

ASSOCIATION CANADIENNE DE LINGUISTIQUE APPLIQUÉE  
CANADIAN ASSOCIATION OF APPLIED LINGUISTICS

# ACLA / CAAL

Program of the Annual Conference  
In conjunction with the  
Congress of the Humanities and Social Sciences

June 3-5, 2019



Programme du congrès annuel  
dans le cadre du  
Congrès des sciences humaines  
du 3 au 5 juin 2019

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**ont appuyé l'ACLA/CAAL cette année de façon très généreuse.**

***Let's support them back! / Qu'on les appuie en retour!***

**WELCOME MESSAGE / MOT DE BIENVENUE**  
**FRANCIS BANGOU, UNIVERSITE D'OTTAWA & GUILLAUME GENTIL, CARLETON UNIVERSITY**



Francis Bangou



Guillaume Gentil

**Dear conference participants,**

With the Executive Council, we welcome you to the annual conference of the *Association canadienne de la linguistique appliquée / Canadian Association of Applied Linguistics*. We would like to acknowledge that we are gathered on the traditional, ancestral, unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people. We give thanks to the Musqueam people for welcoming us on their territory

We would also like to thank our sponsors, abstract reviewers and the local chair, Meike Wernicke and her team of volunteers, as this conference could not happen without their invaluable support.

This year we received an exceptional number of proposals and we are pleased to offer you a stimulating program of more than 130 presentations, eight symposiums (including an invited symposium), two keynote speakers and our special panel on journal publishing. In addition, for the first time, this year you will be able to attend a discussion group led by Leilla Ranta focused on the theme of language teacher education

We hope to see you in large numbers at our general assembly taking place on Tuesday morning, 8:30-9:45am and at our reception on the same day, 5:00-7:00pm. Please do not forget the Student Reception on Sunday evening 8-10pm and the UBC President's Reception at the end of the day on Monday. For more information on these events, please go to page 15

Enjoy the conference

**Chers congressistes, chères congressistes,**

C'est toute l'équipe du bureau de direction qui se joint à nous pour vous souhaiter la bienvenue au congrès annuel de l'*Association canadienne de la linguistique appliquée / Canadian Association of Applied Linguistics*. Nous reconnaissons que notre colloque se déroule sur le territoire traditionnel, ancestral et non cédé des peuples x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam). Nous sommes reconnaissants aux peuples Musqueam de nous accueillir sur leur territoire.

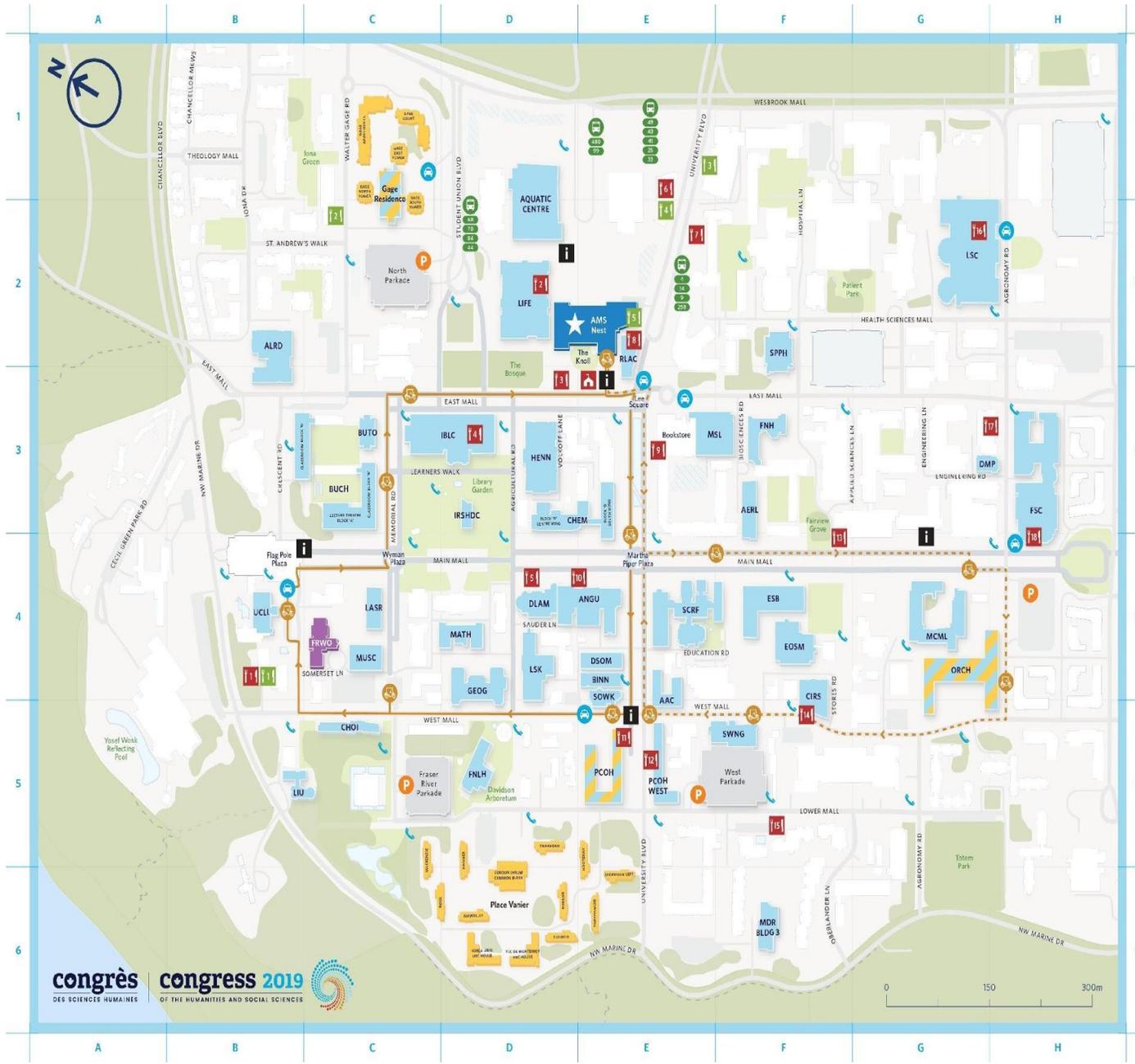
Nous tenons à remercier Meike Wernicke, la coordonnatrice locale et son équipe de bénévoles, nos évaluateurs.trices et nos commanditaires, car sans leur précieuse aide ce colloque n'aurait pas pu avoir lieu.

Cette année, nous avons reçu un nombre exceptionnel de propositions et nous avons le plaisir de vous proposer un programme des plus stimulants composé de plus de 130 communications, huit symposiums (y compris un symposium invité), deux conférences plénières et de notre table ronde sur la publication dans des revues scientifiques. De plus, cette année, pour la première fois vous pourrez participer à un groupe de discussion mené par notre collègue Leila Ranta ayant pour thème : la formation des enseignants et enseignantes de langues.

Nous vous attendons en grand nombre à notre assemblée générale qui se déroulera mardi matin de 8h30 à 9h45 et à notre réception qui aura lieu le même jour de 17h à 19h. De plus, n'oubliez pas la réception du recteur de UBC le lundi en fin de journée ainsi que la réception des étudiants et des étudiantes qui aura lieu le 2 juin de 20h à 22h. Pour plus d'informations sur ces événements, veuillez consulter la page 15

Nous vous souhaitons un très bon colloque.

**Twitter: @ACLA\_CAAL**  
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### Congress Map | Plan du Congrès

- Congress Hub | Carrefour du Congrès
- Big Thinking lectures | Causeries Voir grand
- Residences for attendees | Résidences pour congressistes
- Buildings used for Congress | Édifices du Congrès
- Social Zone | Zone d'activités
- Info Kiosk | Kiosque d'information
- Food Services | Services de restauration
- Food Service Partners | Partenaires de restauration
- Bus Stop | Arrêt de bus
- Taxi Stop | Arrêt de taxi
- Paid Parking | Stationnement payant
- Accessible Parking | Stationnement accessible
- Mobility Assistance Shuttle | Navette d'assistance à la mobilité
- Emergency Blue Phones | Téléphones bleus d'urgence

#### Building Names | Noms de bâtiment

AAC	Audain Ari: Centre and Spruce House	E4
AERL	Aquatic Ecosystems Research Laboratory	F3
ALRD	Allard Hall	B1
AMS	AMS Nest	E2
ANGU	Henry Angus Building	E4
AQU	LBC Aquatic Centre	D2
BINN	B.C. Binnings Studios	E4
BUCH	Buchanan Building	C3
BUTO	Buchanan tower	C3
CHEM	Chemistry	D3
CHOI	C.K. Choi Building for the Institute of Asian Research	C5
CIRS	Centre for Interactive Research on Sustainability	F4
DLAM	Davie Lam Management Research Centre	D4
DMP	Hugh Dempster Pavilion	H3
DSOM	Dorothy Sommerset Studios	E4
EOSM	Earth and Ocean Sciences Main	F4
ESB	Earth Sciences Building	F4
FNH	Food, Nutrition and Health Building	F3
FNHL	First Nations Longhouse	D5
FRWO	Frederic Wood Theatre	C4
FSC	Forest Sciences Centre	H3
GAGE	Walter H. Gage Residence	C1
GEO	Geography Building	D4
HENN	Hennings Building	D3
IBLC	Irving K. Barber Learning Centre	D3
IRSHDC	Indian Residential School History and Dialogue Centre	D3
LASR	Frederic Lassere Building	C4
LIFE	LBC Life Building (Old SUB)	D2
LIU	LiU Institute for Global Issues	B5
LSC	Life Sciences Centre	G2
LSK	The Leonard S. Klinck Building	D4
MATH	Mathematics Building	D1
MCML	H.R. MacMillan Building	G4
MDR	Marine Drive Residence Building 3	F6
MSL	Michael Smith Laboratories	E3
MUSC	Music Building	C4
ORCH	Orchard Commons	G4
POCH	Ponderosa Commons Oak and Cedar House	E5
RLAC	Robert H. Lee Alumni Centre	E2
SCRf	Neville Scarle Building	E4
SOWK	Jack Bell Building of the School of Social Work	F4
SPPH	School of Population and Public Health	F2
SWNG	West Mall Swing Space Building	F5
UCLL	Leon and Thea Koerner University Centre	B4





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ACLA-CAAL 2019



\* The schedule only shows the first authors to improve its readability; all authors are listed with the abstracts.

\*L'horaire n'indique que les premiers auteurs ou les premières autrices pour en faciliter sa lecture. Tous les auteurs et autrices sont nommés avec les résumés.

**Monday morning, June 3, 2019**

**Lundi 3 juin 2019, matin**

8:30-8:55	Welcome/Mot de bienvenue Coffee, tea, juice, muffins & pastries / Café, thé, jus, muffins, & pâtisseries ANGU BIRMINGHAM CENTRE						
Room Salle	ANGU 037	ANGU 039	ANGU 237	ANGU 334	ANGU BIRMINGHAM CENTRE	ANGU 241	ANGU 337
Themes Thèmes	<i>Sociolinguistics</i>	<i>Plurilingualism</i>	<i>Disciplinary Literacies</i>	<i>SLA</i>	<i>Invited Symposium</i>	<i>Symposium</i>	<i>Symposium</i>
Chair Président.e	<i>Yang</i>	<i>Arnott</i>	<i>Taboada</i>	<i>Rousse-Malpat</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
9:00-9:30	<b>Lindberg</b> L2 Learners' Attitudes Towards French Varieties: The Role of Social Network and Learning Experience	<b>Piccardo</b> Integrating plurilingualism and Indigenous ways of knowing in action- oriented language classrooms: Results from the LINC/DIRE project	<b>Wallace</b> Language and literacy skills development of multilingual students in engineering science and fine arts: Challenges and opportunities of course-aligned models of support	<b>Gagné</b> Intensive Instruction: Impact on oral lexical development	<b>Organizer: Van Viegen</b>  Transnational/ transitional linguistic ecologies— teaching and learning with children + youth from refugee backgrounds	<b>Organizer: Norton</b>  Digital Stories Across Borders: Research Perspectives on Storybooks Canada	<b>Organizers: Ballinger, Quevillon-Lacasse &amp; Lau</b>  The French-English connection: Research on Canadian cross- linguistic pedagogy
9:35-10:05	<b>Yim</b> Evaluating Attitudes towards Code-switching in Canada: The Contributing Roles of Social, Individual, and	<b>Slavkov</b> Plurilingual World, Monolingual Norms: A Dynamic Perspective on the Notion of the Native Speaker	<b>Kim</b> Creating Space for Disciplinary Literacies: Critical Ruminations	<b>Kim</b> Motivational Languaging Activities and Their Effect on EFL Students' L2 Learning: Cases of Elementary and	<b>Presenters: Early Gagné LePichon- Kendrick Taylor Van Viegen</b>	<b>Presenters Afreen Doherty Gilman Shank Stranger- Johannessen Van't Hooft</b>	<b>Presenters Blandford Brosseau Côté Lau Lebeau LeRisbé</b>

	Linguistic Factors			Secondary School Students in Korea	Vorstman Wattar Yaman Ntelioglou  <b>Discussant :</b> Haque  <b>(until noon; jusqu'à 12:00)</b>  <b>Symposium (continues/suite)</b>	Zaidi  <b>(until noon; jusqu'à 12:00)</b>  <b>Symposium (continues/suite)</b>	Maegerlein Quevillon Lacasse Savage Thibeault  <b>Discussant</b> Lyster  <b>(until noon; jusqu'à 12:00)</b>  <b>Symposium (continues/suite)</b>
10:10-10:40	<b>Akinpelu</b> Nigerian Pidgin as a vital tool for citizenry participation and sustainable development in Nigeria		<b>Fazel</b> Content-based Language Support for Multilingual Students in Health Sciences at a Canadian university: Piloting a course-embedded model	<b>Lightbourn</b> Going beyond the classroom: Impacts of authentic language interactions through Twitter			
10:40-10:55	<b>Break/Pause</b> Coffee, juice, tea, yogourt, cookies & fruit / Café, jus, thé, yogourt, biscuits & fruits (In front of/devant ANGU BIRMINGHAM CENTRE)						
<b>Room Salle</b>	<b>ANGU 037</b>	<b>ANGU 039</b>	<b>ANGU 237</b>	<b>ANGU 334</b>			
<b>Themes Thèmes</b>	<b>ASL learning and teaching</b>	<b>Plurilinguisme</b>	<b>Multilingual Scholars</b>	<b>Supporting the Learning of French</b>			
<b>Chair Président.e</b>	<b>Nassaji</b>	<b>Lam</b>	<b>Mi-Young</b>	<b>Akinpelu</b>			
11:00-11:30	<b>Doré</b> Barriers to the professional development of non-Deaf sign language teachers	<b>Brisson</b> L'écologie de la création d'histoires bilingues et multimodales en milieu familial	<b>Baumvol</b> Languages practices for knowledge production and dissemination by plurilingual EAL scholars in the humanities and social sciences: the Brazilian co	<b>de Lira e Silva</b> Perceptions and Attitudes of a Group of Grade 4 Students from an Anglophone Community while Communicating with their Peers from a Francophone Community			
11:35-12:05	<b>Tanner</b> Integrating gesture into American Sign	<b>Roy</b> La sociolinguistique	<b>Le Pichon-Vorstman</b> Using a video-	<b>MacPhee</b> The Differentiated Parent Support			

	Language L2 learning	transdisciplinaire pour expliquer les pratiques linguistiques de jeunes multilingues	based multilingual educational platform to support English Language Learners in Mathematics	Model			
<b>12:10-1:30</b>	<b>Lunch on your own/Dîner libre</b>						

