



# TLEF Project – Final Report

Report Completion Date: (2026/03/2)

## 1. PROJECT OVERVIEW

### 1.1. General Information

<b>Project Title:</b>	Learning about global Englishes: Educational video project		
<b>Principal Investigator:</b>	Ryuko Kubota & Ryan Deschambault		
<b>Report Submitted By:</b>	Ryuko Kubota		
<b>Project Initiation Date:</b>	April 2020	<b>Project Completion Date:</b>	March 2023
<b>Project Type:</b>	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> UDL Fellows Program <input type="checkbox"/> Hybrid and Multi-access Course Redesign Project <input type="checkbox"/> Other: [please specify]		

### 1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g., learning materials, media)
- Infrastructure development (e.g., management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g., active learning)
- Innovative assessments (e.g., two-stage exams, student peer-assessment)
- Teaching roles and training (e.g., teaching practice development, TA roles)
- Curriculum (e.g., program development/implementation, learning communities)
- Student experience outside the classroom (e.g., wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g., co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



**1.3. Final Project Summary** – *What did you do/change with this project? Explain how the project contributed toward the enhancement of teaching and learning for UBC students.*

The product of the project is a documentary film, [World Englishes: Voices in Canada](#) (47 minutes in total, divided by five episodes) and accompanying resources. It was shown in classes offered by the Department of Language and Literacy education, and has continued to be shown in classes and conferences.

**1.4. Team Members** – *Please fill in the following table and include **students**, undergraduate and/or graduate, who participated in your project.*

Name	Title/Affiliation	Responsibilities/Roles
Ryosuke Aoyama	PhD student/Department of Language and Literacy Education	video production / graduate assistant
Takeshi Kajigaya	PhD student/ Department of Language and Literacy Education	video production / graduate assistant
Yuya Takeda	PhD student/ Department of Language and Literacy Education	video production / graduate assistant
Masayuki Iwase	PhD student/Department of Educational Studies	Video editing / graduate assistant
Simangele Mabena	PhD student/ Department of Language and Literacy Education	Voiceover
Jimmy Lo	MA student/ Department of Theater and Film	filming

**1.5. Courses Reached** – *Please fill in the following table with **past** and **current** courses (e.g., HIST 101, 2017/2018) that have been reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).*

Course	Academic Year
LLED 222	2022/2023
LLED 223	2022/2023
LLED 489B	2022/2023
LLED 577	2022/2023



2. OUTPUTS AND/OR PRODUCTS

2.1. Please list project outputs and/or products (e.g., resources, infrastructure, new courses/programs). Indicate a URL, if applicable.

Output(s)/Product(s):	URL (if applicable):
World Englishes: Voices in Canada	<a href="https://blogs.ubc.ca/worldenglishesincanada/">https://blogs.ubc.ca/worldenglishesincanada/</a>

2.2. Item(s) Not Met – Please list intended project outputs and/or products that were not completed and the reason(s) for this.

Item(s) Not Met:	Reason:
Not all classes were approached to show the video	The project was delayed due to more time required for editing.

3. PROJECT IMPACT

3.1. Project Impact Areas – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team-satisfaction
- Teaching practices
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (Indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]



**3.2. Please provide details on each of the impact areas you selected in 3.1.** – *For example, explain in which ways your teaching practices changed; how student wellbeing was impacted; how students wellbeing benefited from your project, etc.*

The video has been used in the classroom as a resource to raise students' awareness of diversity and stimulate classroom discussions. For the impact on students, see below.

**3.3. How do you know that the impacts listed in 3.1/3.2 occurred?** – *Describe how you evaluated changes/impacts (e.g., collected survey data, conducted focus groups/interviews, learning analytics, etc.) and what was learned about your project from the evaluation. You are encouraged to include graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

The following quotes were obtained through a post-lesson questionnaire, showcasing feedback from students who watched the instructional videos in the classroom.

