

# THE LING LETTER

## MESSAGE FROM THE CHAIR

I write this message as our Winter term draws to a close and we prepare for final exams and the change in schedule that occurs for many during the spring and summer months. Of course, for some of you those changes are especially momentous; your studies at Brock are about to conclude and you are looking ahead to new challenges. We are very proud of all of our graduates and look forward to celebrating your accomplishment at spring – in-person! – convocation. As you plan for your next steps, please remember to reach out to let us know your plans and consider sharing with us your contact information so we can stay in touch. You can contact any faculty member or reach out to Anastasiya our Alumni Ambassador ([ab16ha@brocku.ca](mailto:ab16ha@brocku.ca)). It's been an eventful term, as you'll see evidence of in these pages. While the pace slows down a little in the spring/summer months, there are plans in the works for events you'll want to check out. The upcoming talk on our Speaker Series is one of those. You can read more about it in these pages. I hope I'll see you all there (virtually) in May. For now, I'm wishing you all the best on your final exams and a safe, healthy, happy summer.

Lynn Dempsey

Associate Professor & Chair

Acting Graduate Program Director

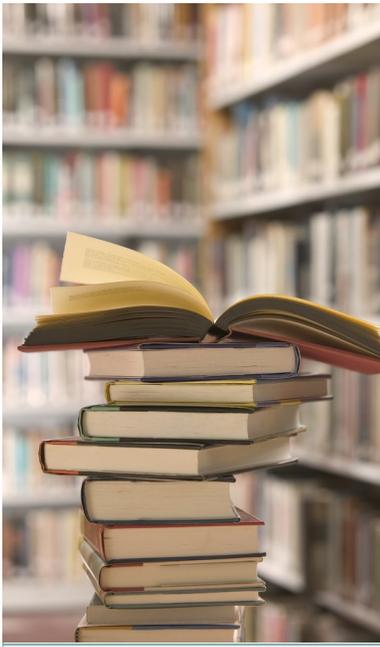
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## SPEAKER SERIES

The final talk in our 2021-22 Speaker Series will take place this Spring when we host Western University Professor JB Orange for a public lecture on the theme of Communication & Ageing. Professor Orange is Acting Director of the School of Communication Sciences & Disorders at Western and Scientific Director of the Canadian Centre for Activity and Ageing. His research interests include dementia, aphasia, and traumatic brain injury. Stay tuned for more information. Also consider following Speech & Audiology Canada (SAC) during the month of May as the organization raises public awareness of the impact of ageing on communication. Information about all events in our Speaker Series can be found on our [department website](#).



## ONLINE LANGUAGE PROGRAM DEVELOPMENT IN COLLABORATION WITH MAJOR CANADIAN AIRLINE

English contains numerous phrasal verbs, formed by a verb and a particle (e.g., find out, wind up), used frequently by native speakers in daily communication. However, since most phrasal verbs have different meanings in various contexts and cannot be easily inferred, it is unsurprising that English language learners have difficulty acquiring them.

In an effort to enhance the language training it provides to employees, the Linguistic Services department of a major Canadian airline is collaborating with researchers for the first time. To this end, a research team led by Dr. Andrew Lee is studying the effects of newly developed online instructional sessions that target English phrasal verbs. The airline's employees who are second language learners of English will participate in the instructional sessions, along with various tasks and interviews that measure their effectiveness and learner perceptions. The results are expected to provide not only insight into the effects of various instructional techniques on the acquisition of phrasal verbs, but evidence-based language training practices with far-reaching practical applications.

## DEPARTMENT NEWS



Congratulations to Professor Luo on 25 years at Brock University.

Those interested in applying for Teaching Assistant positions watch for posts to appear on [Careers@brock](mailto:Careers@brock) in June.

On February 7th, we welcomed Dakota Wing of York University to give an online lecture as part of the Department of Applied Linguistics' Speaker Series. Dakota's talk was titled, The Linguist Meets the Legal System: An Introduction to Forensic Linguistics, and provided insight into the discourse of police interviews, as well the language used by police in interactions

with suspects. His talk concluded with a discussion on ways to expand and promote the field of forensic linguistics in Canada.

You can find a recording of Dakota Wing's talk on Forensic Linguistics on our department website. For more information about Dakota's work please visit:

<https://www.dakotawing.com/>.

Our sincere thanks to Dakota for his contribution to our Speaker Series.