**Monday afternoon, June 3, 2019**

**Lundi 3 juin 2019, après-midi**

<b>Room Salle</b>	<b>ANGU 037</b>	<b>ANGU 039</b>	<b>ANGU 237</b>	<b>ANGU 241</b>	<b>ANGU BIRMINGHAM CENTRE</b>	<b>ANGU 334</b>	<b>ANGU 337</b>
<b>Themes Thèmes</b>	<i>FLS et L3</i>	<i>Language and identity</i>	<i>Plurilingualism in higher education</i>	<i>Critical perspectives</i>	<i>Curricular Initiatives</i>	<i>Task-based language teaching &amp; learning</i>	<i>L2 acquisition and instruction</i>
<b>Chair Président.e</b>	<i>Fleuret</i>	<i>Ryazanova</i>	<i>Costa</i>	<i>Moura</i>	<i>Deschambault</i>	<i>Klassen</i>	<i>Doe</i>
13:35-14:05	<b>Payant</b> Étude comparative des réflexions métalinguistiques d'apprenants d'une L2 et d'une L3	<b>Lam</b> Ideologies of Greek parents about heritage language knowledge and ethnic identity	<b>Galante</b> A mixed methods study investigating affordances of plurilingual instruction compared to monolingual instruction in a multilingual university EAP program	<b>Waterhouse</b> Attending to affect and embodiment in research with language teachers	<b>Hosseinifar</b> CEFR's Action-Orientation in UAE English Classrooms	<b>Gutierrez</b> Program evaluation in TBLT: implementation in L2 Spanish at a Canadian University	<b>Vergara Lavdas</b> The effects of different types of practice on L2 development in EFL classrooms
14:10-14:40	<b>Alahmadi</b> Les effets de la formation académique sur les pratiques rétroactives des futurs enseignants de français langue seconde.	<b>Sohn</b> "I Need to Give Opportunities to My Children": Heritage Language as a Resource for Multiethnic Children's Upward Mobility	<b>Rajendram</b> "Live your Life in English": University ESL Instructors' Language Orientations and Attitudes towards Translanguaging	<b>Lotherington</b> Out of step: Analogue paradigms of language in mobile digital environments	<b>Sterzuk</b> A study of a land-based and ceremonial mentor-apprentice approach to Anishinaabemowin language revitalization	<b>Kartchava</b> The role of task repetition and learner reflection in task performance and outcomes	<b>Parks</b> eTandem Videoconferencing: Evidence of Negotiated Interaction
14:45-15:15	<b>Melki</b> Quels effets du dialogue collaboratif sur la précision langagière dans les textes révisés d'apprenants de FLS?		<b>Marshall</b> The immersion myth and plurilingual students in Canadian higher education.	<b>Trejo Guzmán</b> Critical pedagogies? Returning migrants' educational experiences in Mexico	<b>Desyatova</b> Searching for a beneficiary: Triangulating stakeholder perspectives on a language teaching reform initiative	<b>Lysiak</b> TR in the development of FL and speech fluency in the EAP classroom	<b>Zavialova</b> The formulae-enhanced approach to teaching L2 pragmatics
<b>15:15-15:30</b>	<b>Break/Pause</b>						
<b>15:30-17:00</b>	<b>Séance plénière (en français)/Keynote (in French) : Diane Dagenais (LIFE 2201)</b>						
<b>17:00-19:00</b>	<b>UBC President's Reception/Réception du recteur de l'UBC (Robert H. Lee Alumni Centre)</b>						

Tuesday morning, June 4, 2019

Mardi 4 juin 2019, matin

Assemblée générale annuelle de l'ACLA/ACLA Annual General Meeting (Réservée aux membres/For ACLA members) Presentation of ACLA First-Time Presenter Graduate Student Travel Award/Remise de la Bourse de voyage primo conférence étudiante ACLA ANGU BIRMINGHAM CENTRE (Light breakfast/déjeuner léger)							
9:45-10:00 Break/Pause							
Room Salle	ANGU 037	ANGU 039	ANGU 235	ANGU 241	ANGU BIRMINGHAM CENTRE	ANGU 334	ANGU 337
Themes Thèmes	Feedback	Teacher education	Transnational trajectories	Symposium	Symposium	Learning with Technology	Immersion & Bilingual Education
Chair Président.e	Bournot-Trites	Sterzuk	Du	N/A	N/A	Ehlert	Riches
10:00-10:30	<b>McDonough</b> Exploring the visual signature of interactional feedback	<b>Itoi</b> Academic discourse socialization of culturally, academically and linguistically diverse students in an TESOL program in Canada	<b>Lee</b> "I want to keep my North Korean accent.": Agency and Investment in a North Korean defector's L2 Learning Trajectory	<b>Organisateurs.trices : Thibeault &amp; Fleuret</b>  Quelle didactique du français en contextes minoritaires ? État des lieux et perspectives prospectives  <b>Intervenant.e.s :</b> Arseneau Dagenais Fisher Fleuret Nadeau Quevillon Lacasse Thibeault Schroeter	<b>Organizer: Ranta</b>  Analyzing L2 Pedagogical Materials as Research: A How-To Guide  <b>Presenters:</b> Criado Martini Ranta Ross	<b>McLellan</b> Language Learning Technology Outside the Classroom: Developing a Supportive Module on a Technology-Based Platform to Provide Occupation-Specific Language Training for Newcomers	<b>Sun</b> The language and literacy practices of a new immigrant child in an English-Chinese bilingual program in Western Canada
10:35-11:05	<b>Bouhlal</b> How does the effectiveness of written feedback vary across technique, error type and learner individual difference?	<b>Byrd Clark</b> Toward Contemporary Pedagogies for Multilingual and Intercultural Language Teacher Education	<b>Burton</b> "I Made it to the Top": Navigating Privilege in English Language Teaching in South Korea, an Autoethnography			<b>Schuetze</b> Virtual reality –the future of language learning?	<b>Culligan</b> Exploring Maximal and Minimal Target Language Use in French Immersion Mathematics
11:10-11:40	<b>Nassaji</b> Reformulations versus prompts in advanced-level language classrooms	<b>Bale</b> What Do Teacher Candidates Learn About Linguistic Diversity and Supporting English Learners? Results of a Pedagogical Content Knowledge Test	<b>Deschambault</b> "Don't do that he understand Korean": Mobilizing researcher identity as situated capital in the production of knowledge			<b>Van Lieshout</b> Learning Dutch in a Self-Directed Environment using Google Translate	<b>Redmond</b> Do Canadian French immersion programs really promote metalinguistic awareness? A study of morphological awareness in L2 French
11:45-12:15	<b>Sellami</b> Written feedback: Which technique with what learner, with what error and in what context?	<b>Faez</b> Relationship between Teacher Language Proficiency and Teaching Ability: A Meta-Analytic Study	<b>Costa</b> Navigating transnational contexts: what is your researcher's positionality?			<b>Wong</b> Examining the "Unofficial" Learning in a K-12 Technology-Enhanced Classroom	<b>Le Bouthillier</b> An Examination of Grade 1 French Immersion Students' Extended Oral Output through Literacy-Based Learning Centers

Tuesday afternoon, June 4, 2019

Mardi 4 juin 2019, après-midi

12:30-13:30 Special Topic Discussion Group (language teacher education)/Groupe de discussion thématique (la formation des enseignant.es de langues) ANGU BIRMINGHAM CENTRE (Bring your food; apporter votre repas)							
Room Salle	ANGU 037	ANGU 039	ANGU 235	ANGU 241	ANGU BIRMINGHAM CENTRE	ANGU 334	ANGU 337
Themes Thèmes	<i>Lecture et écriture</i>	<i>Multilingual &amp; multimodal</i>	<i>EAP</i>	<i>FLS teacher education</i>	<i>Learners with refugee experience</i>	<i>Discourse analysis</i>	<i>Listening &amp; Speaking</i>
Chair Président.e	<i>Ambrosio</i>	<i>Ballinger</i>	<i>Neumann</i>	<i>Culligan</i>	<i>Waterhouse</i>	<i>Hamad</i>	<i>Kartchava</i>
13:35-14:05	<b>Heranic</b> Évaluation de l'impact d'un entraînement numérique sur la compréhension en lecture en français L2	<b>Parks</b> Collaborating to create locally relevant, multilingual, cross-curricular educational materials in Haiti	<b>Boz</b> Navigating the Complexities of Social Interaction in Higher Education Contexts	<b>Arnott</b> Exploring the impact of DELF Correcteur Training in FSL teacher education.	<b>Eamer</b> The complexity of the acculturation and integration process: "When you're alone, it's not a life"	<b>Fitzgerald</b> The global reach of the International Baccalaureate and its implications for education policy: A corpus-based critical discourse analysis	<b>Bergeron</b> Towards a dynamic approach for capturing second language comprehensibility
14:10-14:40	<b>Khlaifia</b> La révision de texte : comment les apprenants traitent-ils la rétroaction corrective écrite de leur enseignant?	<b>Huang</b> Visual-Verbal Interaction in Conversation EFL Materials	<b>Douglas</b> English for Academic Purposes and the Proximal Impacts on Undergraduate Student Experiences	<b>Masson</b> "Small stories" over the long haul: two FSL teachers' professional identity narratives	<b>Que</b> Exploring the ESL program in Newfoundland Achievements and challenges	<b>David</b> "Ombretto. I don't know in English how to say": Using Conversation Analysis to investigate L1 use as a communication strategy	<b>Laberge</b> Learning from adults with limited formal schooling in Quebec's French for newcomer classes: What can they teach us about listening?
14:45-15:15	<b>Vignola</b> Le rapport à l'écrit en français et en anglais d'étudiants anglophones inscrits dans un programme universitaire d'immersion française	<b>Michalovich</b> Engaging Cultural and Linguistic Diversity through Multimodal Metaphor Inquiry	<b>Bhowmik</b> L2 students' perceptions of culture: Insights from the EAP writing classroom	<b>Rehner</b> Full Circle in FSL Classrooms: How the CEFR/DELF Brings Us from Students' Needs to Teachers' Practices and Back Again	<b>Li-Shi</b> No one-size-fits-all? The language-learning needs of learners with refugee experience		<b>Beaulieu</b> Quebec FSL Programs: Examining the Impact on Newcomers' Oral Proficiency
15:15-15:30	<b>Break/Pause</b>						
15:30-17:00	<b>Keynote/séance plénière (in English and French; en français et en anglais): Beverly Baker (LIFE 2201)</b>						
17:00-19:00	<b>ACLA Reception / Réception de l'ACLA (ANGU CPA HALL)</b>						

Wednesday morning, June 5, 2019

Mercredi 5 juin 2019, matin

Room Salle	ANGU 037	ANGU 039	ANGU 241	ANGU 296	ANGU BIRMINGHAM CENTRE	ANGU 334	ANGU 337
<i>Themes Thèmes</i>	<i>Apprentissage en/du français</i>	<i>Assessment</i>	<i>Symposium</i>	<i>Academic writing</i>	<i>Symposium</i>	<i>Vocabulary and Lexical Studies</i>	<i>Symposium</i>
<i>Chair Président.e</i>	<i>Ruest</i>	<i>Ma</i>	<i>N/A</i>	<i>Dos Santos</i>	<i>N/A</i>	<i>Rodgers</i>	<i>N/A</i>
8:30-9:00	<b>Fortier</b> Adopter l'approche par tâches input- based : Une étude exploratoire	<b>Abbott</b> Is Portfolio-based Language Assessment (PBLA) Learning- Oriented Assessment?	<b>Organizer:</b> <b>Slavkov</b>  Linguistic Risk- Taking at a Bilingual Institution: New Ways of Supporting Language Learning  <b>Presenters:</b> Ambrosio Cajka Griffiths Slavkov Rhéaume  <b>Discussant:</b> Moore	<b>Kim</b> Paraphrase not to plagiarize: Teaching Paraphrasing to L2 Writers in a Canadian University	<b>Organizer:</b> <b>Shin</b>  Truth and Reconciliation, Indigenous Language Revitalization, and Applied Linguistics: A Critical Dialogue  <b>Presenters</b> Daniels, B Daniels, R Haque Jacobs Lawrence McIvor Piccardo Shin Sterzuk  <b>Discussant:</b> Hare Duff	<b>Helms-Park</b> Evidence of Cognate Facilitation in the Productive and Receptive Lexical Knowledge of Trilingual Children	<b>Organizer:</b> <b>Duff</b>  Transnationalism and language socialization: Negotiating ideologies, identities, practices  <b>Presenters:</b> Abdi Becker Doherty Duff Li Surtees
9:05-9:35	<b>Louër</b> La prononciation en français L2 chez les apprenants anglophones: Analyse du VOT	<b>Uludag</b> Investigating L2 Writers' Source-Use Behavior in an Integrated Writing Test		<b>Machura</b> Providing English- language Academic Writing Support to Highly Diverse Graduate Student Populations		<b>Petrescu</b> A comparison of lexical density and semantic fields in monolingual and bilinguals' lexicons	
9:40-10:10	<b>Bouchard-Gervais</b> Le développement de l'aisance perçue à l'oral : approche pédagogique mise à l'essai	<b>Tsunemoto</b> How does my speech sound? Japanese EFL speakers' self- assessments of their pronunciation in two speaking tasks		<b>Wang</b> Indirectness in Chinese students' English academic writing		<b>Pinchbeck</b> Developing diagnostic vocabulary tests to inform support for at-risk students in higher-education	
10:15-10:45	<b>Fleuret</b> Le Programme d'Actualisation linguistique en français : entre réalité et utopie	<b>Kozlowska</b> Language testing for placement and proficiency: Findings from a CEFR mapping study		<b>Goodarzi</b> Dialogical voices of a doctoral dissertation proposal r		<b>Rodgers</b> A Lexical Analysis of a Diagnostic Writing Assessment: The Relationship Between Lexical Profile & Sophistication and Writing Proficiency	
10:50-11:20	<b>Bournot-Trites</b> La mise en pratique d'un nouveau curriculum : Dissonance entre la planification et l'application	<b>Klassen</b> Checking Up on Medical Training Assessments for English as a Second Language Doctors through Multimodal Analysis		<b>Crawford</b> Challenges of integrating source information in academic writing: The effect of a pedagogical intervention		<b>Wojtalewicz</b> Assessing French learners' receptive vocabulary knowledge: A replication of Batista and Horst (2016)	

Wednesday afternoon, June 5, 2019,

Mercredi 5 juin 2019, après-midi

11:20-11:30		Break/Pause					
11:30-12:50		Getting Published in Applied Linguistics/Publier en linguistique appliquée (ANGU BIRMINGHAM CENTRE; light lunch offered/diner léger offert)					
12:50-13:00		Break/Pause					
Room Salle	ANGU 037	ANGU 039	ANGU 241	ANGU 296	ANGU BIRMINGHAM CENTRE	ANGU 334	ANGU 337
Themes Thèmes	<i>Apprentissage en/du français</i>	<i>Critical perspectives</i>	<i>Inter-/pluri- cultural competences</i>	<i>Analysis of written discourse/texts</i>	<i>Teacher education</i>	<i>Language, Culture, Identity</i>	<i>FSL</i>
Chair Président.e	<i>Bournot-Trites</i>	<i>Shank</i>	<i>Criado</i>	<i>Machura</i>	<i>Costa</i>	<i>Babee</i>	<i>Lyster</i>
13:00-13:30	<b>Dressler</b> Passez de la parole aux actes: un projet recherche-action en français.	<b>Huo</b> Legitimacy of Non- Native English Varieties: From the Perspective of World Englishes	<b>dela Cruz</b> Measuring Language Learner's Perceptions of Plurilingual and Pluricultural Competence: The Development and Validation Process of the PPC Scale	<b>McGarrell</b> Voice and modality in developing English native and non-native writers' texts	<b>Ahn</b> Dealing with subject teachers' resistance to literacy education for ESL learners: The effect of a constructivist approach to teacher education	<b>Zhou</b> The Effectiveness of a Shared Learning Experience in English on Students' Language Development and Personal Growth: A Case Study in a Japanese University	<b>Gombert</b> Effectiveness of an implicit approach for developing L2 French productive skills in a 6-year, pre-university program.
13:35-14:05	<b>Querrien</b> Intégration linguistique, scolaire et sociale des élèves allophones : le rôle d'enseignante- ressource au secondaire	<b>Ferreira</b> Children's multimodal narratives of empowerment and identity: signs of resistance against racism in Brazil.	<b>Ruest</b> Developing interculturality through ethnographic tasks during the Canadian interprovincial student exchange	<b>Ehret</b> Describing registers on the web: complexity and subjectivity in online comments and opinion articles	<b>Moura</b> English Language Teaching and International Practicum: A Critical and Transcultural Analysis	<b>Du</b> Critical Digital Literacies in Language Teacher Education: Creating Digital Autobiographical Identity Texts	<b>Takam</b> French as a second language teaching and learning in Ontario secondary school: Achievements, issues and perspectives
14:10-14:40		<b>Rausch</b> "We're not seen as strangers, we're seen as part of the people": Taking a Stance in the Field of Outbreak Response	<b>Yang</b> Illuminating critical cultural awareness in adult immigrant EAL classroom: A case study of adult Chinese LINC students	<b>Li</b> Comparing the limitation statements in research articles in applied linguistics: A geolinguistic perspective	<b>Lee</b> ESL Teacher Interaction and Cooperative Learning in Communities of Practice	<b>Ryazanova</b> Russian SA sojourners' voice trajectories: towards the holistic understanding	<b>Rousse-Malpat</b> Parlez-vous français? Effectiveness of the AIM method on L2 French oral and written proficiency after three years

Room/Salle	ANGU 037	ANGU 039	ANGU 241	ANGU 296	ANGU BIRMINGHAM	ANGU 334	ANGU 337
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					CENTRE		
<i>Themes Thèmes</i>		<i>Critical perspectives</i>	<i>Inter-/pluri- cultural competences</i>	<i>Analysis of written discourse/texts</i>	<i>Professional Development</i>	<i>Language, Culture, Identity</i>	<i>SLA</i>
<i>Chair Président.e</i>		<i>Shank</i>	<i>Criado</i>	<i>Machura</i>	<i>Costa</i>	<i>Babee</i>	<i>Lyster</i>
14:45-15:15		<b>Darvin</b> Translanguaging online and the negotiation of symbolic power	<b>Driedger</b> Students' perceptions of their intercultural communicative competence following intercultural encounters with Canadian language assistants	<b>Hamad</b> An Examination of Lexical Bundles in Computer Science Introductory Textbooks	<b>Kubota</b> Exploring the effectiveness of overseas professional development for EFL teachers	<b>Demperio</b> Post-encounter motivation: Investigating Japanese students' sense of L2 Self during study abroad	<b>Sato</b> The impact of vision intervention on L2 motivation and classroom behavior
15:20-15:50				<b>Liu</b> A comparative analysis of argumentation in environmental science and medical science	<b>Ilieva</b> Language Faculty in Cross-disciplinary Collaborations for Multilingual Student Success		

NB: The UBC meeting rooms are outfitted with PC computers loaded with Windows and Microsoft Office 2013 software.. We strongly encourage you to use these computers as they are pre-set with connections to the room's internal AV system. If you work with other software, you should ensure your files are compatible with the above programs and backed up to a USB stick or cloud storage site. **If you bring your own laptop, especially if it is a Mac, you will need to bring your own adaptor.** Please visit the [Info for presenters page](#) to help you prepare.

