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Final Thesis Revisions Report  
August 28, 2018

### **Recommendation # 1 - Clarify the thesis statement**

The thesis statement or main argument is repeated a number of times in order to create a 'through-line' for the dissertation.

The additions are as follows:

- In the Abstract on pg. ii the following was added: "ISL programs with a language learning component often aspire to encourage not only language competence but also social transformation." As well as "The lived experience of the participants was a much messier entanglement than expected, given the prior literature"
- In Section 1.1 on pg. 3 the following was added: "Although international service learning programs with a language learning focus are often implemented with aspirations of encouraging not only linguistic competence and investment in language learning leading to personal and social transformation, and enhanced investment in language learning, the reality of these transformation processes is far more complex and diverse than previously assumed."
- And in Section 1.4 on pg. 9 "Language learning ISL programs aspire to increase students' linguistic competence and investment in language learning while simultaneously demystifying the Other, thus catalyzing a social transformation."
- In Section 1.6 on pg. 12-13 "The main proposition guiding this study was that international service learning programs with a language learning focus are often implemented with aspirations of encouraging not only linguistic competence and investment in language learning, but also demystifying of the Other, leading to personal and social transformation."
- In Section 2 on pg. 14 "This chapter serves the dual purpose of providing important contextual background information as well as a review of the literature relevant to this study in order to frame this study on whether international service learning programs with a language learning focus, which are often implemented with aspirations of encouraging not only linguistic competence and investment in language learning, actually do lead to personal and social transformation, and enhanced investment in language learning."
- Section 2.3.4 on pg. 54 "Finally, the review of literature on community service learning, international service learning, study abroad and language learning demonstrates a widely accepted proposition: that ISL programs with a language learning focus often aspire to encourage not only linguistic competence and investment in language learning, but also personal and social transformation. This dissertation demonstrates that the reality of these transformation processes is far more complex and diverse than previously assumed."
- In Section 3.1 on pg. 55 "This chapter introduces the conceptual framework used to guide my examination of students' investment in language learning and/or social transformation due to their participation in international service learning (ISL) in a language acquisition context"
- In Section 5 on pg. 104 "Overall, what the findings of this study demonstrate is that while ISL programs with a language learning focus are often implemented with aspirations of encouraging not only linguistic competence leading to personal and social transformation

but also enhanced investment in language learning, the reality of these transformation processes is far more complex and diverse than previously assumed.”

- In Section 5.3 on pg. 156 “Overall, the findings of this study illustrate that while it may be the aspiration of language learning ISL programs to encourage both increased investment in language learning as well as personal and social transformation, the reality of these processes is far more complex and individualized than previously thought.”
- In Section on 6 pg. 156 “In this chapter I explore the ability of this particular ISL program to increase students’ investment in language learning and inspire their social transformation.”
- In Section 7.2 on pg. 201 “Ultimately, the goal of my research was to examine certain aspects of this ISL program, in order to discover any advantages and limitations, thereby facilitating the design of other ISL programs leading to increased foreign language learning, social transformation, and equity for all participants and communities involved in such projects”

## **Recommendation # 2 – Outline personal positioning and motivations for conducting the study**

I have addressed this concern in several ways.

- Section 1.1 on pg. 2 I have added “Program design needs to actively work against students and institutions falling into colonial patterns, specifically those from the West (or in this case from the Global North) creating a globalized privileging of knowledge and power for themselves in juxtaposition with the allegedly disadvantaged Other.”
- I expanded on my ideas regarding reflexivity in Section 1.3 on pg.6 “Utilizing a reflexive approach to inform my positionality rejects the idea that social research is somehow separate from the society in which it takes place or my personal history as an individual and a researcher and attempts to address any colonial perspectives I might inadvertently bring to the research.”
- I have also moved my expanded positionality to Section 1.3 pp. 6-8 from its previous location later in Methodology Chapter.
- My motivations regarding the Research Questions are outlined in Section 1.4 on pg.9 “This goal was related to my personal interest in a potential relationship between investment in language learning and personal transformation and the lack of literature on such a relationship led to this research. To gauge if students believed that the disorienting dilemma acted as a catalyst for these changes...”
- An explicit goal regarding the thesis of the study was added in Section 1.4 pg. 10 “The third goal for this study aligns with the final research question, the need to investigate possible longitudinal transformations among students participating in an ISL program. Ultimately, however, the main goal of my research was to examine aspects of an ISL program, in order to facilitate the design of other ISL programs leading to increased foreign language learning, social transformation, and equity for all participants and communities involved in such projects.
- In Section 4.6.1 I again outline my positioning on pp. 98-99