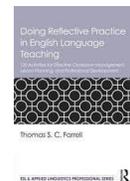


## PUBLICATIONS



Prof. Tom Farrell recently published *Insights Into Professional Development in Language Teaching* with Castledown Publications. The publisher describes the book as "intended as a practical introduction for language teachers, and a guide for administrators and other stakeholders, who wish to implement a coherent and strategic approach to language teacher development".

Prof. Tom Farrell recently published *Doing Reflective Practice in English Language Teaching: 120 Activities for Effective Classroom Management, Lesson Planning, and Professional Development* with Routledge. The book introduces readers to reflective practice in English language teaching and accessibly walks through ways that teachers can integrate and implement reflective practice in the classroom and in other contexts to benefit their teaching and their own professional development.



Prof. Gary Libben recently published "From Lexicon to Flexicon: The Principles of Morphological Transcendence and Lexical Superstates in the Characterization of Words in the Mind" in *Frontiers in Artificial Intelligence*

<https://www.frontiersin.org/articles/10.3389/frai.2021.788430/full>

## INSTRUCTOR INTERVIEW — YUKO WATANABE



### A fun fact about yourself.

I am a travel enthusiast. I have travelled around the world to over 100 countries by myself. I have trekked to Everest base camp, climbed Mt. Kilimanjaro, travelled down the Amazon River in my hammock and experienced many more adventures. Every time I entered a new country, I asked locals about basic greetings and wrote them down on a piece of paper. The list grew longer during my stay in that country, which shows how much I enjoy meeting different people from different parts of the world.

### Why did you choose linguistics?

English is my second language. When I was 19, I went to England to study English. It was then that I came to realize for the first time that English is not merely a school subject but a tool for communication. One day, I was asked to teach Japanese at a college, but despite my overconfidence as a native speaker, it did not go very well. I told someone I met, “I should have been better prepared for this. I didn’t study English hard enough before coming here, nor did I study about my own language?” Then he said, “Isn’t that what you have achieved this time? You now know what you want and need to do!” I think that my path to linguistics started at that moment.

### Briefly describe your research interests and any current projects.

I am interested in how “linguaging” facilitates language learning. Linguaging includes talking to others (peers, teachers) and talking to oneself. Specifically, I am interested in how English language learners (ELL) use linguaging to solve language-related issues during problem-solving tasks, and what factors facilitate or hinder their interaction. Much of my research has examined ELLs’ peer talk during collaborative writing from a sociocultural theory perspective. My current research investigates the longitudinal effects of collaborative writing on the development of ELLs’ academic writing skills.

### Your favourite part about working at Brock?

I studied applied linguistics at Brock many years ago. It was my first time studying at a university in my second language. I was very nervous and tried to be invisible. But that was just at the beginning. Thanks to the small class sizes and the helpful professors, I started to feel comfortable in the DALs community. The professors were patient with my endless questions and were always encouraging, as were many of my classmates. I strongly feel that this supportive community among the students and faculty members is still alive and even stronger than it was when I was a student. That’s what I love about working at Brock and DALs.

### What do you do outside of Brock?

I practice capoeira, the dance-like martial art of Brazil. We often practise in a park in Toronto. At home, I’m busy taking care of my 9-month-old golden doodle. Actually, it’s more like she is taking care of me and healing my stress! I also work as a curriculum designer. Currently I am part of an international team designing a language learning app. As soon as the semester ends, I pack my bags and hit the road. When travelling is not possible, I love hiking, camping, and playing tennis.

### Advice to current undergraduate and graduate students.

University is a time to open yourself to new experiences and challenges. My advice is to get as involved as you can both inside and outside of school. Seek out experiences that interest you and connect with like-minded people. Ultimately, this will lead to a number of contacts that will be with you in the future. There is a saying in Japan that “friends from college are friends for life.” This may or may not be true, but the experiences you have while here at Brock will stay with you for life. So, make the most of this time!

Spring Course!

LING 4V95 –  
Introduction to  
Forensic Linguistics

The department is pleased to offer LING 4V95 again this spring. The class will meet on-campus on Monday and Wednesday evenings during the month of May. In LING 4V95 you’ll examine how language is used in and by the legal system, including speaker/voice recognition, authorship, police interrogations, courtroom discourse, language science in expert testimony. No prerequisites. For more information, contact Professor Rick Welland. For questions about Spring/Summer Registration generally, contact Interim Academic Advisor Tayler Shannon

[tshannon@brocku.ca](mailto:tshannon@brocku.ca)



## GRAD STUDENT EXPERIENCE—OSAMA CHATTHA

### MA THESIS DEFENCE



DALS graduate student Jackie Lloyd successfully defended her MA thesis, titled “The effects of various combinations of form-focused instruction techniques on the acquisition of English articles by second language learners of English”. Her research was an original experimental study, involving 46 adult learners of English who each received six hours of online language lessons employing various instructional techniques that targeted English articles. The outcomes highlighted the importance of explicit instruction and the unique difficulty of mastering articles, a ubiquitous but extremely complex feature of the English language.