NB: Les salles de UBC disposeront de PC équipés de Windows et de Microsoft Office 2013. Nous vous conseillons fortement d'utiliser ces ordinateurs, car ils seront connectés au système AV de la salle. Si vous utilisez d'autres logiciels, assurez-vous que vos fichiers sont compatibles avec les programmes ci-dessus et sauvegardez-les sur une clé USB ou un nuage. Si vous utilisez votre ordinateur, vous devrez apporter votre propre adaptateur, particulièrement si cet ordinateur est un Mac. Veuillez consulter le site suivant [Info for presenters page](#) pour vous aider à vous préparer.

**DRAFT AGENDA / ORDRE DU JOUR PROVISOIRE**

**FOR ALL ACLA MEMBERS / POUR TOUS LES MEMBRES DE L'ACLA**

Tuesday June 4 / le mardi 4 juin 2019, 8:30-9:45

A light breakfast is offered / Un léger petit-déjeuner est offert

Room / Salle : **ANGU BIRMINGHAM CENTRE**

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Draft agenda / Ordre du jour provisoire

1. Welcome and approval of the agenda / Mot de bienvenue et adoption de l'ordre du jour
2. Approval of the minutes and business arising / Adoption du procès-verbal et affaires qui en découlent
3. Presentation of ACLA First-Time Presenter Graduate Student Travel Award/Remise de la Bourse de voyage primo conférence étudiante ACLA
4. President's report / Rapport du président
5. Vice President's report/Rapport du vice-président
6. Treasurer's report and financial statements / Rapport de la trésorière et états financiers
7. Communications Officer's report / Rapport de l'agente de communication
8. Journal editors' report (*CJAL*) / Rapport des rédacteur.rices de la revue *RCLA*
9. Report of the Nominating Committee / Rapport du Comité des nominations

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- Looking ahead to future Congresses of the Humanities and Social Sciences / Les prochains Congrès des sciences humaines et sociales

**2020: Western University / Université Western**



### **1) FOR STUDENTS / POUR LES ÉTUDIANT.ES**

Student Reception / Réception des étudiant.es

20:00-22:00, Sunday evening, June 2, 2019 / dimanche soir 2 mai, 2019

Biercraft, Wesbrook Village, 3340 Schrum Lane (UBC)

Snacks & refreshments / Collations et rafraîchissements

### **2) WITH OTHER ASSOCIATIONS / AVEC D'AUTRES ASSOCIATIONS**

President's Reception / Réception du recteur

17:00-19:00, Monday, June 3, 2019 / lundi 3 juin, 2019

Robert H. Lee Alumni Centre

### **3) WITH ACLA MEMBERS / AVEC LES MEMBRES DE L'ACLA**

Special Topic Discussion Group: language teacher education /Groupe de discussion thématique: la formation des enseignant.es de langues. Organizer/organisatrice: Leila Ranta

12:30-13:30, Tuesday, June 4, 2019/ mardi 4 juin 2019

ANGU Birmingham Centre – bring your food/apportez votre repas.

We invite ACLA members involved in language teacher education to participate in an informal meeting at lunch. The purpose of this get-together will be to get a sense of the issues of concern to language teacher educators across the country and to consider ways in which we might share information about our programs, engage in collaboration, etc. If you are interested or have any suggestions for topics to discuss, please join us for lunch!

Nous invitons les membres de l'ACLA qui s'intéressent à la formation des enseignant.es de langues à participer à une rencontre informelle à l'heure du diner. Le but de cette rencontre est de se faire une idée des préoccupations des formateurs d'enseignant.es dans tout le pays et de réfléchir aux façons dont nous pourrions partager des informations concernant nos programmes, collaborer, etc. Si vous êtes intéressés ou désirez suggérer des thèmes de discussion, veuillez-vous joindre à nous pour le diner.

ACLA Reception / Réception ACLA

17:00-19:00, Tuesday, June 4, 2019 / mardi 4 juin 2019

ANGU CPA HALL

**Penser autrement la linguistique appliquée: lignes de fuite sociomatérielles**

Avec l'émergence des théories sociomatérielles, nous assistons depuis quelques années à un élargissement des perspectives sur l'apprentissage et l'enseignement des langues (Budach, 2018; Canagarajah, 2018; Fleming, Waterhouse, Bangou, & Bastien, 2018; Ilieva & Ravindran, 2018; Pennycook, 2018; Toohey, 2018; Toohey et al., 2015; Waterhouse & Arnott, 2016). Évoluant dans plusieurs champs d'étude, ces théories permettent de conceptualiser comment les processus discursifs et les activités sociales sont imbriqués dans le monde matériel et ontologiquement inséparables de celui-ci (Barad, 2007; Braidotti, 2013). En s'éloignant d'une analyse centrée uniquement sur la personne et le social, l'étude des phénomènes en didactique des langues inspirée des théories sociomatérielles tente de rendre compte de la coémergence et l'agencement (Deleuze & Guattari, 1987) des processus humains et matériels dans les situations d'apprentissage et

d'enseignement. Dans cette communication, je vais introduire quelques concepts associés aux théories sociomatérielles, en soulignant comment ils se démarquent des conceptualisations antérieures de l'apprentissage et l'enseignement des langues et des approches de recherche privilégiées jusqu'ici dans le domaine. En me référant aux travaux de plusieurs chercheurs canadiens qui s'inspirent de ces nouvelles perspectives, je tenterai d'illustrer comment ils contribuent à élargir la linguistique appliquée en ouvrant de nouvelles lignes de fuite à explorer.

**Thinking applied linguistics differently: Sociomaterial lines of flight**

With the emergence of sociomaterial theories, perspectives on language learning and teaching have been expanding these last few years (Budach, 2018; Canagarajah, 2018; Fleming, Waterhouse, Bangou, & Bastien, 2018; Ilieva & Ravindran, 2018; Pennycook, 2018; Toohey, 2018; Toohey et al., 2015; Waterhouse & Arnott, 2016). These theories have developed in several fields and helped conceptualize how discursive processes and social activities are entangled in the material world and ontologically inseparable from it (Barad, 2007; Braidotti, 2013). Moving away from an analysis focused only on the person and the social, the study of language learning and teaching phenomena inspired by sociomaterial theories attempts to account for the coemergence and assemblage (Deleuze & Guattari, 1987) of human and material processes in educational settings. In this presentation I will introduce some concepts associated with sociomaterial theories and explain how they differ from earlier conceptualizations of language learning and teaching as well as approaches adopted until now in the field. I will refer to the work of several Canadian researchers who draw on these new perspectives to illustrate how they are contributing to the expansion of applied linguistics by opening new lines of flight to explore.

**Bio**

Diane Dagenais est professeure titulaire à la Faculté d'éducation de l'Université Simon Fraser où elle enseigne des cours dans les programmes offerts en français et anglais. Ses recherches, subventionnées par plusieurs sources comme le Conseil de recherche en sciences humaines du Canada, sont situées en linguistique appliquée. Elle s'intéresse plus particulièrement à l'enseignement des langues, au plurilinguisme, et aux pratiques de littératies scolaires et hors scolaires, y compris les littératies multimodales et numériques. Sa recherche la plus récente s'inspire du posthumanisme et des nouvelles théories de la matérialité. Menée en collaboration avec sa co-chercheuse, Geneviève Brisson, ainsi que Magali Forte et Gwénaëlle André, doctorantes en langues, cultures et littératies, cette étude examine les dynamiques humaines et non-humaines à l'œuvre dans la production d'histoires plurilingues à l'aide de l'outil numérique Scribjab.

Diane Dagenais is a Professor at the Faculty of Education of Simon Fraser University where she teaches courses in the French and English programs. Her research is situated in Applied Linguistics and is funded by multiple sources including the Social Sciences and Humanity Research Council.

She is particularly interested in language teaching, multilingualism, and in and out of school literacy practices including multimodal and digital literacies. Her most recent research is informed by posthumanism and new materialism. Conducted in collaboration with her co-investigator Geneviève Brisson as well as the doctoral students in Languages, Cultures and Literacies, Magali Forte and Gwénaëlle André, her ongoing study looks at human and non-human dynamics at play in the production of plurilingual stories with the digital tool Scribjab.

[diane\\_dagenais@sfu.ca](mailto:diane_dagenais@sfu.ca)

**English Keynote / Session plénière (bilingual)    Berverly Baker    June 4, 15:30-17:00    Life 2201**  
**Multilingual competence, language assessment literacy, and social justice : Tendances dans le domaine d'évaluation de la langue**



Language assessment has followed a somewhat distinct disciplinary trajectory compared to other sub-fields of applied linguistics, having originated in the areas of psychological and educational measurement. Indeed, the stereotype of the “language testing specialist” is still of the lone psychometrician, toiling away on test score data.

While this is far from a realistic portrayal of the field now, it is the case that the sociocultural turn in other areas of applied linguistics came later to language assessment and in many ways we are still catching up. One example regards multilingual competence: while the use of students’ complete linguistic repertoire in the classroom is increasingly valued and nurtured, language assessment for the most part still assumes a monolingual worldview. However, I will share very recent research on translanguaging which challenges this compartmentalization of

languages for assessment purposes.

I will also share recent developments in the area of language assessment literacy (LAL). Nascent models of LAL have potential to re-orient relationships between language assessment specialists and other stakeholders—teachers, language learners, and users of assessment information—by resisting deficit characterisations of these stakeholders and acknowledging the continuing need for LAL development of language assessment specialists themselves.

Ayant débuté dans le domaine de la mesure psychologique, l'évaluation linguistique a suivi une trajectoire disciplinaire quelque peu distincte par rapport à d'autres sous-domaines de la linguistique appliquée. En effet, le stéréotype le plus souvent associé au "spécialiste en mesure et évaluation" est celui du psychométricien solitaire travaillant sur ses chiffres.

Bien qu'il ne s'agisse plus du tout d'une représentation réaliste, il est vrai que le virage socioculturel qui a eu lieu dans d'autres domaines de la linguistique appliquée nous a affectés beaucoup plus tard, et nous sommes encore en train de combler ce retard. Prenons l'exemple des compétences plurilingues bien que le répertoire linguistique des élèves soit de plus en plus valorisé dans la salle de classe, l'évaluation linguistique dans son ensemble repose toujours sur une vision monolingue du monde. Je partagerai toutefois des recherches récentes sur le « translanguaging » qui remettent en question ce cloisonnement des langues à des fins d'évaluation.

Je parlerai également des développements récents en littératie d'évaluation linguistique (Language Assessment Literacy, LAL). Les modèles naissants dans ce domaine ont le potentiel de réorienter les relations entre les spécialistes de l'évaluation linguistique et les autres parties prenantes - enseignants, apprenants et utilisateurs

des résultats des évaluations - en problématisant les caractérisations déficitaires de ces parties prenantes et en mettant en exergue le fait que les spécialistes de l'évaluation linguistique ont eux-mêmes besoin de développer la LAL de façon continue.

## **Bio**

Beverly Baker is Associate Professor and Director, Language Assessment, at the Official Languages and Bilingualism Institute at the University of Ottawa. She is a founding member of the Canadian Association of Language Assessment, as well as the new Language Assessment Literacy Special Interest Group of the International Language Testing Association. She has published and shared her research widely in both academic and practitioner circles in the areas of language teacher development, language assessment design and validation, and critical approaches to language teaching and assessment. She is currently endeavoring to improve upon her research practice by engaging in collaborative co-research with teachers and policy makers.

Beverly Baker est professeure agrégée et directrice en évaluation des langues à l'Institut des langues officielles et du bilinguisme de l'Université d'Ottawa. Elle est membre fondatrice de l'Association canadienne pour l'évaluation des langues, ainsi que du nouveau groupe d'intérêt spécial en littératie d'évaluation linguistique (Language Assessment Literacy Special Interest Group) de l'Association internationale en évaluation des langues (International Language Testing Association). Elle a publié et partagé largement ses recherches dans les milieux universitaires et professionnels notamment sur la formation des maîtres de langues, la conception et la validation des outils d'évaluations linguistiques et les approches critiques dans l'enseignement et l'évaluation. Elle essaie aussi de s'engager dans la co-recherche collaborative avec des enseignants et des responsables des politiques linguistiques.

[bbake3@uOttawa.ca](mailto:bbake3@uOttawa.ca)

**Transnational/transitional linguistic ecologies  
Teaching and learning with children + youth from refugee backgrounds**

**Symposium Organizer:** Saskia Van Viegen (York University) [saskiast@yorku.ca](mailto:saskiast@yorku.ca)

**Discussant:** Eve Haque (York University) [ehaque@yorku.ca](mailto:ehaque@yorku.ca)

This proposed symposium examines language and literacy teaching and learning with children and youth from refugee backgrounds, engaging with critical sociopolitical issues relevant to social policy, applied linguistics and education research. Given that the number of global refugees is higher than at any other point in human history, further knowledge is crucial not only to support these children's social and educational integration, well-being and personal development, but also to engage with the inequities of displacement of marginalized people and communities. The symposium is comprised of five empirical papers, highlighting research conducted with, not on, children and youth. Taken together, these papers document dynamic identities, relationships and practices, as well as experiences of migration, and critically examine what these understandings mean for research in applied linguistics. Broadly, these efforts comprise an attempt to reconceptualize curriculum as *currere*, (Pinar, 2007), encouraging reflection on a central question for language education: namely, what knowledge is of most worth? For whom? And how can it be made worthwhile? Extending these questions more broadly to the field of applied linguistics, these questions resonate with recent onto-epistemological shifts in understanding language itself (c.f. Garcia, 2009; Li, 2017; Makoni & Pennycook, 2005; May, 2014), drawing attention from language systems to language users, and to the fluid practices and complex semiotic repertoires of bi/multilingual speakers. Rather than a top-down, prescriptive perspective, the papers in this proposed symposium advocate for a more politicized and bottom-up approach (Flores & Bale, 2016) to research, teaching and reflexivity that re-centres children and youth as the primary focus for curriculum, pedagogy and inquiry, working toward a generative, inclusive model of language teaching and learning.

**Language and Literacy Education of Youth Refugees in Canadian Schools: An Emerging Framework of Learning Needs and Challenges**

Margaret Early, [margaret.early@ubc.ca](mailto:margaret.early@ubc.ca) & Maureen Kendrick, [maureen.kendrick@ubc.ca](mailto:maureen.kendrick@ubc.ca) (University of British Columbia)

Our project investigates the language and literacy education of youth refugees in Canadian secondary schools, a student population insufficiently researched. Youth refugees (12-18 years old) face daunting challenges of social and educational integration. Educators in secondary schools struggle to identify, understand and meet the language and literacy teaching and learning needs of youth refugees, particularly those who have had limited or interrupted access to formal schooling prior to their arrival. These students' needs are currently amplified by the volume and speed of Canada's resettlement efforts, and because many families are being settled in areas where educators may have less experience working with refugees. In this presentation, we report on a study situated in a school district in the Vancouver metropolitan area. Our project builds on interrelated and complementary theoretical perspectives of literacy, which we view as foundational to language and literacy education for youth refugees; namely, literacy ecology, funds of knowledge, and multimodal and multilingual literacies. Drawing on survey and focus group interview data, we address the promising practices for how educators might engage in the construction of safe learning spaces and transformative language and literacies pedagogies that harness youth refugees' linguistic, cultural and social capital in order to enhance their range of possibilities in their lifeworlds. Our findings focus on four interconnected themes: relationships, mindful pedagogies, safety, and

well-being, offering a fuller picture of the variety of pedagogical responses currently being undertaken to meet youth refugees' complex educational needs.

### **Me Mapping: Identity-focused Workshops for Syrian Children and Youth**

*Antoinette Gagné, [antoinette.gagne@utoronto.ca](mailto:antoinette.gagne@utoronto.ca), Emmanuelle LePichon-Vorstman, [e.lepichon@utoronto.ca](mailto:e.lepichon@utoronto.ca) & Dania Wattar (University of Toronto)*

Children make up the majority of Syrian refugees who have arrived in Canada. Due to the wide variation of support for Syrian students across Canada, our goal was to provide support for these students outside the school system and create opportunities for them to share their lived experiences. Our paper focuses on the use of 'Me mapping', or identity-focussed activities, that support the identity and language development of Syrian refugee children. We designed workshops so that, as researchers, we developed a deeper understanding of the experiences, perspectives, and aspirations of these children and youth while simultaneously supporting their integration by providing bilingual spaces for sharing and reflection. We worked collaboratively with two NGOs in Toronto and offered workshops to over 40 children and youth over several weeks in 2017 and 2018 resulting in the development of valuable resources for teachers working with refugee youth.