<Awareness on linguistic diversity>

- *"I learned that English is used differently in different regions. I was surprised to find out that this sometimes makes it difficult for even native English speakers to communicate with each other." (Student from LLED 222)*
- *"Diversity of ways to read English words or pronunciation was interesting to me because I have some friends whose English has been strongly affected by their mother tongues like Indian, Chinese and Japanese." (Student from LLED 223)*

<Awareness on language and identity>

- *"Before watching this video, I thought there are not so many people who have experienced same things as me. Having first language is related to people's identity, so I hope people who feel uncomfortable because of language is getting disappear in the future." (Student from LLED 222)*
- *"Colonized people forced to speak English instead of their own language. Because of it, some people lost their own identity." (Student from LLED 223)*
- *"The unique pronunciation includes their land identity" (Student from LLED 222)*



<Awareness on language and race>

- "I was surprised at the fact that someone in the video said that English is assumed as white people's language. This part changed my perspective that appearance strongly influences racism than my expectation." (Student from LLED 222)
- "I used to be surprised when Asian people spoke English fluently, but I have learned that this is a prejudice and some people are offended by it. From now on, I want to communicate without such prejudice." (Student from LLED 222)
- "When I met non-Japanese people in Japan, I changed my way of speaking to be more plain and easy, but I realized it can also be racism in some cases." (Student from LLED 222)

<Awareness on human communication, negotiating linguistic diversity>

- "I think it is better to approach to communicate a message effectively. But, most important thing is trying to understand each other." (Student from LLED 223)
- "It [Speaking standard language] is not always necessary. In fact, we can communicate with other country people even if only one words." (Student from LLED 223)

**4. TEACHING PRACTICES** – Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways. Do you see these changes as sustainable over time? Why or why not?

The video is intended as a teaching resource. It has enriched teaching practices because it can be used to illustrate and discuss many topics (e.g., geographical diversity of English, intersectionality of language and race, interviewees' lived experiences of learning about diversity, struggling to use English properly, being discriminated against, observing other people's attitudes toward linguistic diversity, valuing heritage language, anti-Indigenous linguistic discrimination, overcoming struggles). The video also provides opportunities to experiment and explore diverse ways of using it in the classroom. In addition, the video has been used in workshops and conferences to raise awareness of global Englishes and related topics beyond UBC.

**5. PROJECT SUSTAINMENT** – Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g., over the next five years). What challenges do you foresee for project sustainment

The video can continue to be used in the classroom. We also plan to use it for a research project that invites K-12 teachers globally to reflect on their own views of the diversity of English and English users, and to engage in actions for change. Diverse ways of using video in the classroom can be shared online as a tool kit. SSHRC Insight Grant application has been submitted.



- 6. DISSEMINATION** – *Please provide a list of scholarly activities (e.g., publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event). These will be included on the TLEF scholarly output page.*

**Presentations:**

Kubota, R., Aoyama, R., Deschambault, R., & Kajigaya, T. (January, 2025). Educating about the Diversity of English and English Speakers: Documentary Film Making. Modern Language Association (online).

Kubota, R. (November, 2024). World Englishes: Raising awareness through a documentary film (plenary). Pedagogical ideas for understanding world Englishes through a documentary film (workshop). 33<sup>rd</sup> International Symposium on English Teaching and Book Fair, English Teachers' Association/ Republic of China (ETA-ROC). Taipei, Taiwan.

Kubota, R., & Aoyama, R. (April, 2024). Antiracist and decolonial approaches to teaching English as an international language. Education, Language and Internationalisation Network (ELINET). School of Education, University of Glasgow. (Presented with Ryosuke Aoyama, delivered online)

**Conference Proceeding:**

Kubota, R. (2024). World Englishes: Raising awareness through a documentary film. Selected papers from the thirty-third international symposium on English teaching (pp. 57–69). Taipei: English Teachers' Association-Republic of China (ETA-ROC).