Chaired by Brock FOSS Associate Dean Dr. Dawn Zinga, the examination committee of the oral defence comprised supervisor Dr. Andrew Lee, committee members Dr. Gary Libben, Dr. Leila Ranta (University of Alberta), and Dr. Ron Thomson, as well as external examiner Dr. Eva Kartchava (Carleton University). Following stimulating intellectual discussions on the theoretical and methodological considerations surrounding her research, the committee deemed Jackie’s master’s thesis a great success.

Congratulations!

I started my time at Brock in the field of Neuroscience hoping to pursue a career in medicine. Fast forward 10 years, and three degrees later, I have found myself with a Masters in Applied Linguistics! Now as I think back on my time at Brock, the things that stand out are not my achievements or degrees, but the friends I’ve made, the mentors who’ve helped me along the way, and the experiences I’ve had.

My interest in linguistics came from a decision I made to participate in a research project that focused on language fluency. I was intrigued by the methodology, the research process, and found myself wanting to learn more about psycholinguistics and bilingualism. This interest led to doing my own research project about language fluency using the method of electroencephalography (EEG) with Dr. Sid Segalowitz in the Department of Psychology. At the end of the project, my curiosity about psycholinguistics did not stop. At this point my path crossed with Dr. Gary Libben, and thus began the start of a fruitful journey that brings me to today.

Despite lacking fundamental knowledge of linguistics, Dr. Libben and other faculty members in the Department of Applied Linguistics helped make my transition to this field much smoother. The flexibility the MA thesis program offered in choosing courses, allowed me to explore my own interests as well as to learn about core linguistic theories. Having a small, but tight-knit group of brilliant and supportive gradu-

ate students around me made the daily grind of grad school much more enjoyable. The thesis process provided so many opportunities to learn new skills, especially in domains I never imagined I’d see myself in. Now, having completed the thesis, I am excited to go into the real world and apply these new skills I’ve learnt. All this was not possible if I didn’t step outside my comfort zone and try something different. It might sound cliché, but go out there and try new things, you never know where it might take you in life!



## GRAD STUDENT EXPERIENCE—NICK MOSES



When it came down to choosing what I was going to study at the undergraduate level, I basically just closed my eyes and picked randomly from the programs offered at Brock and landed on Applied Linguistics (TESL)! Thankfully, it turns out that I find linguistics absolutely fascinating (something I’m sure the knowledge and passion displayed by the professors and TAs of DALS played a substantial role in!), and have since started graduate studies at Brock, again focusing on Applied Linguistics (TESL). For me, the biggest thing that makes DALS stand out, aside from the quality of education provided, is the simple fact that I have always felt valued and cared about by every person I have interacted with in this department. Everyone at DALS genuinely wants you to succeed, and, in my experience, will go above and beyond expectations to help you do so. DALS provides an incredible support system for students,

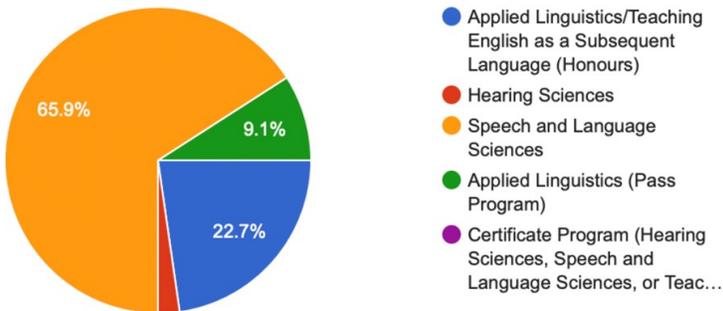
and I don’t think I would have been as successful in my studies if I hadn’t had this network.

I absolutely believe that the degree I acquired through DALS prepared me not only to begin my career in TESL, but also provided me with the tools to succeed in further education. The undergraduate program gave me a foundational knowledge in second language acquisition theories and teaching methodologies, as well as hands-on practice teaching ESL to international students attending Brock’s IELP Program. I also had the opportunity to hone skills integral to continuing education, such as academic writing, critical thinking, research, and (I think most importantly!) taught me how to ask questions. Had I elected to immediately step out into the workforce, I would have done so confident in my abilities as an ESL/EFL teacher. Thank you to everyone in the department for making my time as an undergraduate so great, and for anyone considering joining the department, do it!