Building on Cummins' (2009) Transformative Multiliteracies and Language Literacy Framework, we examined artefacts created by students and considered facilitators' experiences. *Flipgrid*, the video discussion platform that we used in our workshops proved as a valuable tool that allowed students to take control of their learning. The use of social media to support learner focused activity provided motivation for active student engagement, and helped teachers develop a more nuanced understanding of students and track their development. Supporting translanguaging practices helped the students develop their literacy skills and examine concepts at a more advanced level than would have been possible through exclusive use of English.

### **Middle years refugee students' negotiations of subject positions, languages, and literacies in a community initiating the reception of federally-funded refugee families**

*Burcu Yaman Ntelioglou (Brandon University)*

In this presentation, I share findings from a participatory ethnography project that examines the experiences of refugee students by inquiring into multiple pedagogical approaches that respond to linguistic and cultural diversity in various K to 12 classrooms. More specifically, this collaborative study explores multiple pedagogies and educational practices to support refugee students in one school division in Manitoba. Manitoba resettled 7,100 refugees, 410 of which settled outside the urban area of Winnipeg (Immigration, Refugees and Citizenship Canada, 2017). In August of 2016, a Resettlement Assistance Program opened in the school's community. As a result of this, federally-funded, government-assisted refugees began to attend schools in this community for the first time in January 2017. Even though some English as an Additional Language (EAL) programming was available for English language learners in this school division, supporting refugee students was new for many of the schools and educators. As a first response to supporting these refugee students, in the 2017 winter term (January- June), a newcomer classroom was created, specifically for middle years students, age-appropriate for grades 5 to 8. Data collection for this study included student and teacher interviews, participant observation, teacher and student written reflections, artifacts created in classroom, and video-recordings of classroom-based practices. In this study, I drew upon poststructural theories of identity as explored in critical applied linguistics, as well as dynamic conceptualizations of bi/multilingualism and translanguaging that stress that all languages in the bi/multilinguals' repertoire complement one another. The study revealed how these refugee students embodied and negotiated their different subject positions, languages, and literacies in school.

## **Building teacher capacity to enable at-risk teachers to deal with at-risk youth refugees**

*Shelley K. Taylor (Western University) [taylor@uwo.ca](mailto:taylor@uwo.ca),*

Educators in rural or second tier urban settings have less affordances in terms of professional development that prepares them to meet the needs of youth with refugee backgrounds (YWRB) than do educators in first tier urban settings. The former report feeling very challenged when dealing with linguistic and cultural diversity in their classrooms, and reduced self-efficacy (Bandura, 1977; Vidwans, 2016). These feelings can trigger a vicious circle with a lack of self-confidence leading to an unwillingness to take risks, perpetuating unsuccessful approaches, and not locating a shared “Third Space” that draws on all participants’ sociohistorical lives and leads them to new becomings. This talk draws on two related constructs: collective Third Space and sociocritical literacy (Gutierrez, 2008). Data drawn from educator interviews chronicles educators challenging and contesting ‘one size fits all’ curricular content and assessment practices. Capacity building enables educators to replace content and assessment practices that ‘meet the curriculum’ with ones rooted in YWRB’s lived experiences. By gaining an ecological understanding of the needs and desires of the social actors in their shared learning space, educators also gain insight into how to bridge traditional conceptions of ‘doing academic literacy’ in school and literacy practices rooted in students’ sociohistorical lives. While these insights have the potential to heighten educators’ sense of efficacy and willingness to seek ways to engage YWRB, hurdles remain. Additional ways to build educators’ capacity to meet the needs of YWRB’s needs are discussed.

## **Translanguaging pedagogies – Transforming learning for refugee youth**

*Saskia Van Viegen (York University) [saskiast@yorku.ca](mailto:saskiast@yorku.ca),*

This paper reports findings from case study (Duff, 2012; Denos et al., 2009) research conducted with youth refugees and their teachers at a secondary school in Ontario, Canada, as part of a larger multi-site project examining these students’ language and literacy experiences. Youth refugees, aged 12-21 and displaced from their country of origin, face significant challenges relating to resettlement, particularly since these students often have limited and/or interrupted formal schooling. Recognizing these complex learning needs, the present study examines how teachers build on students’ multilingual competence in the context of English medium instruction. Drawing on theoretical perspectives that position multilingualism as the norm and emphasize the complex and dynamic language practices of multilingual speakers (i.e. Canagarajah, 2011; Cummins, 2017; Garcia & Wei, 2014), the study highlights students’ translanguaging practices. Using a collaborative approach, participating teachers and youth worked as co-researchers, generating data from a variety of qualitative, multimodal methods, including: surveys; formal and informal interviews; field work and pedagogical documentation of student learning. Analysis of these data demonstrate the positive contributions that students’ home languages and translanguaging practices can bring to education for refugee youth: scaffolding new learning; promoting metalinguistic awareness; developing biliteracy; and valorizing students’ cultural and linguistic identities (Cenoz & Gorter, 2015; Creese & Blackledge, 2015; Garcia, 2011; Little, Leung & Van Avermaet, 2013). The results of the study can inform concrete policy recommendations to refine existing approaches to supporting youth refugees in formal educational settings, and contribute to the growing body of empirical research on translanguaging pedagogies in the secondary educational context

## Symposiums

### **Digital Stories Across Borders: Research Perspectives on Storybooks Canada**

**Organizer:** Bonny Norton (University of British Columbia) [bonny.norton@ubc.ca](mailto:bonny.norton@ubc.ca)

Promoting, sustaining, and harnessing children's multiple languages and literacies are critical to addressing the global challenges of educating linguistically and culturally diverse students. Open technology can provide free educational resources and learning/teaching strategies in multiple languages, across diverse sites. We are working collaboratively to address the global illiteracy challenge by promoting and researching a large-scale open access digital innovation developed by a UBC team to promote multilingual literacy. Of particular relevance to this symposium are Storybooks Canada, Indigenous Storybooks, and Global Storybooks. The panel will include six presentations, each with a different research focus. The panel will open with a 10-minute introduction to the three open access sites, followed by 6 individual paper presentations. The first presentation will focus on key issues in open licenses and open practices in international perspective. The second presentation will share the process of translating stories from the African Storybook to Storybooks Canada while navigating identity and ideology. The third presentation will situate Storybooks Canada in British Columbia's curriculum, paying attention to curricular objectives. The fourth presentation will present a case study of using Storybooks Canada in French immersion programs in Alberta. The fifth presentation will share experiences of using multilingual stories in Tanzania, focusing on literacy engagement, investment, and authorship. The final presentation will present current research on the translation and promotion of multilingual literacy in Mexican Indigenous languages. Each presentation will be 15 minutes, followed by a 10-minute discussion. The last 20 minutes will be an open discussion with all presenters.

### **Designing Open Educational Resources to Support Bi-literacy: Multilingualism, Open Licenses, and International Perspectives**

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Although widespread availability of digital affordances for the distribution of knowledge have made it possible to create and share digital tools for supporting literacy with a worldwide audience, under-resourced and sociolinguistically marginalized languages nevertheless face great risks due to issues of knowledge asymmetry and digital inequity which result in far less (or sometimes no) access to literacy resources for these languages. This is particularly salient given the importance for young learners of engaging with literacy in their first language as well as the dominant language(s) of society (Cummins, 2000, 2011). In this presentation, we address three issues related to the core concept of multilingualism that have emerged during the design of a large-scale international open educational resource (OER) for biliteracy development. We will first examine how researchers and practitioners can leverage OER and other open technologies to support multilingual literacy (Panke & Seufert, 2013; Willinsky, 2006). We will then discuss how multilingualism can serve not only as a goal, but as a tool for sharing and repurposing educational resources in new ways. Finally, we examine how multilingualism, apart from being a valuable resource in its own right, can inform the design of more equitable digital literacy resources. Our examples will focus on the case of the multilingual Storybooks Canada website ([storybookscanada.ca](http://storybookscanada.ca)), in which freely-licensed children's stories from Africa have been repurposed, translated, recorded, and recontextualized for a Canadian audience, as well as the international collaboration brought about by leveraging this material for the more broadlytargetted Global Storybooks literacy portal ([globalstorybooks.net](http://globalstorybooks.net)).

### **Translating Stories from the African Storybook to Storybooks Canada: Navigating Identity and Ideology**

Asma Afreen (University of British Columbia) [afreen179@gmail.com](mailto:afreen179@gmail.com)

The vision of Storybooks Canada is to democratize knowledge flows between the Global South and the Global North, and translation plays a key role in this knowledge mobilization. Whereas there has been much research on language and identity with respect to learners, teachers, and teacher educators, there has been little focus on the identity of the translator, an important stakeholder who plays a significant role in promoting multilingual literacy. My research therefore addresses the following question: To what extent is a translator's identity navigated in addressing the challenges of translating English stories from the African Storybook initiative into Bengali for Storybooks Canada? This question is centrally concerned with my translation challenges that I encountered in translating five stories for Storybooks Canada and the choices I made to solve these challenges. This study draws its theoretical underpinnings from Bourdieu's concepts of field, capital, and habitus (1986, 1991) and Norton's work on identity and investment (2000, 2010) and explores how a translator invests in the decision-making process to address the challenges of translation. Drawing on Nida's formal and functional equivalence in translation (Nida, 1964; Nida & de Waard, 1986), this study proposes a model of "continuum of equivalence" to illustrate the navigation of a translator's identity. Drawing methodologically on qualitative narrative inquiry (Clandinin & Rosiek, 2007), this research explicates how I followed the continuum of equivalence considering my investment as well as my field, capital, and habitus in order to decide the appropriate use of formal and functional equivalence while translating.

### **Integrating Storybooks Canada into the BC Curriculum**

Michelle Gilman (University of British Columbia) [michellejgilman@yahoo.com](mailto:michellejgilman@yahoo.com)

Given the increasing numbers of immigrant and refugee students who speak a native language other than English or French, sourcing multilingual reading materials across grade levels is crucial to student success. In this presentation, the author will demonstrate how Storybooks Canada can be integrated into British Columbia's classrooms as a pedagogical example of how teachers can use one program to meet the learning needs of all students. In using Storybooks Canada, diversity is honoured and used as a strength as it invites inclusive instruction. The author will discuss how the program meets three important needs in classrooms today: multilingualism, multiculturalism and varying levels of English proficiency among students. The following questions will be addressed: i) how can teachers address newcomer middle school English Language Learners (ELLs) who require low level reading materials with age appropriate content that appeals to their diverse cultural, linguistic and age appropriate needs? and ii) how can teachers use the stories as Active Designs (New London Group, 1996) to help students make meaning from the texts they read? The BC Curriculum and specific curricular goals will be highlighted throughout the presentation. Instruction that allows ELLs to draw upon their culture and first language reinforces a sense of belonging and a desire to participate in classroom activities (Cummins, 2004, 2017; Reyes & Azuar, 2008; Taylor, Bernard, Garg & Cummins, 2008).

### **Affordances of Storybooks Canada in French immersion**

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Bilingual education and second language immersion programs have operated on the premise that the bilingual student's two languages should be kept rigidly separate (Cummins, 2014). International bi/multilingualism research strongly supports cross-linguistic learning, and has demonstrated that enabling learners to employ their first language competencies has substantial learning benefits (Creese & Blackledge, 2010; Cummins & Persad, 2014; Garcia, 2010; Lotherington & Jensen, 2011; Schleppegrell, 2013; Wei, 2011). These benefits include evidence of: crosslinguistic transfer of knowledge and skills, language awareness, symbolic multicompetence, increased literacy engagement, and learner investment. In this presentation we discuss results of a qualitative pilot study conducted in Fall 2018 with five second year preservice teachers in the BEd program at the Werklund School of Education, University of Calgary and five in-service teachers teaching in French Immersion schools in Calgary, Alberta on the affordances of using Storybooks Canada within early years French immersion classrooms.

Participants engaged in an online evaluation of the website and reviewed specific stories for their pedagogical application. Curricular alignment and cross-linguistic features emerged as focal points for the contributors. Drawing on Cummins' research we discuss bilingual instructional strategies in the two learning contexts (French & English) and describe how learning efficiencies can be achieved when teachers explicitly draw their pupils' attention to similarities and differences between their languages and reinforce effective learning strategies in a coordinated way across languages.

### **Multilingual Stories for Literacy Engagement, Investment, and Authorship: Experiences from Tanzania**

Monica Shank (University of British Columbia) [monica\\_shank@yahoo.ca](mailto:monica_shank@yahoo.ca)

Stories are powerful catalysts of literacy engagement, investment, and creative knowledge production. This presentation explores the role of trilingual stories from Storybooks Canada in teaching, learning, and knowledge production at Cheche Community Library in Northern Tanzania. Cheche is a multilingual community learning centre that embraces learners' linguistic and cultural resources as the foundations of learning, while seeking to constantly expand learners' linguistic repertoires and identity options. Employing a framework of Ubuntu translanguaging (Makalela, 2016), this presentation documents a critical action research study conducted at Cheche, through which participants interacted with trilingual texts from Storybooks Canada in Maa (Maasai language), Swahili, and English. Participants were a combination of Maa-dominant and Swahili-dominant children, aged 2-15. Data sources include field notes, texts created by participants, video and audio recordings, and photographs. Findings show that the trilingual texts enriched participants' literacy engagement, as participants were fascinated by the writing of Maa (which they had never seen written before); participants actively made comparisons between different languages; and collaboration was nurtured. The trilingual texts deepened participants' investment (Darvin & Norton, 2015), as the Maa and Swahili enabled them to position themselves as language experts and to take ownership over meaning making, frequently intervening in texts to suggest alternatives. These trilingual storybooks proved to be generative, as they inspired participants to author and illustrate their own multilingual texts. This presentation concludes with a discussion of pedagogical possibilities of multilingual storybooks for fostering multilingual literacy engagement, investment, and authorship in Africa, Canada, and beyond.

### **Digital Storytelling and the promotion of literacy in Mexican Indigenous languages**

Anuschka Van't Hooft (Universidad Autónoma de San Luis Potosí) [avanthoof@uaslp.mx](mailto:avanthoof@uaslp.mx), and Bonny Norton, (University of British Columbia) [bonny.norton@ubc.ca](mailto:bonny.norton@ubc.ca)

In this presentation, the authors present key findings of an ongoing research project (August 2018-present) aimed to revitalize and promote literacy in seven Mexican Indigenous languages through the creation of culturally appropriate multimodal digital stories in multiple languages for K-12 students. These materials are available on a powerful, user-friendly interactive website called Indigenous Storybooks (<https://indigenoustorybooks.ca/>). The translators are accomplished bilingual teachers from the north (Wixarika, Tének, Xi'iu), center (Bot'una, Jñatrjo) and south (Maya, Tu'un Savi) of Mexico. Our research has found that the translators have varying work approaches, diverse motives, and unique translation challenges. In addition, their languages are in dissimilar states of vitality, and literacy in the Indigenous language is more common for some than for others. The significance of this research is that it highlights and addresses translation practices and identity challenges that arise when stories in one cultural context are translated for use in a different cultural context, an under-researched area in the field of language and literacy education. Such research will be helpful in many transnational contexts, but will also ensure that stories translated from a Canadian site are appropriate for Indigenous children, parents, and teachers in Mexico. Theoretically, our research contributes to the broader area of language and identity research (Stranger-Johannessen & Norton, 2017).

## The French-English connection: Research on Canadian cross-linguistic pedagogy

**Organizers:** Susan Ballinger (McGill University) [susan.ballinger@mcgill.ca](mailto:susan.ballinger@mcgill.ca); Claude Quevillon-Lacasse (Université du Québec à Montréal) [quevillon\\_lacasse.claude@uqam.ca](mailto:quevillon_lacasse.claude@uqam.ca); Sunny Lau (Bishop's University) [slau@ubishops.ca](mailto:slau@ubishops.ca)

**Discussant:** Roy Lyster (McGill University) [roy.lyster@mcgill.ca](mailto:roy.lyster@mcgill.ca)

The notion that bi/multilinguals actively transfer linguistic knowledge acquired in one language to additional learned languages has long been supported by research. Cognitively-oriented studies have found evidence for both negative and positive transfer of linguistic knowledge from learners' L1 during L2 acquisition (Odlin, 1989), and brain research has demonstrated that both languages are activated when bilinguals speak one of their languages (Hoshino & Thierry, 2011). Cummins' (1980) widely-cited interdependence hypothesis further argues that both cognitive skills and linguistic knowledge transfer between languages. He and others (Swain & Lapkin, 2013) have therefore argued that our current model of L2 education, which maintains firm barriers between learners' languages, is not only illogical, but also makes it more difficult for learners to use their full range of knowledge and skills. With the rising importance of translanguaging theory, and multi-, and plurilingual orientations, which emphasize learners' use of their full linguistic repertoire (García & Lin, 2014; Piccardo, 2017), pedagogical initiatives that seek to reinforce cross-linguistic transfer are on the rise; nevertheless, much is still unknown about how skills transfer and how educators can best support that transfer for more effective L2 learning. This symposium showcases recent attempts to answer those questions. To that end, presenters will discuss empirically-based studies of Canadian cross-linguistic, English-French pedagogical initiatives. These studies illustrate possibilities for dynamic bi/multilingual pedagogy in multiple education contexts and further the ongoing discussion of how educators might engage with diverse students' identities and linguistic resources to meet language, literacy and curriculum goals.