**Recommendation # 3 – Clarifying the case** - Clarify/define the case more clearly and provide more details (in the intro) about the context of your study What exactly is your case?

I adjusted the wording in several places in order to explicitly clarify the case

- In the introductory chapter on p. 10, I have clarified the case that is the focus of my study.
- In Section 4.3 on pg. 81 “I defined the case for this study as the students’ experiences when participating in an ISL program for intermediate and advanced Spanish language learners at a midsized Canadian university containing an in-country component which takes place in Cuba” as well on pg. 82 “The ISL program in which the students participate, provides not only the context of the case study but also a framework to limit or ‘bound’ it.” And the embedded units were defined on pg. 83 “A decision was then made to include students from the three previous cohorts (the embedded sub-units)...”
- In Section pg. 198
- Clarification of ISL program service activities was moved from section 7.3.1 to Section 4.4.1 adjustments were made on pg. 86-89,

#### **Recommendation # 4 – Expand Literature Review**

Sign-posts outlining literature reviewed in this chapter and rationale for doing so added to Section 2.3.3 on pg. 46-47.

Elaborated Study Abroad literature review. I have added two short paragraphs at the end of section 2.3.3.2 one on language, identity, and culture in SA pg. 52 and one on not completely positive outcomes. pg. 53. I also added relevant references to Plews’ work on pg. 46, 2x on pg. 53, and pg. 62. A conclusion has been added the end of Section 2.3.4 pg. 55.

In light of the additions of this new material on Study Abroad to the literature review, I have cited, where appropriate, relevant studies in my Discussion chapter. (e.g. Section 6.6 on pg. 188, Section 6.6.4 on pg. 193, Section 6.6.2 on pg. 189, several times in Section 6.4.1 pg. 176).

#### **Recommendation # 5 – Relocate MDTILL**

The heuristic was moved from chapter 3 to Section 6.1 pg. 156-161

All references to MDTILL as conceptual framework deleted or modified to reference the heuristic for example on pg. ii, 11, 13, 77, 199, 206-208,

#### **Recommendation # 6 – Expand Limitations**

I added several additional paragraphs to Section 7.3.1 for example

- I have expanded the explanation of Cuba as “less post-colonial” on pg. 203
- I have outlined how my own ethnicity could be seen as potentially colonial on pg. 205
- The reasoning for focusing on Eastern postcolonial theorists rather than Latin American ones as well as the reasoning behind examining Canadian student experiences are outlined on pg. 206.

- Finally I discuss if the MDTILL should be considered as structural or post-structural pg. 206-207

### **Recommendation # 7 – Expand Hybridity**

In order to expand on the concept of Hybridity I have added references in various locations in addition to the existing Section 2.2.5 for example:

- When illustrating my positionality I refer to my own sense of hybridity as an example. Section 1.3 pg. 8
- I also added the negative aspects of Hybridity on pg. 27, 184,
- I mention that simply learning of another country is not enough pg. 42,
- A similar concept “third kind” is mentioned in quote from Jackson in section 2.3.3.2 pg. 51, pg. 158

### **Recommendation # 8 – Add an Afterword**

Through the addition of an afterword I was able to discuss the seeming contradictions in examining international service learning through a postcolonial lens when at its core, ISL could be considered to be a colonial endeavour in its goals and aims. Pg. 217-221

### **Recommendation # 9 – reconsider use of the term “North American”**

References to “North America” and “North American” were reviewed and converted to “Canada and U.S.” where appropriate on pg. 83, 167, 208