# ALUMNI SURVEY OUTCOMES

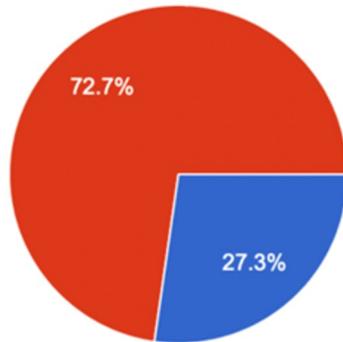
One of my projects as the Department of Applied Linguistics' Undergraduate Alumni Ambassador this year was to create and distribute a survey to alumni focusing on their experience in DALs. The following charts depict some key questions that were asked and corresponding alumni responses. – Anastasiya Bakalava

## Which of Brock's DALs branches did you graduate from?



## Are you currently in school?

- Yes
- No



## Have you completed any degrees or certifications since your graduation from Brock?

- No (12 total answers)
- Bachelor of Education
- Communication Disorders Assistant
- Hearing Instrument Practitioner
- Post-graduate certificate in Autism and Behavioural Science
- Master's in Audiology
- French Culture and Language certificate
- Post-graduate certificate in Event Management
- Hearing Instrument Specialist
- Master's Speech-Language Pathology
- Master's in Applied Linguistics
- PhD in Health and Rehabilitation Sciences
- Post-graduate certificate in Public Administration and Leadership
- Teaching English as a Foreign Language certificate
- Master's in Teaching English as a Second Language

## If you answered yes to the previous question, what are you currently in school for?

- Applied Health Sciences (online, graduate diploma) - Western University
- Masters of Education - Niagara University
- Event Management (online, post-graduate certificate) - Centennial College
- Medical degree - Wroclaw Medical University
- Communication Disorders Assistant - St. Lawrence College
- Masters of Speech-Language Pathology - Buffalo State College
- Masters of Social Work for Working Professionals - University of Windsor
- Masters of Public Policy, Administration, and Law - York University
- Masters of Science (Psychology with concentration in applied behavioural analysis) - Purdue University
- Masters of Clinical Science in Speech-Language Pathology - Western University
- Communication Disorders Assistant - Georgian College

## What is your current employment?

- |   |  |
|---|--|
| • Associate Professor and Graduate Program Director, Department of Communication Sciences and Disorders at Adelphi University | • Hearing Instrument Specialist  |
| • Audiologist   | • French teacher   |
| • Speech-Language Pathologist   | • Clinical Practice Leader of Speech-Language Pathology department       |
| • Behaviour Therapist   | • Advancement Coordinator  |
| • Supportive Independent Living Support Worker  | • Occupational Therapist   |
| • Brock University  | • Office Manager   |
| • Care Coordinator  | • Pediatric Audiologist Clinical Specialist                              |
| • Child Centre/Clinic   | • Program Administrator  |
| • Communication Disorders Assistant   | • Program Development and QA Coordinator, ESL Services, Brock University |
| • ESL teacher   | • RCMP 911 Police Dispatcher   |
| • Elementary teacher  | • Teaching Assistant at Kumon Learning Centre                            |
| • English tutor/Supply Teacher  |  |
| • English teacher   |  |

## RETIREMENT—DR. RICHARD WELLAND

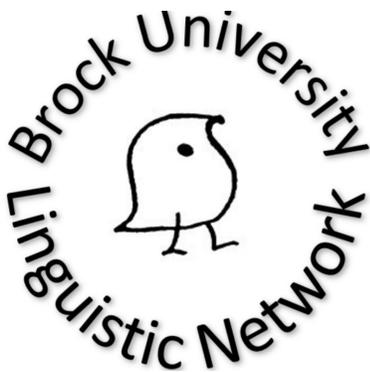
Dr. Richard Welland is planning to retire on June 30, 2022, after working 25 years at Brock University. He was the first Speech-Language Pathologist to accept a full-time faculty position at Brock University. Dr. Welland says that opportunity was made possible by the visionary work of past faculty members, such as Professors Glen Irons, John Sivell, and Hedy McGarrell, who developed and advocated for a fledgling Communication Disorders stream. Dr. Welland's early years at Brock included completing a dissertation, writing articles, committee work, and making conference presentations. Over time, Dr. Welland was promoted and granted tenure. From 2004-2007 he served as Department Chair. In 2004, Dr. Welland was also diagnosed with younger-onset Parkinson Disease which he says has fortunately progressed very slowly. Dr. Welland states that some of his highlights as Chair included, moving the department to its current location in the 'D Block' of Mackenzie Chown and revising the curriculum of the Communication Disorders stream to create two majors: Speech and Language Sciences; and Hearing Sciences (now combined as Speech, Language, and Hearing Sciences). Dr. Wel-