### Supporting allophone students' academic and social integration: ESL and French college teachers' collaboration in promoting cross-language reading and writing strategies

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*Plurilingualism* stresses the fluid mutuality of languages which, rather than learned in isolation, have reciprocal influences on each other (Council of Europe, 2001). Hence, students' plurilinguistic and pluricultural resources should be leveraged to maximize cognitive and social engagement (Castellotti & Moore, 2010). This presentation describes a collaborative research project with four Quebec cegep teachers offering "remedial" French and English Second Language (ESL) classes designed to support underachieved allophone students' bilingual learning as they transition to the regular pre-university program. Allophone students are immigrant learners whose home language is neither French nor English. Our study seeks to explore how French and ESL teachers' strategic cross-linguistic and curricular collaborations help promote allophone students' bilingual learning and plurilingual identities of competence (Armand & Dagenais, 2012; Castellotti & Moore, 2010; Cummins & Early, 2011). Adopting an action research model, we created a learning community (Lau & Stille, 2014) that allowed the researcher and teacher participants, through cycles of planning, action, and reflection, to identify *points of curricular convergence* and *cross-cutting links* between the two language programs. We will discuss how plurilingual pedagogies helped promote students' metalinguistic awareness and transversal reading and writing skills for academic purposes. More importantly, we examine how the use of a shared curricular theme on identity issues helped foster a stronger understanding and appreciation of linguistic and cultural

diversity, which not only validated allophone students' minoritized identities but also fostered stronger intercultural sensitivity in both foreign- and locally-born students.

### **Décrire la conscience translinguistique de futurs enseignants de français : Une avenue pour comprendre les enjeux liés à la comparaison des langues en classe**

Joël Thibeault (Université de Regina) [Joel.Thibeault@uregina.ca](mailto:Joel.Thibeault@uregina.ca) et Claude Quevillon Lacasse (Université du Québec à Montréal)

Si, avec moult chercheurs (Cummins, 2014; Lyster, 2014; Wright, 1996), on soutient que la mise en contraste des mécanismes sous-tendant le français et l'anglais peut amener l'élève en immersion française à développer des savoirs opérationnels dans les deux langues, on peut se demander si les futurs enseignants ont développé la conscience translinguistique qui permettra cette comparaison en classe. La conscience translinguistique, définie comme « the ability to reflect upon similarities and differences across languages » (White et Horst, 2012, p. 182), a surtout été étudiée auprès de populations d'élèves (Jessner, 2006; Thibeault et Gauvin, à paraître) ; peu de travaux ont visé les futurs enseignants. Ainsi réalisons-nous actuellement une étude sur ce sujet auprès de 25 futurs enseignants de français en Saskatchewan. Ciblant la conscience translinguistique relative à la création des questions, aux déterminants possessifs et aux verbes de mouvement, nous leur avons administré un questionnaire et nous les avons rencontrés individuellement. Dans le cadre de cette entrevue, nous leur avons demandé de traduire 15 phrases de l'anglais au français et 15 phrases du français à l'anglais. Nous les avons également invités à justifier leurs traductions et nous avons analysé leurs justifications par un traitement inductif (Blais et Martineau, 2006). Pour cette communication, nous présenterons les résultats liés à la conscience translinguistique de nos participants quant aux déterminants possessifs et, à la lumière des données, nous verrons comment la formation des maîtres peut les préparer à recourir aux pédagogies qui reposent sur la comparaison des langues du programme-cadre en immersion.

### **The impact of a remedial small-group intervention in English on French word reading skills of bilingual students enrolled in French immersion programs**

Marie-France Côté (Université du Québec à Montréal) et Robert Savage (University College London) [robert.savage@ucl.ac.uk](mailto:robert.savage@ucl.ac.uk)

Many correlational studies (e.g., Chung, Chen, & Geva, 2018; Koda, 2012, Snow, 2008) have shown that reading abilities in the L1 are related to those in the L2 and suggested that cross-linguistic transfer of these skills is possible. However, causal evidence of cross-linguistic transfer is still needed (e.g., Deacon & Cain, 2011). In that line of thought, the present study aimed to answer two questions; 1) What are the impacts of a remedial reading intervention in English on decoding skills in French among Grade 1 at-risk students? 2) Does transfer of knowledge (e.g. of specific grapheme-phoneme correspondences) or of processing skills (e.g. decoding mechanisms) occur? Participating schools were assigned to one of two experimental conditions. Grade 1 ( $n = 99$ ) bilingual at-risk students in each condition participated in small-group remedial sessions in English; three 30-minute sessions per week for 10 weeks. Students' word reading skills were measured in both languages, before and after the intervention. Multilevel analyses (HLM) suggested the presence of cross-linguistic transfer in Grade 1 for every reading outcome. Analyses also suggested that cross-linguistic transfer might occur more easily for decoding mechanisms than for specific GPC knowledge. This study is, to our knowledge, the first matched intervention study with a taught control to investigate and provide information regarding cross-linguistic transfer on multiple reading outcomes and that, among at-risk students. More intervention research to understand what transfers, and in which context, is needed. The adoption of teaching practices supporting cross-linguistic transfer seems essential in dual language contexts.

## **The Promotion of Critical Bi-Literacies and Multimodal Literacies through Dramatic Performance in an Elementary Classroom**

Melissa Blandford (Bishop's University)

This presentation describes a case study within a three-year university-school research project on cross-curricular collaborations between an FSL and ELA teacher in a multiage classroom (Grades 4-6) in their promotion of children's critical bi-literacy development (Comber, 2013, Lau, 2012). Translanguaging (Garcia & Wei, 2014) between English and French, the children explored collaboratively related issues such as world sociopolitical conditions, human rights, discrimination, resilience, etc. As a member of the research team, I conducted a case study to explore how translanguaging practices impact student self-perception as bilingual learners/users and the extent to which drama performance fosters critical learning and students' agency in social change (Pahl & Rowsell, 2009; Ntelioglou et al., 2014). Drawing on plurilingual and pluriliteracies perspectives (Armand, Dagenais, & Nicollin, 2008; Cope & Kalantzis, 2000), real life stories are read, discussed, and collected from refugees and immigrants through in-class interviews. The cumulating task, a bilingual dramatic performance, involved a 9-week preparation process that included a co-construction of a play script about the life of a refugee family before and after arriving in Canada. Ethnographic data shows the collective creation process promoted a deepened understanding of the local implications of the pressing global issue as learners improvised and embodied the experiences and challenges faced by the refugees, fostering their identities as critical language users and agents of change. Research findings point to the opportunities and potential afforded by dramatic performance in the promotion of students critical bi-literacies and multimodal literacies.

## **Projet Transfert ELA-FLS : Encourager les transferts d'apprentissages langagiers en classe par le développement professionnel des enseignants**

Claude Quevillon Lacasse (Université du Québec à Montréal et ministère de l'Éducation et de l'Enseignement supérieur) [quevillon\\_lacasse.claude@uqam.ca](mailto:quevillon_lacasse.claude@uqam.ca)

Les programmes d'études de français langue seconde (FLS) et d'immersion primaire du Québec faisant mention explicite de l'importance des transferts linguistiques pour développer les compétences langagières (MELS, 2001), un projet visant à encadrer des enseignants d'*English Language Arts* et de FLS dans leurs efforts de collaboration pour encourager les transferts des apprentissages langagiers chez leurs élèves a débuté en 2013-2014. Depuis, plusieurs outils de formation ont été créés pour amener les enseignants à évoluer sur un continuum de pratiques favorisant le transfert d'apprentissages langagiers. Les théories de Cummins sur l'interdépendance des langues (1979) et le concept de *Teaching for Transfer* (2008), ainsi que les recherches empiriques sur l'influence entre les langues (De Angelis et Dewaele, 2011; Jarvis et Pavlenko, 2010; Ringbom, 2007), le modèle multilingue de Cook (2001) et les avantages des apprenants bilingues (Bialystok, Peets et Moreno, 2014), ont servi de base théorique pour les formations proposées aux enseignants. Le dispositif d'accompagnement des enseignants a été inspiré de recherches dans le domaine du développement professionnel des enseignants (Kubanyiova, 2012; TNTP, 2015; Macaro, Graham et Woore, 2016) et de projets similaires aux États-Unis (Beeman et Urow, 2012; Escamilla et al., 2014; Hamayan, Genesee et Cloud, 2013), alternant formations, planification collaborative, analyse de pratiques enseignantes vidéocaptées, observations commentées en classe, observations entre pairs et vidéocaptations. Cette communication présentera les fondements du projet, les transpositions didactiques effectuées dans le processus d'accompagnement professionnel des enseignants et quelques données qualitatives provenant d'entretiens semi-dirigés avec les enseignants participants et de vidéocaptations en salle de classe.

## **Quelle didactique du français en contextes minoritaires ? État des lieux et perspectives prospectives**

**Organisateurs :** Joël Thibeault (Université de Regina) [Joel.Thibeault@uregina.ca](mailto:Joel.Thibeault@uregina.ca) et Carole Fleuret (Université d'Ottawa) [cfleuret@uottawa.ca](mailto:cfleuret@uottawa.ca)

À une époque où de nombreux chercheurs reconnaissent l'importance, voire la nécessité de mettre en avant une didactique contextualisée des langues (Blanchet, Moore et Asselah Rahal [dir.], 2009; Rispail [dir.], 2017), on peut se questionner quant à l'émergence d'une telle didactique pour les contextes francophones minoritaires du Canada. Étudiés par de nombreux sociolinguistes (Landry et Allard, 1997; Levasseur, 2017; Mougeon et Beniak, 1995), ces contextes font certes montre de particularités, lesquelles intéressent de plus en plus la collectivité de chercheurs en didactique (Blain, 2003; Dagenais, 2017). Dans le cadre de ce symposium, nous réunirons donc un ensemble de didacticiens provenant de part et d'autre du pays, et ce, afin d'arrêter collectivement les fondements à partir desquels s'érige actuellement la didactique du français pour les contextes francophones minoritaires. Tour à tour, les présentateurs invités interrogeront donc les caractéristiques des contextes socioéducatifs dans lesquels ils s'inscrivent et proposeront des avenues que chercheurs et praticiens peuvent emprunter afin de répondre aux besoins des apprenants qui y évoluent. En fin de compte, les regards sociodifférenciés qui seront jetés par les conférenciers lors de ce colloque devraient permettre, d'une part, l'identification des spécificités qui caractérisent les contextes mis en avant-plan ; d'autre part, ils favoriseront la mise au jour d'enjeux didactiques transversaux, qui rejoignent ipso facto l'ensemble des contextes ciblés

### **Contextes d'apprentissage et contextes minoritaires : quelle réalité linguistique pour les élèves allophones?**

Carole Fleuret (Université d'Ottawa) [cfleuret@uottawa.ca](mailto:cfleuret@uottawa.ca)

L'hétérogénéité des salles de classe est une réalité indéniable aujourd'hui dans nos sociétés et elle oblige, par les défis qu'elle engendre, à repenser les choix pédagogiques qui font légion dans l'enceinte scolaire. Comme le soulignent Porquier et Py (2013), « tous les phénomènes langagiers secrètent leur propre contexte » (p. 31). Qu'est-ce à dire? Bien que ce vocable, *contexte*, soit polysémique, les chercheurs s'entendent sur deux aspects ; il existe un contexte linguistique et un contexte situationnel (*ibid.*). En présupposant que la salle de classe demeure au cœur du développement langagier des apprenants, car elle est le premier contexte d'apprentissage de la langue de scolarisation (Verdelhan-Bourgade, 2002), il nous semble important d'explorer le type de situations langagières préconisées, notamment en contexte minoritaire. De plus, partant du principe que chaque acte éducatif est avant tout un acte socialement ancré, on peut se questionner sur le type de transposition didactique qui s'opère dans les agirs pédagogiques. En Ontario, par exemple, le français et l'anglais s'entremêlent, et la place et la valeur accordées au français et aux autres langues dans la salle de classe demeurent un défi important. Dans cet ordre d'idées, les contextes d'apprentissage sont-ils propices, dans le sens bakhtinien, aux différentes voix de la classe ? C'est dans cet esprit que, dans le cadre de cette présentation, nous souhaitons nous intéresser aux contextes de classe et à l'appropriation du français de scolarisation, au regard de la population scolaire et de son répertoire langagier en Ontario français.

### **Les dictées métacognitives : un dispositif didactique prometteur pour le développement de la compétence orthographique en milieu minoritaire**

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Les dictées métacognitives (Haas, 2002; Cogis et Ros, 2003; Nadeau et Fisher, 2006), des activités régulières misant sur la verbalisation des conceptions grammaticales des élèves, l'étayage éclairé et ouvert de l'enseignant et le recours aux manipulations syntaxiques pour résoudre des problèmes orthographiques partagés par les élèves, ont fait l'objet de recherches empiriques en milieux francophones majoritaires (Nadeau et Fisher, 2014;

Wilkinson, 2009) et en immersion française (Ammar et Hassan, 2017), qui en ont démontré l'effet significativement positif sur la compétence orthographique d'élèves du primaire ou du secondaire. Or, les élèves scolarisés en milieux minoritaires éprouvent également des difficultés sur le plan orthographique dans leurs productions écrites. Grâce au soutien financier du ministère de l'Éducation de l'Ontario, une recherche empirique a été menée auprès d'élèves de 9<sup>e</sup> année dans 15 classes expérimentales (n = 117) et huit classes contrôle (n = 69) provenant de deux filières scolaires, l'une s'avérant plus faible en français que l'autre selon les taux de réussite au Test provincial de compétences linguistiques (TPCL) de l'Ontario. Suivant un devis quasi-expérimental, cette recherche a de nouveau démontré un effet positif, cette fois en contexte francophone minoritaire. Dans cette communication, les résultats seront présentés pour mettre en lumière l'impact des dictées métacognitives sur la compétence orthographique d'élèves de l'Ontario en tenant compte du degré de contact avec le français en dehors de la classe et de la filière scolaire de ce contexte particulier.

### **Réflexion sociodidactique sur l'enseignement de la grammaire en contextes minoritaires : l'exemple du verbe et de son accord chez des élèves en Ontario français**

Joël Thibeault (Université de Regina) [Joel.Thibeault@uregina.ca](mailto:Joel.Thibeault@uregina.ca)

La variation est inhérente à toute langue (Labov, 1972) et, si on postule que l'apprentissage d'une langue s'édifie à partir des connaissances que les élèves en détiennent déjà (Vygotski, 1934/1997), il convient de tenir compte des français de leur répertoire à l'école (Verdelhan-Bourgade, 2002). Dans cette optique, notre communication veut poser les jalons d'une sociodidactique de la grammaire pour les contextes francophones minoritaires du Canada. Pour ce faire, nous procéderons d'abord à une présentation du cadre théorique de la sociodidactique, sociolinguistique et didactique mêlées (Rispaïl, 2005), et nous nous intéresserons plus particulièrement à la place de l'enseignement grammatical en son sein (Vargas, 1996). Puis, afin d'illustrer la pertinence d'une telle sociodidactique, nous relaterons les études en sociolinguistique qui se sont penchées sur la compétence des apprenants de l'Ontario français pour ce qui est de l'accord du verbe à l'oral (Mougeon et Beniak, 1991, 1995) et à l'écrit (Thibeault, 2017). Cette recension des travaux empiriques nous permettra, en fin de présentation, de proposer des dispositifs d'enseignement qui reposent sur la variation documentée en sociolinguistique et qui, de facto, considère et valorise le vécu linguistique de l'élève dans l'enseignement de la norme linguistique de l'école.

### **« C'est vraiment fort ! » : la production de textes et l'art dramatique dans une école francophone de la Colombie-Britannique**

Sara Schroeter (Université de Regina) [Sara.Schroeter@uregina.ca](mailto:Sara.Schroeter@uregina.ca)

L'art dramatique est une forme de littératie multimodale (Gallagher et Ntelioglou, 2011 ; Lenters et Winter, 2013) et une méthode efficace pour appuyer l'apprentissage de la langue. Malgré l'enthousiasme qu'il suscite dans les contextes d'apprentissage de l'anglais (Ntelioglou, 2011 ; Wager, Poey et Berriz 2017), l'art dramatique n'est pas nécessairement pratiqué à tous les niveaux scolaires, et peu de recherches ont examiné son application dans les milieux minoritaires francophones. Dans cette communication, nous présenterons des données issues d'une étude ethnographique menée dans une école secondaire dans laquelle une chercheure et une enseignante ont collaboré pour intégrer l'art dramatique, approche pédagogique multimodale, dans les cours de sciences humaines de 9<sup>e</sup> année. En utilisant la théorie de la multimodalité (Dagenais, 2012 ; Kalantzis, Cope, Chan et Dalley-Trim, 2016 ; New London Group, 1996) et la littératie corporelle (*embodied literacy*) (Perry et Medina, 2011 ; Wohlwend, 2013), nous ferons une analyse de textes rédigés par des élèves alors qu'ils se mettaient dans la peau d'un personnage pour écrire (« écriture en rôle ») et lorsqu'ils écrivaient dans leurs propres voix. Ce travail montre que l'art dramatique a permis à ces élèves de créer une communauté de pratique (Lave et Wenger, 1991) francophone en explorant des situations historiques imaginées. La réaction de l'enseignante est également examinée pour illustrer comment la production de textes écrits « en rôle » a eu une incidence sur la qualité de l'écriture de ces élèves. Cette étude suggère que l'art dramatique peut être un outil puissant pour l'enseignement de l'écriture en contexte minoritaire.

