use of creativity in writing-intensive Arts classrooms through the medium of poetry.

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