land feels fortunate to have worked with many fine colleagues and students and felt honoured to share in our graduates' success at gaining competitive admission to graduate programs in SLP, CDA and Audiology across Canada, in the US, the UK, and Australia. Three of Dr. Welland's most special memories of his years at Brock University: receiving the inaugural Faculty of Humanities Excellence in Teaching Award, hooding his daughter as she graduated from Brock, and celebrating with Applied Linguistics Graduate, Tricia Pokorny, as she received her Distinguished Alumna Award in 2012. Dr. Welland's future plans are to to move to Victoria, BC and continue to work in some capacity, either doing consulting

or possibly writing a textbook on the anatomy and physiology of speech production. In retirement, he is looking forward to spending more time with his fiancée and having more time to pursuing his many hobbies, including: photography, drawing, painting, reading, playing guitar, ballroom dancing, cycling, and hiking.

Read more of Dr. Welland's reflections [here](#).



## BROCK UNIVERSITY LINGUISTICS NETWORK

LingNet has had a great winter term. In the past few months, students have enjoyed collaborating during virtual study sessions, and continuing to participate in our peer mentoring program. We have also been successful in selling custom laptop stickers, which both students and Brock graduates have been able to order. LingNet also enjoyed a fun end-of-the-year bowling night to celebrate the completion of another great term!

If you have any questions for us, please email [brocklingnet@gmail.com](mailto:brocklingnet@gmail.com).

Keep an eye out on our Facebook and Instagram for club updates (@brockuniversitylingnet)!

## SLP/AUD EVENT HOSTED BY DALs

Brock University  
Department of Applied  
Linguistics



## Speech, Language & Hearing Sciences Post-graduate Certificate Program

### Information Session

April 11, 2022  
7:00 PM to 8:00 PM  
Microsoft Teams

To register, visit: <https://www.eventbrite.ca/e/speech-language-hearing-sciences-certificate-program-information-session-tickets-269863929637>

On Monday, April 11th, the Department of Applied Linguistics hosted a Speech, Language & Hearing Sciences Post-graduate Certificate Program information session.

Sixteen prospective students registered for the event, which was facilitated by Prof. Dempsey, and UG Ambassadors Katarina Hiebert & Maddy Fowles. They were joined by a panel of current and former Certificate students: Emily Potalivo, Samantha Manes, and Allie Merkel (class of 2020).

**Brock**  
University

Department of  
Applied Linguistics



## IMPORTANT DATES

Important Deadline - Students who have successfully completed Year 1 of the Honours Speech Language & Hearing Sciences program must now select a Concentration in Hearing Sciences or Speech and Language Sciences. To be admitted to a concentration students must have a minimum 70 percent major average and a minimum 60 percent non-major average. Students must submit a Declare or Change Major Application form (<https://brocku.ca/registrar/toolkit/forms/>) to our Interim Academic Advisor Tayler Shannon ([tshannon@brocku.ca](mailto:tshannon@brocku.ca)) to apply to a concentration. The deadline to submit a concentration application is May 15.



Academic Advising – For questions about course selection and to plan your course of studies, contact Tayler Shannon our Interim Academic Advisor at [tshannon@brocku.ca](mailto:tshannon@brocku.ca)

## CONTACT US

If you want to contribute something to the next issue of the department newsletter please contact the editorial team at: [appliedlingbu@gmail.com](mailto:appliedlingbu@gmail.com). You can also email contributions to graduate student ambassador Osama — [oc1oqu@brocku.ca](mailto:oc1oqu@brocku.ca).

Applied Linguistics Resources: Did you know we have a YouTube channel? Check it out for video tutorials like this popular one on Inflectional Morphology which has more than 1K views: <https://youtu.be/Top3Eg6FbN4>

## FOLLOW US ON SOCIAL MEDIA!



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## EDITORIAL TEAM LUNCH



From left to right: MA Student Daniel Wright, Dr. Lynn Dempsey, Dr. Andrew Lee, MA Student Osama Chattha