## **Quelques pratiques innovantes et principes pédagogiques à proposer pour l'enseignement des littératies plurilingues et multimodales en milieux minoritaires francophones**

Diane Dagenais (Université Simon Fraser) [diane\\_dagenais@sfu.ca](mailto:diane_dagenais@sfu.ca)

Depuis quelques années, les langues sont conceptualisées dans la recherche en termes de pratiques flexibles et fluides, marquées par le mélange de codes, de variétés linguistiques et de modes d'expression. Cette vision se démarque de la supposition que les langues sont constituées de frontières fixes et étanches, et qu'il faut donc les séparer à l'école pour assurer l'apprentissage des langues scolaires. Pour ceux qui s'éloignent de cette dernière perspective, c'est plutôt en facilitant la pluralité des formes d'expression que l'apprentissage des langues est favorisé. Selon eux, quand les pratiques de littératies multimodales et plurilingues privilégiées au quotidien par les apprenants sont reconnues et considérées comme ressources, elles peuvent servir de point de départ pour analyser les variétés linguistiques et développer une meilleure compréhension de la langue d'enseignement. Or, dans les écoles en milieux minoritaires, où des politiques linguistiques de monolinguisme et de séparation des langues ont été mises en place pour protéger le français, les formes de communication hybrides peuvent être perçues comme une menace. Nous offrons dans cette communication une discussion des développements théoriques sur les littératies multimodales, en lien avec le plurilinguisme, pour contribuer à la construction des fondements d'une didactique du français en milieux minoritaires, ouverte à la diversité communicative. Nous examinerons quelques exemples d'activités novatrices et proposerons des principes pédagogiques pour soutenir l'apprentissage des langues scolaires par l'entremise des littératies plurielles. Nous discuterons aussi des réactions que ces activités peuvent susciter à la lumière des enjeux de l'enseignement des langues en milieux minoritaires.

### **Analyzing L2 Pedagogical Materials as Research: A How-To Guide**

**Organizer:** Leila Ranta (University of Alberta) [leila.ranta@ualberta.ca](mailto:leila.ranta@ualberta.ca)

One of the skills that language teachers develop with experience is to evaluate the suitability of pedagogical materials for their learners and learning objectives. This is often a largely impressionistic procedure. In contrast, the explicit and systematic analysis of pedagogical materials is a form of empirical research, which can serve a range of purposes. As demonstrated by a growing number of published articles involving this form of scholarship, materials analysis can shed light on the nature of the instructional input that learners receive, or reveal the degree to which theoretical ideas from SLA have found their way into teaching practices (e.g., Ellis, 2002; Richards, 2006). Given the fact that materials analysis can be illuminating, it is an ideal activity for novice researchers in applied linguistics.

In this colloquium, we will highlight four studies that have involved the systematic analysis of materials focused on a specific linguistic domain: two related to grammar and one each on pragmatics and vocabulary. Furthermore, in each of these studies, the researcher has approached their data analysis in a different way, either through the application of top-down categories or through a bottom-up strategy using corpus tools or some combination of these. Thus, each of the papers in this colloquium offers a unique methodological solution to the problem of how to get a picture of the overall trends in L2 teaching. The goal of this collection of papers is to provide a how-to survey of research methods for anyone embarking on a project involving pedagogical materials analysis.

### **Analyzing ESL grammar textbooks: Getting a picture of the status quo**

Leila Ranta (University of Alberta) [lleila.ranta@ualberta.ca](mailto:lleila.ranta@ualberta.ca)

Why do many learners appear to “know grammar but can't use it”? An examination of grammar textbooks can provide some insights. Analyses can focus on the metalinguistic explanations or the practice activities that are typical of textbooks. For example, Berry (2010) examined all of the grammatical terms that occurred in two English series used in Hong Kong. This presentation, in contrast, focuses on practice activities in intermediate-level grammar textbooks. The analysis aimed to characterize how practice was implemented and thereby address the broader question of whether SLA theory has any visible presence in L2 teaching.

The analysis involved selecting six textbooks used in adult ESL classes; each individual practice activity was classified in terms of its task demands. In order to classify the activities, a coding framework was developed based on low-inference features of the practice activities. Important dimensions in the classification were the targeted skill (listening/speaking/ writing), and the degree to which the learner-response was limited (e.g., provide the past tense of a given verb) or open-ended (e.g., create house rules for a guest). Almost 3000 practice activities were coded and quantified. Results revealed that 75% of the activities focused on written production and only 5% involved listening. The dominance of written and limited-response activities provides a concrete basis for arguing that typical grammar practice is unlikely to be transfer-appropriate for oral communication (Lightbown, 2008). This type of materials analysis will be discussed in terms of its ‘doability’ for research and its utility for L2 teacher education.

### **Analyzing form-focused and meaning-focused Instruction in English as a foreign language textbooks: Applying theory to practice**

Raquel Criado (University of Murcia) [rcriad@um.es](mailto:rcriad@um.es)

According to skill acquisition theory, through extensive practice, explicit (declarative) knowledge is the optimal 'causal avenue' for the attainment of implicit (fully automatized) knowledge in L2 learning (DeKeyser, 2015). Although communication-oriented teaching that aims to develop learners' communicative competence usually includes explicit information about the target language and necessarily targets implicit knowledge, these theoretical concepts are not easily applied to pedagogical activities, especially by practitioners. Instead, it is more useful to distinguish between form-focused instruction (FFI) and meaning-focused instruction (MFI), respectively.

In this presentation, I describe the development of a scale for the measurement of the degree to which textbooks contain explicit or FFI and implicit or MFI activities. The initial goal was to create a procedure in which the slippery concepts of explicit and implicit knowledge could be measured objectively and reliably and allow for scalar rather than dichotomous judgments. The 10-point scale ranges from 0 to 10 and views implicit and explicit knowledge as polar opposites: a maximum score for explicitness (10) leads to a score of 0 for implicitness and vice-versa. The second version of the scale was relabeled to measure FFI and MFI. The application of the scale will be exemplified and a brief overview of the results of two studies of teacher cognition and EFL textbook content and use will be offered. Finally, I highlight the potential usability of this theory-driven scale for practice-oriented purposes (textbook/lesson design and teacher development) and for research purposes (meta-analyses of the effectiveness of L2 instruction and design of (quasi)experiments).

### **Analyzing the lexical characteristics of ESL textbooks: A corpus-based approach**

Juliane Martini (Western University) [juliane.martini@uwo.ca](mailto:juliane.martini@uwo.ca)

It is widely accepted that L2 learners benefit from learning high-frequency vocabulary (Nation, 2013), and that recycling words facilitates vocabulary acquisition (Milton, 2009). This paper describes how freely available corpus tools can be used to identify opportunities for learning high- and mid-frequency vocabulary in L2 pedagogical materials. For this study, the Secondary ESL Corpus (SEC) was compiled using three ministry-

approved series of secondary-level ESL coursebooks. The corpus included all texts provided in written format in the books. For the corpus collection, the content of the coursebooks was scanned using character recognition software and edited for possible distortions. After completing the first level of sub-corpora in the study (the unit level), the text-tool Corpus Builder, available at Lextutor (Cobb, 2016) was used to create the next level sub-corpora (the book level) and the complete SEC. For the analysis, the Range software (Heatley, Nation, & Coxhead, 2002) was used for frequency profiling. The software identified the frequency of each word in 1,000-word bands based on the British National Corpus (BNC) and Corpus of Contemporary American English (COCA). In order to identify the recycling of words across the books, each sub-corpus was entered into the Range software. Finally, Vocabprofile and VP-Negative tools on Lextutor were used to identify the missing words in each frequency level. Results showed that there are considerable deficits in the occurrence and recycling of these words in the selected coursebooks. Some advantages and challenges of doing this type of corpus analysis will be discussed.

### **Pragmatics at work: Analyzing L2 pedagogical materials as pragmatic input**

Alexandra Ross (Carleton University) [AlexRoss3@cmail.carleton.ca](mailto:AlexRoss3@cmail.carleton.ca)

Despite the importance of second language (L2) pragmatic competence, a prevalent concern in teaching L2 pragmatics involves a lack of authentic pedagogical materials (Bardovi-Harlig, 2017). This paper describes how computer software can support the top-down and bottom-up pragmatic analysis of L2 pedagogical materials, and furthermore, how these same methods can be applied to identify pragmalinguistic forms from target speech communities. The present study used speech act typologies (Alcón et al, 2005; Trosborg, 1995) and criteria for conventional expressions (Bardovi-Harlig, 2013) to identify the most frequently-occurring requests in 17 workplace ESL textbooks. Each textbook was scanned using optimal character recognition software. Subsequently, a 24 item, online-delivered oral discourse completion task was completed by 30 participants. The audio-recorded responses were transcribed, creating a corpus of 20,258 words. After uploading each dataset into Nvivo (2018), speech act typologies were integrated into the software as a coding scheme. Each dataset was also converted into Plaintext files and uploaded into Antconc (Anthony, 2018) to identify conventional expressions. For the speech act analysis, code queries were run in Nvivo to identify the most frequently occurring request strategies found in each dataset. Antconc's (Anthony, 2018) Clusters/N-Gram feature was also applied to each dataset to identify the most frequently-occurring conventional expressions. Significant differences were found in the frequency of request types identified in the textbooks and elicited responses, suggesting that L2 workplace textbooks provide insufficient pragmatic input for learners. The strengths and limitations of this approach to analyzing L2 pedagogical materials as pragmatic input will be discussed.

**Linguistic Risk-Taking at the University of Ottawa and the University of Vienna:  
New Ways of Supporting Language Learning**  
**Symposium Organizer:** Nikolay Slavkov (University of Ottawa) [nslavkov@uOttawa.ca](mailto:nslavkov@uOttawa.ca)  
**Discussant:** Danielle Moore (Simon Fraser University) [daniele\\_moore@sfu.ca](mailto:daniele_moore@sfu.ca)

This symposium focuses on the notion of linguistic risk-taking (Beebe, 1983; Cervantes, 2013; Slavkov & Séror, in press) and details a new pedagogical initiative conceived at the University of Ottawa where courses, programs, and services in both English and French are available. In this bilingual context, we define linguistic risks as authentic communicative acts in learners' second official language (French/English) which may be "risky" due to discomfort about making mistakes, being misunderstood, misunderstanding others, being judged, taking on a different identity, or changing existing language habits. This may cause learners to remain within the comfort zone of their preferred (i.e. stronger) language instead of taking advantage of opportunities for authentic second

language engagement that abound on this bilingual campus. To engage learners and encourage them to take risks, we designed a Linguistic Risk-Taking Passport with over 70 risks distributed to over 800 language learners of French and English. The risks represent meaningful daily activities (e.g. speak the second language at the library, approach a passer-by for directions, order food at the cafeteria, interact with a professor, etc.). Learners autonomously check off risks in their passports (available as paper booklets and also as a beta version of a digital app), comment on difficulty levels, propose additional risks, and submit completed passports for prizes.

This symposium is organized by the Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) of the Official Languages and Bilingualism Institute (OLBI). Five presentations will address the development and continuous improvement of the initiative, data collected through the Linguistic Risk-Taking Passports, use of technology and the creation of a phone app, leveraging strategic learner competence to motivate students, applications in community service learning, and adaptation of the passport to an additional language and context: German at the University of Vienna. The final thirty-minute slot is reserved for a discussant.

### **The Linguistic Risk-Taking Initiative: Overview, Data-Driven Improvements and Future Directions**

Nikolay Slavkov (University of Ottawa) [nslavkov@uOttawa.ca](mailto:nslavkov@uOttawa.ca)

This presentation provides an overview of the Linguistic Risk-Taking Initiative, including theoretical background related to language anxiety, motivation, and willingness to communicate (Dörnyei et al., 2015; MacIntyre, 2017; MacIntyre et al., 1998). It then details the rationale for the creation of the Linguistic Risk-Taking Passport and how this primarily pedagogical tool was subsequently converted into a data collection tool where quantitative patterns were tracked (number, type, level, frequency and repetition of risks by individual students) and qualitative reflections (comments about specific risks and about the initiative in general) were collected. Based on data from four semesters of piloting and implementation, I offer an analysis indicating the need of a more precise description of risks by skill and theme, a more fine-grained system of measuring risk-level than the existing High (H), Medium (M), and Low (L) classification, and a need to find new ways of investigating the level of enjoyment and feeling of accomplishment associated with taking linguistic risks. These findings are then discussed in terms of the ongoing design of a Linguistic Risk-Taking phone app as an alternative to the paper-based passport booklet. I conclude by offering a discussion of future directions for the initiative, including continuous data-driven improvement and expansion to additional languages and contexts.

### **Linguistic Risk-Taking in New Intercultural and Technological Environments**

Martine Rhéaume (University of Ottawa)

In an era of major demographic changes and movements in higher education (HE) coupled with ever-changing technological developments, second language teaching and learning is taking on a new face. This presentation will look at linguistic risk-taking through the lens of an internationalized environment in HE where social media plays a major role in social relationships and technology intervenes in various daily interactions. I will demonstrate the importance of questioning and adjusting methods and approaches of language teaching and learning according to these emergent contextual factors. Focusing on the implementation of the French as second language (FSL) Linguistic Risk-Taking Passport as a supplementary tool in 3 intermediate courses (approx. 50 students), I discuss student questionnaire data in relation to the influence of factors such as the state of mind of students (Dweck, 2002), the selection of S.M.A.R.T goals (Doran, 1981), and students' reflection (metacognition) on their willingness to take linguistic risks in the L2. The importance of teachers' pedagogical intervention (cf. Dörnyei 2005; Dörnyei & Ryan, 2015) is also discussed in relation to the questionnaire results. Overall this presentation illustrates how educational intervention through activities involving an understanding of students' perception based on individual background, using emergent technologies, and integrating the Linguistic Risk-Taking Passport, can foster a willingness to take risks in the second language.

## **Linguistic Risk-Taking and New Opportunities for Communicative Strategy Instruction**

Ed Griffiths (University of Ottawa) [ed.griffiths@uottawa.ca](mailto:ed.griffiths@uottawa.ca)

This presentation examines how the Linguistic Risk-Taking Initiative has enabled the implementation of communicative strategy instruction within the language classroom (cf. Dörnyei & Thurrell, 1991; Faucette, 2001). Data from passports completed over the course of the project show which risks are classified by students as High-Medium-Low (or *Élevé-Moyen-Faible* in the French learners' passport). Analysis of this data combined with field notes from semi-structured interviews with participating teachers revealed that certain risks involving oral interactions such as talking on the phone and discussing financial affairs with the bank were judged by students to be particularly 'high-stakes'. The interviews revealed that vocabulary strategies were taught in response to these concerns, including lexical rehearsal (Cervantes, 2013) and paraphrase. Strategies extending beyond the lexical level (Iwai, 1998) were also taught, including repetition requests, clarification checks and how to tackle message abandonment and avoid a breakdown which may affect future motivation ('I'm sorry but would you mind if I called back later?'). These findings indicate that it may be beneficial to incorporate additional strategic learner support into the initiative. I discuss potential parallels with L1 communication concerning the strategies which emerge from the interview data. L1 speakers also draw on the above strategies to avoid or repair communicative breakdowns, for example, on a bad phone line, in a noisy environment or when listening to unfamiliar accents. Learner introspection into such L1 strategies may raise awareness about them and contribute to their transfer into the L2, and as such further reduce anxiety and facilitate linguistic risk-taking.

## **Language Risk-Taking with Community Service Learning**

Laura Ambrosio (University of Ottawa) [Laura.Ambrosio@uOttawa.ca](mailto:Laura.Ambrosio@uOttawa.ca)

As part of its 2020 strategic plan, our university created a community engagement centre based on the will to produce graduates and to educate and inspire them as world citizens. The centre's vision illustrates its double focus on student learning and community outcomes with community service learning (CSL). Its goals include fostering social responsibility, leadership and skills development among students, as well as building mutually beneficial partnerships to address community priorities. This presentation addresses different aspects of CSL in a university context and their links with linguistic risk-taking opportunities. I elaborate on the characteristics, opportunities and challenges associated with providing a CSL Program as an option in language learning, linking them with motivational CSL factors, in and outside the classroom. The research is grounded in positive psychology frameworks (e.g. Granena, 2016; MacIntyre, 2016; Mercer et al., 2016; Oxford, 2016; among others) and includes data extracted from student journals over a ten-year period (2008-2018). In total, 541 journals were collected with 10 reflections per journal, focusing on students having chosen CSL with different community partners. A subset of the data was analysed based on one hundred journals selected for this presentation. Quantitative results of the journals along with an additional analysis of institutional surveys focus on the proportional representations of various CSL sectors, such as health, education, university associations and others. Qualitative analyses indicate that CSL fosters language learning factors such as autonomy development, motivation, self-confidence, character strength within a language learning context, and therefore lead to increased linguistic risk-taking capacity.

