

SCOLA
Standing Committee on Language Articulation

Annual Meeting: May 2, 2008-05-05
Simon Fraser University
Draft Minutes

1. **Welcome Remarks** by Betty-Joan Traverse, Chair of SCOLA who thanked our hosts and the Publishers for the food and displays.
2. **Guest Speaker:** Finola Finlay, Associate Director of BC Council on Admissions and Transfer. Ms. Finlay gave an outline of the articulation process including tips for sending and receiving institutions. We were led through three case studies to illustrate this process (see attached).
3. **Plenary Session**
 - a) The agenda was amended and the elections were moved earlier in the day to allow Rosa (future Chair) to be present. Also added to the agenda was an institutional update, change to the Teacher's Certification and PLAR (Prior Learning Assessment Regulation). The Agenda was approved by Annette Dominik and seconded by Marie-Christine Rey-Bilbey.
 - b) The minutes from last year's meeting were presented and Betty-Joan Traverse drew our attention to 8b (colleges written in the plural form and with a small c). The minutes, with grammatical changes, were approved by Geneviève Brisson and seconded by Diane Bradley.
 - c) A report from the 2008 Annual BCCAT Meeting was presented by Betty-Joan Traverse. She reported that 105 participants were present, including those from private institutions. The difficulty in getting representatives from UBC, and SFU to come to articulation meetings was noted. Students' mobility patterns were discussed (Where? What directions? For how long?). The data suggest that students are moving in greater numbers and that large institutions are now both receiving and sending students. Post-Secondary students are more likely to come from cities, have at least a 75% secondary school average and many are from a household where a language other than English is spoken. Top receiving institutions: BCIT, Kwantlen. Business courses are more likely bounced around between institutions. In short, students are moving in greater numbers and in multiple directions.
 - d) Business Arising from Last Year's Meeting
 - A question was asked as to the status of Spanish and Japanese Grade 12 new e-format exams. It seems that the Spanish oral (aural) exam is being introduced this year but rumours seem to suggest that the Japanese exam will not continue to be held in that format.

- We discussed the impact of increased numbers of incoming students who have not taken Grade 12 provincial exams on our classes. The question of whether we should assess our students before they take their first post-secondary language class was posed.
 - We spoke of the University of Victoria's dropping of the Grade 11 language requirement for Sciences' students and plans to do the same for students of humanities and social studies. What will the repercussions be? It was suggested that such a discussion be on next year's agenda.
- e) Institutional Updates (if member from that institution present).
- Camosun: Nothing special to report
 - Capilano College: The recent University designation leaves many at Cap unsure as to what it means. Standard course formats will change from 4 hours of weekly lecture to 3 hours (the one hour of conversation and 45 minutes of lab will remain).
 - Douglas: In comparison, language students get 4 hours of lecture plus one hour in a conversation class.
 - Kwantlen: Polytechnic designation, with its emphasis on technology and sciences leaves many puzzled. How will that play out? Effect in numbers of students? New associate degree in Modern Languages and Linguistics. New film course in English. They are working on courses integrating culture.
 - Langara: Not much has changed. UBC has finally articulated a Chinese course.
 - Corpus Christi: Spanish and French courses are offered. Students with an average of at least 76% in high-school get in this smaller private institution located next to UBC with an optional faith component.
 - Malaspina: Soon to be Vancouver Island University. Students are able to add a minor in language to their Bachelor degree in Arts or Sciences. A post degree diploma (with the same requirement as the minor) also is an option. There was the talk of the loss of the large computer lab. CAN-8 is no longer in use.
 - SFU: French and Italian courses are the only languages doing well while other languages have suffered extensive cuts. There is a new Tuesday/Thursday scheduling that is causing a difficult work situation.
 - TRU: Work is in progress on an International Certificate. They are revamping the language lab.
 - UCFV: university status gained, \$2 million lost from the budget. Uncertainty as to coming of rank and title. Faculty are looking forward to the new status (international exposure) but little will change. There has been a research component (release can be applied for) and these funds have been somewhat increased.
 - University of Victoria: In Spanish, 22 students did an exchange to Xalapa in the State of Veracruz. Numbers are healthy. In French, culture courses taught in English are being offered. Ten to twelve students are taught by 4th year French students in the lab component of the course to allow these students to be exposed to the language they learning while teaching it at the same time.

- Okanagan College: First-year mandarin is offered this year. Difficulty in accessing labs.
- f) Changes to Teacher's Certification: Alberta and BC are aligning their requirements for certification, which effectively will be a lowering to the Alberta standard. The tentative changes announced lead to a drop from 60 credits of academic course work taken in faculties other than education, to 30 credits. Moreover, presently to teach at the secondary level, presently students wishing to teach need a major or two minors, and the proposed changes signify that a single teaching area of 24 credits is required, and there is no requirement for senior or upper level course work. These changes could have significant repercussions for programs that offer upper level languages. It was also noted that certain school districts may require higher standards (i.e. two teachable areas).
- g) Due to a lack of time we did not discuss PLAR

4. Presentations: "Lessons that Work"

- a) Catherine Caws, University of Victoria
"Exploring the blogosphere to develop critical analysis skills"
- b) Josie Fischer, Thompson Rivers University
"Teaching double object pronouns in Spanish"
- c) Marie-Christine Rey-Bilbey, Thompson Rivers University
"If you can draw it, you can eat it: Teaching the definite, indefinite and partitive article in French."
- d) Rosa Stewart, University of Victoria
"Games to get students going"
- e) Tong Z. Chow, Capilano College
"Interactive Chinese"

5. **Elections:** Geneviève Brisson moved that Catherine Gloor remain as co-chair (seconded by Marie-Christine Rey-Bilbey) and Alan Cameron moves that Rosa Stewart take over as chair (seconded by Catherine Gloor).

6. Hope Leith offers to host next year's articulation meeting at Malaspina campus of Vancouver Island University. Date: Friday May 1st, 2009.

7. **Language Group Meetings** (see separate Language Group minutes;)

8. Closing Remarks

Betty-Joan thanked everyone for coming and suggested that we could explore language class gender imbalance in future meetings. She asked for volunteers/suggestions for people to present on this.

Minutes recorded by Catherine Gloor and Meike Wernicke-Heinrichs