## **The Application of the Linguistic Risk-Taking Initiative for German Language Learners in an Austrian University Context**

Stefanie Cajka

While the Linguistic Risk-Taking Initiative was originally conceived at the University of Ottawa, this presentation will focus on its implementation in a linguistically different context: Austria. The University of Vienna where the initiative was adapted is dominated by a mostly monolingual habitus (cf. Gogolin, 1994), at least with regard to

admission. Hence, proof of German knowledge at the C1 level of the Common European Framework of Reference for Languages (Council of Europe, 2001) is required for students in degree programmes. To help them obtain this level of proficiency, the institution offers a University Preparation Programme. In this context, the application of the Linguistic Risk-Taking Initiative was viewed as an expedient tool to accompany the learning process by raising awareness of outside resources available to students in their everyday life and by fostering their engagement in authentic language use situations. This presentation offers an analysis of data from learner questionnaires (20) and completed passports (200) from the Canadian initiative, juxtaposes this with the Austrian context, and details the developmental and adaption process of a Linguistic Risk-Taking Passport in German. Specific findings relate to the need of risk categorization, consistent strategic motivational support, and the opportunity of (cyclical) feedback as a focal element of the initiative (see also Slavkov and Séror, in press). Finally, the piloting and implementation of the newly adapted Austrian initiative is discussed along with suggestions for future research evaluating learners' and teachers' perceptions.

### **Truth and Reconciliation, Indigenous Language Revitalization, and Applied Linguistics: a Critical Dialogue**

**Organizer:** Hyunjung Shin (University of Saskatchewan) [hyunjung@usak.ca](mailto:hyunjung@usak.ca)

**Discussants:** Jan Hare [jan.hare@ubc.ca](mailto:jan.hare@ubc.ca), & Patsy Duff, [patricia.duff@ubc.ca](mailto:patricia.duff@ubc.ca) (University of British Columbia)

Truth and reconciliation requires learning and acting to reshape present-day Canada by changing settler-Indigenous relationships, indigenizing educational institutions, and investing federal funds in Indigenous languages (Mackey, 2013). In Canada, the teaching and learning of official languages cannot be separated from settler colonialism. For example, the ideology of official bilingualism and racial hierarchies reinforces marginalisation of Indigenous peoples (Haque & Patrick, 2014). Despite the importance of research on languages other than official languages (Duff & Li, 2009) and of critical pedagogical exploration of the relations between Indigenous peoples in Canada, historical settlers, and newcomers/ sojourners in many additional language classrooms, the role of applied linguists in truth and reconciliation remains under-represented.

This symposium creates a critical dialogue among applied linguists regarding the role of applied linguistics research and practices in the era of reconciliation. Specifically, the symposium explores possibilities for stronger connections between the fields of applied linguistics and Indigenous language revitalization (McIvor, 2018) and to the Truth and Reconciliation Commission (TRC)'s recommendations in a range of language learning/teaching contexts. Adopting a critical applied linguistics perspective and decolonizing Indigenous epistemologies as frameworks (e.g., Pennycook, 2001; Smith, 1999), the symposium highlights the material, political, and social dimensions of language. The papers explore how a cross-disciplinary approach bringing together insights from applied linguistics, Indigenous language revitalization, language ideologies, language policy, and language pedagogy can contribute to a deeper and ethical understanding of what truth and reconciliation means for applied linguistics as well as interventions to decolonize applied linguistics research and practices

### **NETOLNEW 'One mind, one people': Building partnerships towards the resurgence of Indigenous languages in Canada**

Onowa McIvor (University of Victoria) [omcivor@uvic.ca](mailto:omcivor@uvic.ca) & Peter Jacobs (Simon Fraser University) [pwjacobs@sfu.ca](mailto:pwjacobs@sfu.ca)

NETOLNEW is translated as 'one mind, one people' or 'doing things as one' in the SENCOTEN language. Indigenous language revival is a pressing issue and should be of concern for not only Indigenous communities and Indigenous language revitalization (ILR) scholars but all Canadians and other scholars working in additional language learning. Our approach to growing knowledge is through partnerships, both across various Indigenous

communities and language groups in Canada but also across other language sectors that can assist in Indigenous language resurgence as well. Our wholistic research approach studies the spheres in which language learning is happening with particular attention to sites where Indigenous adults are learning Indigenous languages as well as spaces where they are able to pass it on to others. The strong Indigenous partner connections and networks that exist, and continue to build in this project, bring breadth and strength to this pan-Canadian partnership. Together we are working to achieve realistic language revitalization outcomes and develop a national network of those working at the core of Indigenous language revitalization. However, the damage to our languages was a national endeavour and efforts to revive should involve more than Indigenous peoples alone. Those working in additional language learning and applied linguistics hold special knowledge and skills that could be extended to ILR to great gains. Working across these two fields more purposefully, would build capacity amongst Indigenous people and maximize the resources available to maintain, revitalize and strengthen nation-wide reconciliation and revitalization efforts of the Indigenous languages of Canada.

### **Language ideologies and Indigenous language revitalization**

Hyunjung Shin, [hyunjung@usak.ca](mailto:hyunjung@usak.ca) & Reanna Daniels (University of Saskatchewan)

This paper examines competing language ideologies related to Indigenous language maintenance and revitalization (ILR) within a complex web of power. ILR often mobilizes authentication of linguistic and cultural identities as a key strategy (Kubota, 2014). Yet, globalization and increased mobility of people, including Indigenous peoples, challenge such ideologies of authenticity (Patrick, 2007). Furthermore, neoliberal ideologies of language as commodified skills in the new global economy (Heller, 2003) shift the meanings of Indigenous peoples' multilingual repertoires.

We situate this discussion in the context of our reflexive inquiry (Coles & Knowles, 2000) to foreground our experiences as a university instructor and a graduate student in an applied linguistics course. We come from different backgrounds: The first author is an applied linguist, an immigrant of Asian origin, and faculty at a Saskatchewan university. The graduate student author is a Cree teacher at a reserve school in Saskatchewan where the language of instruction is English. Drawing from Bourdieu's (1991) notion of linguistic market and linguistic capital, we explore how Indigenous learners' investment in learning Cree is related to the social value of the language, which in turn, is related to the value placed on Cree speakers in the larger social hierarchy in Canada. We report on emerging findings from an ongoing pilot study on school language policy at the reserve school to create a safe space for speaking the language, through Cree class time. We explore some applied linguistics theories that may help to inform language learning and teaching methods in Indigenous language classrooms.

### **Indigenous language revitalization and applied linguistics: Conceptualizing an ethical space of engagement between academic fields**

Belinda Daniels (University of Saskatchewan) & Andrea Sterzuk (University of Regina)  
[Andrea.Sterzuk@uregina.ca](mailto:Andrea.Sterzuk@uregina.ca)

This symposium provides space for critical discussion of the relationship between Indigenous language revitalization (ILR) and applied linguistics. As a field, applied linguistics examines language-related issues in social contexts and so a closer connection between these two areas seems natural. Yet, McIvor (2018) explains that ILR has developed 1) largely through grassroots initiatives by Indigenous language activists and communities and 2) mostly in isolation from second or additional language education, areas typically associated with applied linguistics. While there is nothing inherently problematic about fields operating separately, there is value in examining the possible reasons for this separateness (Sarkar, 2017); mutually beneficial reasons for these fields

to be in closer conversation and the types of changes necessary for creating an ethical space of engagement (Ermine, 2007).

We write from distinct positions: 1) A nêhiyaw woman working in language resurgence and 2) A settler woman working in language issues related to settler-colonialism. We draw from an ongoing research project that examines teacher and learner experiences in a land-based language camp to illustrate similarities and differences between the fields in terms of assumptions about knowledge and teaching and research methodologies. For example, our research design uses sharing circles as method, respects nêhiyaw protocols, and flattens typical researcher-participant hierarchical relationships. Ultimately, our paper argues that Indigenous language teaching and research methodologies can help to reshape applied linguistics in ways that can contribute to ethical relationships between settlers and Indigenous peoples in the territory currently known as Canada.

### **The LINCIRE project: Fusing plurilingual/pluricultural approaches and Indigenous worldviews to foster language revitalization**

Enrica Piccardo (University of Toronto) [enrica.piccardo@utoronto.ca](mailto:enrica.piccardo@utoronto.ca) & Geoff Lawrence (York University) [glawrenc@yorku.ca](mailto:glawrenc@yorku.ca)

The revitalization of Indigenous languages and the maintenance of linguistic diversity are sensitive to socio-historical and political factors, but they are also put at risk by inadequate crossfertilization between different pedagogic cultures. Challenging the classic multilingual view, which keeps languages in separate silos, this paper discusses a Canadian-funded international research collaboration, LINCIRE, that integrates an Indigenous-informed pedagogical framework and leverages an e-portfolio tool to help revitalize Indigenous languages using a plurilingual approach. This paper will discuss the project's theoretical framework that integrates humanistic and holistic Indigenous epistemologies (Battiste, 2002; Yunkaporta, 2009) with a European plurilingual perspective, embracing a "multiple cultures" model (Henderson, 1996; 2007). This framework has informed the creation of LITE (Language Integration Through Eportfolio), a plurilingual, action-oriented online learning environment. Learners, seen as autonomous agents rooted in their multiple linguistic and cultural identities, are guided by the four dimensions of the Medicine Wheel (Pitawanakwat, 2006) - mind, body, emotions, and spirit - to holistically reflect on their learning and linguistic/cultural trajectory using a range of online tools. The paper presents results of this collaboration of language researchers and educators from four areas of expertise: plurilingualism, action-oriented approaches, Indigenous epistemologies and technology-enhanced learning. Data from the implementation of plurilingual action-oriented tasks in Anishinaabemowin revival contexts are presented alongside potential challenges of this technology-mediated paradigm for language revitalization. The paper will conclude with a discussion of the relevance of this pedagogical model in the North American contexts and the importance of two-way learning between Indigenous and western educational communities.

### **Language and white settler integration of Indigenous and Immigrant communities in Canada**

Eve Haque (York University) [ehaque@yorku.ca](mailto:ehaque@yorku.ca)

In this paper, I want to discuss how integration, with language as its key technology, is the mode through which contemporary entanglements of white settler logics of assimilation continue to underlie state relations with Indigenous and racialized immigrant communities in Canada. White settler colonial projects of assimilation from the late 19th and early 20th century that specifically targeted Indigenous communities and immigrant groups have been largely discounted in the present. In its place is a current framework of 'integration' for the recognition of Indigenous and racialized groups within the white settler Canadian context; whether it is couched in the language of multiculturalism, inclusion or preservation. Integration emerged as the contemporary

preferred mode for organizing ‘multicultural’ national belonging out of the Royal Commission on Bilingualism and Biculturalism (1963-1970) and arose not in opposition to assimilation but rather as part of the same continuum for the constitution and management of difference. With the move away from explicitly assimilative projects, language became the key technology in the naming and dividing practices of differences that are constitutive to contemporary national projects of multicultural integration as well as the coloniality of ongoing white settler relations. This means that immigrant language training and Indigenous language preservation have become sites of integration in ways that often do little to disrupt white settler nationalism. In order to outline these processes, I will draw on a corpus of material including briefs submitted by ‘immigrant’ and Indigenous communities to the Royal Commission on Bilingualism and Biculturalism (1963-1970), submissions made to the Royal Commission on Aboriginal Peoples (1991-1996), reports of the Task Force on Aboriginal Languages and Cultures (2005) and the Calls to Action of the Truth and Reconciliation Commission (2015).

### **Transnationalism and heritage/additional language learning and socialization: Negotiating ideologies, identities, and practices**

**Organizer and discussant:** Patsy Duff (University of British Columbia) [patricia.duff@ubc.ca](mailto:patricia.duff@ubc.ca)

Applied linguists are increasingly concerned with transnationalism and multilingualism and the consequences of migration for educational or employment opportunities, language learning and maintenance, and social integration (Author, 2015; Blommaert, 2010; Warriner, 2017). Transnationalism can be examined across multiple scales by studying those whose families experienced transnational migration more than a generation ago under various circumstances (e.g., economic, political, colonial, aspirational) as well as those currently in the midst of, or imagining, transnational migration and settlement (or sojourns) on a short-term or longer-term basis; and at various levels of analysis, from macro-social to micro-interactional (Douglas Fir Group, 2015). Transnationalism involves the negotiation of complex ideologies, identities, emotions, and relationships across geopolitical spaces, communities, and timescales. Learning or maintaining languages is often a major goal and outcome of migration.

This symposium comprises five empirical studies: (1) Spanish heritage-language (HL) schooling for the grandchildren of Chilean refugees to Canada in the late 1970s (Ava Becker); (2) university Mandarin language learning by Chinese HL students in Canada from a variety of Sinophone regions (Duanduan Li & Patricia Duff); (3) China-Canada transnationalism in families who move between these two (and other) countries in large part for their children’s bilingual education and cultural development (Klara Abdi); (4) Japanese students in a study-abroad program at a Canadian university in which English is the medium of instruction (Victoria Surtees); and (5) Anglophone returnees from sojourns in Greater China who perform roles as “knowledgeable learners” of Chinese (Liam Doherty). Each study illustrates the unpredictability and nonlinearity of multilingual socialization in terms of participants’ trajectories, identities, and ideologies, themes to be noted by the discussant (Patricia Duff).

### **“Too much earthquakes”: Imagined transnationalism and Spanish heritage language development trajectories**

Ava Becker (University of British Columbia) [ava.becker@alumni.ubc.ca](mailto:ava.becker@alumni.ubc.ca)

In this presentation, I draw on data from a year-long ethnographic case study to examine how one second-generation Chilean-Canadian family talked about their heritage country, fostering “an opportunity for imagined transnationalism” (Duff, 2015, p. 18) that appeared to influence the children’s heritage language development (HLD) trajectories. The Calfu children attended a publicly funded, Spanish-English bilingual elementary school in a large Western Canadian city. Although the school had several heritage language speakers on faculty,

representations of culture revolved around the “superficial triad” of “foods, fairs, and folklore” (Kramsch, 2013, p. 23), and Spanish was used mostly to deliver curricular material in the afternoons. By contrast, the Calfu family actively socialized their children to remember the political upheaval that led to their family’s exile in Canada 40 years prior, in a blend of English to Spanish. Their commitment to social justice worked across multiple scales (Douglas Fir Group, 2016), and they participated in local events where Spanish use was not ubiquitous, but retained significant sociocultural value. The analytic focus here is on the children’s talk around two such events: 1) Their annual Salvador Allende commemoration tradition and 2) A fundraising effort for recent earthquake victims in Valparaíso. Despite the parents’ strong affective ties to Chile, the children claimed to have no interest in travelling there, citing the same reasons their parents gave for their continued connection (e.g., earthquakes). Implications of the family’s complex transnational imaginary are discussed in relation to the children’s HLD trajectories.

### **Negotiating Identities and Ideologies in Learning Chinese as a Heritage Language**

Duanduan Li, [duanduan.li@ubc.ca](mailto:duanduan.li@ubc.ca), & Patricia Duff, [patricia.duff@ubc.ca](mailto:patricia.duff@ubc.ca) (University of British Columbia)

A prominent theme in Chinese heritage-language (CHL) research worldwide, as well as research in other HL diaspora communities, concerns issues of *identity* in language learning, use, and loss (e.g., He, 2010; Authors, 2014, 2018). Not surprisingly, the issue of identity is also connected with circulating language ideologies and policies at a macro-societal level that may undermine CHL learning (Mizuta, 2017). Research on learners’ identities generally draws heavily on narratives of self-reported trajectories across different scales as CHL learners with particular transnational and multilingual histories and desires. In this study we examine the narratives and profiles of four CHL learners (from a larger dataset) who represented vastly different backgrounds, trajectories, multilingual repertoires, abilities, preferences, and identities despite sharing the same (problematic) label of “CHL learners” in the same university language program. The students, whose proficiency levels in Mandarin also varied, noted challenges and sometimes ambivalence in developing and maintaining high levels of CHL literacy especially. Their personal goals for learning Chinese were often fundamentally connected to their quest for “identity” as Chinese people, an affirmation of their “Chineseness” (Curdt-Christiansen & Hancock, 2014), and involved what Taylor (1994) calls the “politics of recognition”—recognition of one’s heritage, affiliation, language and rights. We discuss the four cases in light of current theories of transnationalism, multilingualism, and identity.

### **Negotiating ideologies and desires of bilingualism and cultural identity in Canada-China transnationalism: Mothers’ narratives**

Klara Abdi (University of British Columbia) [klara.abdi@gmail.com](mailto:klara.abdi@gmail.com)

Transnationalism is a growing phenomenon in today’s globalized world. But what leads immigrant families to return to their countries of origin and/or move back and forth between the two? Such factors are very complex and affected by the interplay of various legal, national, economic, familial and personal factors (Vertovec, 2004). My five-year longitudinal interview study examines the motivations and ideologies behind the ever-changing decisions of 17 mothers to move their families between Canada and China. In this presentation I will examine how the ideology of balanced bilingualism and the mothers’ wishes for their children to acquire more “Chineseness” in the form of language, cultural knowledge and various practices factored into such moves (cf. Curdt-Christiansen & Hancock, 2015). However, the mothers’ desires did not exist in a vacuum but were influenced by factors on various scales, from national policies such as the one child policy to very local factors such as teacher strikes. Differences in the views between husband and wife, parents and in-laws, as well as the sometimes conflicting needs of their children further complicated the decisions to move as well as the exact timing of such moves. By examining these decisions through a series of longitudinal interviews, taking place in

both Canada and China, I will show how over time some factors took precedence over others and the mothers used various, sometimes contradictory, justifications to explain changes in the family's decisions to move.

### **Norms and ideologies of being a “good study abroad student”: Learning how to ask for help with English at a Canadian university**

Victoria Surtees (University of British Columbia) [vsurtees@gmail.com](mailto:vsurtees@gmail.com)

Study abroad programs are a popular option for gaining transnational, multilingual and intercultural experience, particularly among university students. Doerr (2013, 2015) explains that advertising for these programs draws on *discourses of immersion* and *learning-by-doing*, which advocate for the value of language learning through mundane experiences such as shopping and chatting with locals. However, study abroad students who have learned via the classroom may be unused to engaging in practices associated with “doing language learning” in informal talk, such as claiming learner status or asking for language help (Eskilden & Theodórsdóttir, 2017; Theodórsdóttir, 2018).

This presentation examines the norms and practices that English-speaking peers at a large Canadian university associated with being a *good study abroad student*. It also highlights how those peers socialized three Japanese undergraduate study abroad students with an intermediate level of English to display their learner identities. The data, which include interviews with English-speaking peers and the Japanese students (13 hours) as well as the recorded conversations (11 hours), were analyzed using membership categorization analysis (Housley & Fitzgerald, 2015; Sacks, 1992) and discursive approaches to stancetaking (Du Bois, 2007; Stevanovic & Peräkylä, 2012). Findings highlight how ideological constructions of the *good study abroad student* construed agentive actions, such as asking for language help, as indexes of commitment to language learning that should be performed upon arrival in the host community. Conversely, study abroad students described such actions as practices learned through interaction with peers. Implications for pre-departure study abroad preparation will be discussed.

### **The sojourner's return: Long-term returnees as “knowledgeable” language resources**

Liam Doherty (University of British Columbia) [liam.doherty@ubc.ca](mailto:liam.doherty@ubc.ca)

This presentation draws on data from a multiple case study of peer mentoring among 15 post-secondary learners of Chinese as an Additional Language in which long-term learners (who had all had past experiences of studying abroad) were positioned as “mentors” and learning resources in an online space for current students in a language program at a large Canadian university. Though several studies of the long term effects of study abroad experiences on returned sojourners' life trajectories (e.g., Coffey & Street, 2008; Campbell, 2016) have found that such experiences are often significant formative and/or reference points, there has as yet been very little examination in the field of foreign language education of leveraging returnees' formative/transformational experiences as potential resources for peer learning. Indeed, the relationship between *mentors* and *mentees* in language learning has often been conceived as one of “native speaker” experts coaching “non-native speaker” novices, for example in such programs as language exchange, study abroad, and Tandem language learning. Despite tending to “manage expectations” and “mitigate risk” by playing down their linguistic abilities, returnees in the study took up roles as “knowledgeable” resources that corresponded neither to conventional notions of “experts” nor “novices”, but which nevertheless leveraged rich sociolinguistic repertoires derived from significant transnational and transcultural lived experiences in the language both during their time abroad and in the much longer post-return period. Furthermore, this role allowed them to agentively address issues they perceived as existing in formal language education by presenting an alternative model of language attainment.

**Publishing in Applied Linguistics Journals: A Conversation with Canadian Editors**  
**Publier en linguistique appliquée: Une conversation avec des rédacteurs/rédactrices canadiens des revues**

**Wednesday, June 5, 11:00-12:50, ANGU BIRMINGHAM CENTRE**

Light lunch offered/diner léger offert

**Karla Culligan** (University of New Brunswick) [kculliga@unb.ca](mailto:kculliga@unb.ca)

Session chair/Présidente de la séance

**Joseph Dicks** (University of New Brunswick) [jdicks@unb.ca](mailto:jdicks@unb.ca)

**Paula Kristmanson** (University of New Brunswick) [pkristma@unb.ca](mailto:pkristma@unb.ca)

Editors, *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*

**Jeff Bale** (OISE/University of Toronto) [jeff.bale@utoronto.ca](mailto:jeff.bale@utoronto.ca)

Associate Editor, *International Multilingual Research Journal*

**Farahnaz Faez** (Western University) [ffaez@uwo.ca](mailto:ffaez@uwo.ca)

**Antonella Valeo** (York University) [antvaleo@yorku.ca](mailto:antvaleo@yorku.ca)

Editors, *TESL Canada Journal*

**Murray Munroe** (Simon Fraser University) [mjmunro@sfu.ca](mailto:mjmunro@sfu.ca)

**Daphnée Simard**, (Université du Québec à Montréal) [simard.daphnee@uqam.ca](mailto:simard.daphnee@uqam.ca)

Editors, *Canadian Modern Language Review/Revue canadienne des langues vivantes*

**Leila Ranta** (University of Alberta) [lranta@ualberta.ca](mailto:lranta@ualberta.ca)

**Xavier Gutierrez** (University of Alberta) [xavier.gutierrez@ualberta.ca](mailto:xavier.gutierrez@ualberta.ca)

Editors, *Language Awareness*

**Angelica Galante** (Concordia University) [angelica.galante@concordia.ca](mailto:angelica.galante@concordia.ca)

On behalf of editor, *Journal of Belonging, Identity, Language and Diversity/Revue de langage, d'identité, de diversité et d'appartenance*

## PAPER PRESENTATIONS / COMMUNICATIONS

\*Abstracts are listed alphabetically according to the first authors' last name.

\* Les résumés sont présentés par ordre alphabétique selon le nom du premier auteur ou de la première autrice.

Abbott, Marilyn (University of Alberta) [Marilyn.Abbott@ualberta.ca](mailto:Marilyn.Abbott@ualberta.ca)

Lee, Kent (University of Alberta) [Kent.Lee@ualberta.ca](mailto:Kent.Lee@ualberta.ca)

Ricioppo, Sabine (University of Alberta) [Sabines@ualberta.ca](mailto:Sabines@ualberta.ca)

### *Is Portfolio-based Language Assessment (PBLA) Learning-Oriented Assessment?*

Portfolio-based Language Assessment (PBLA) in Language Instruction for Newcomers to Canada (LINC) requires teachers and students to collaborate to set language-learning goals and compile, reflect on, and assess, “numerous examples of language proficiency and learning in a variety of contexts over time” (CCLB, 2017, para. 2). However, limited research on PBLA currently exists, particularly from the students’ perspectives. Only Drew and Mudzingwa’s (2018) study of 70 intermediate ESL learners’ perceptions of PBLA has been published: the learners completed a questionnaire in English with no assistance from bilingual interpreters. While the learners agreed that PBLA is an effective assessment model, their comments indicated that they misunderstood the concept of reflection, as they equated it with review. Due to the language barriers incurred when communicating with beginner ESL literacy learners (BLLs), who are either first language (L1) non-literate or have limited literacy skills in both their L1 and English, no PBLA research has been conducted with BLLs. To address this gap, we individually interviewed 26 BLLs (n = 2 from 13 L1s) and their instructors (n = 4) about their understandings and use of PBLA. Interpreters conducted the student interviews in the students’ L1s and translated their responses into English. Interviews were transcribed and thematically analysed in relation to PBLA’s alignment with the six dimensions in Turner and Purpura’s (2015) Learning-Oriented Assessment (LOA) framework: contextual, elicitation, proficiency, learning, instructional, interactional, and affective. Results provide a better understanding of PBLA and have implications for optimizing instructors’ and learners’ assessment practices in LINC.

Ahn, Sung Kyung (University of Alberta) [sungkyun@ualberta.ca](mailto:sungkyun@ualberta.ca)

### *Dealing with subject teachers’ resistance to literacy education for ESL learners: The effect of a constructivist approach to teacher education*

Adolescents’ academic literacy has made little progress for three decades (Applebee & Langer, 2011). Yet, there is a tendency for subject teachers to resist supporting adolescents’ literacy development (Walker & Stone, 2011), with an attitude that the teaching of literacy to ESL learners is someone else’s job. Seeking an alternative approach to dealing with subject teachers’ reluctance and unawareness of literacy education in subjects, this paper discusses an alternative approach to teacher education to prepare pre-service teachers for an increasingly growing population of ESL learners in schools. The study adopts sociocultural theory (Vygotsky, 1978) as a theoretical framework and uses narrative inquiry (Clandinin & Connelly, 2000) as a research method. The data consist of a teacher’s **notes before and after** each lesson in a teacher education course in Western Canada, students’ coursework, and student-teacher interactions in class. The study discusses preservice teachers’ changes in attitude toward literacy education in subjects through their engagements in class discussions and their field experience at a diverse school. The study suggests that engaging students’ thoughts in constructing a concept of disciplinary literacy and L2 literacy can mediate their mind, reducing their resistance.

Akinpelu, Michael (University of Regina) [michael.akinpelu@uregina.ca](mailto:michael.akinpelu@uregina.ca)

### *Nigerian Pidgin as a vital tool for citizenry participation and sustainable development in Nigeria*

Pidgin is a rapidly growing and increasingly important language in Nigeria. From 30 million speakers in 2005 (Ethnologue, 2017), Nigerian Pidgin now has up to 75 million speakers, including those who use it as their first language (BBC, 2016). Although diversified, Nigerian Pidgin has a written form and is used in literature, radio and television programs, popular music, advertising and business. Furthermore, because it is used by people of every age, linguistic group, social class and educational level, it is a de facto lingua franca that readily unites the country’s multilingual landscape, and reduces the socioeconomic gap between the elites and the ordinary people created by the current language policy that highly favours the use of English as the language of political and economic participation. Despite its numerous functions and widespread in the country, Nigerian Pidgin is yet to receive any official recognition and status. This constitutes a major impediment to the

full utilization of a language which has the potential of attracting higher participation in the economy compared to English which is considered the language of the elites and only account for about 20% of the population (Simire, 2003). Drawing on the concept of sociolinguistics of development which advocates a language policy that empowers the masses “to become the ‘engines’ that drive economic growth and development” (Djité, 2008:179), this presentation challenges the current status quo and proposes a revised language policy that acknowledges the meaningful contribution of Nigerian Pidgin to the socioeconomic advancement of the nation.

**Anwar, S. M. (York University) [sardar15@yorku.ca](mailto:sardar15@yorku.ca)**

### ***Fake News, Information Cocoons, and the Teaching of L2 Argumentative Writing***

The central question this paper asks is: How should we teach L2 students to use “evidence” in their argumentative writing? This question is important because the very idea of “evidence” is being challenged in unprecedented ways (e.g., the denial of climate change or the holocaust). Due to extraordinary ease of self-publishing with Web 2.0 platforms, it has become extremely difficult to separate facts from opinions.

The paper is organized in three sections. First, I present some difficulties in using evidence in this age of fake news and information overload. A review of recent literature shows that a considerable number of today’s youth get information and news from social media (Sunstein, 2017; Vaidhyanathan, 2018). However, very few of them know how to evaluate sources, assess credibility of information, engage ethically with the information, and turn it into meaningful knowledge (James, 2014; LaGarde & Hudgins, 2018). Some researchers have found that social media create *information cocoons* or *echo chambers* where media users hear the echo of their own voice (Barbera, 2014; Himelboim, McCreery, & Smith, 2013; Sunstein, 2017). Due to increasing ability to filter information on social media, users see what they *want* to see. Thus, contemporary media tendencies restrict opportunities to engage with different opinions and contradictory information. Resultantly, the young generation is becoming prone to increasing ideological and political polarization, which is a dangerous threat to democracy. In the second section of the paper, I present a teaching segment from my own credit-bearing EAP classroom at a university in Ontario. Through this segment, I illustrate how we might teach students to become serendipitous in evaluating the evidence and validity of their claims. In the final section, I elaborate on the concept of serendipity as a pedagogical principle. I highlight the importance of encouraging students to analyze, and not exclude, ideas. Even the bad ones. I conclude the paper by underscoring its potential contribution to a small but growing body of work on technology and second language writing (Bloch, 2007; Yim & Warschauer, 2014; Zheng, Yim, Warschauer, 2017).

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### ***Exploring the impact of DELF Correcteur Training in FSL teacher education***

Research to date on the Common European Framework of Reference (CEFR) has identified future language teachers as an under-researched stakeholder group implicated in its implementation across Canada (Arnott et al., 2017; Lemaire, 2013). Accordingly, specific calls have been made to examine the potential impact of CEFR-informed teacher training on future French as a second language (FSL) teachers’ French proficiency, as well as their developing practice (e.g., OPSBA, 2018). This presentation will report on findings from a survey of FSL teacher candidates (n = 13) following their completion of a 4-day Diplôme d’Études de Langue Française (DELF) Correcteur Training that was offered as part of the final semester of their Teacher Education program. Drawing directly from instruments used in related studies conducted with in-service FSL teachers (i.e., Rehner, 2017, 2018), the survey prompted participants to share background information as well as perceptions of the impact of the training on their French instructional planning and practices related to teaching, assessment and evaluation. Participant reflections on this professional development experience will be considered in light of what we know about the needs of aspiring FSL teachers in relation to the FSL teacher shortage in Canada (e.g., ACPI, 2018), including the documented need for enhanced support of their developing French language proficiency (CPF, 2018). The possibilities and limitations of continued implementation of such training in Teacher Education programs across Canada and in other contexts will also be discussed.

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### ***What Do Teacher Candidates Learn About Linguistic Diversity and Supporting English Learners? Results of a Pedagogical Content Knowledge Test***

This paper reports the results of a pedagogical content knowledge test on supporting English learners administered to mainstream teacher candidates in an Ontario teacher education program. Our test is based on an instrument developed by Hammer et al. (2015) in Germany. We adapted their test to the Ontario context, creating two versions each with 5 items and 13-14 questions. The items ask about: the language demands of the content areas; analyzing curriculum and vignettes of classroom practice in terms of theories of language learning and plurilingualism; and specific pedagogy that supports English learners. Our PCK test is part of a larger SSHRC-funded study of mainstream teacher education for linguistic diversity. We piloted the test three times (n=68), and began full administration in fall 2018. Year 1 teacher candidates took the test this fall, i.e., their first term in the program (n=351); all Year 2 candidates (n=~400) will take the test this winter, i.e., in their last term. This pre/post design allows us to understand in aggregate what candidates learn about supporting English learners throughout the program. Content analysis of the pilot data indicates that teacher candidates viewed the inclusion of home languages into classroom instruction primarily as a resource for English-language development. Candidates distinguished between “allowing” home-language use to draft assignments and “requiring” standard academic English in final drafts. Responses also construed multilingualism as an “efficient” tool for managing their classroom. Finally, candidates used theoretical terminology related to multilingualism more frequently than discussing specific teaching strategies to support multilingualism

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***Languages practices for knowledge production and dissemination by plurilingual EAL scholars in the humanities and social sciences: the Brazilian context.***

This paper is part of a larger research project (XXX, 2018) which investigates language practices for knowledge production and dissemination by plurilingual EAL scholars in Brazil. aligned with the theoretical framework adopted by investigations in the field of Research and Publication Purposes (ERPP) (Curry & Lillis, 2004, 2010), the practices adopted in the fields of humanities and social sciences will be analyzed. Previous investigations (Ammon, 2006; Lopez-Navarro et al, 2015; Van Weijen, 2012) have shown that different subject areas are more or less endo- or exocentric, more or less internationalized, and more or less ‘English’ or ‘local-language-oriented’ than others. In the natural and exact sciences, English clearly predominates as the global language, while Spanish, French and German are also key in the humanities and social sciences (Ammon, 2001; Burgess et al. 2014). Although several investigations have focused on language practices of plurilingual EAL scholars worldwide (Flowerdew, 2013; Moreno et al, 2013), they are still scarce in Brazil. This paper aims to understand the role played by scholars’ first language (Portuguese), English, and other additional languages. The quantitative analyses involved data of two large databases collected through a large-scale questionnaire and analyses of scholars’ CVs. The results demonstrated that the 299 scholars preferred Portuguese to English for publication and presentation purposes, but the adoption of other ALs was also frequent. Effects of these findings suggest that language policies and investments should be made to further include Brazilian academics in the global scientific scenario, while preserving the use of their home language.

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***FSL Programs: Examining the Impact on Newcomers’ Oral Proficiency***

Recently, Quebec’s Auditor General reported a number of major issues surrounding government funded French second language (FSL) programs. One major problem was that only 9% of adult immigrants actually reached the minimum government-mandated oral “language independence threshold” needed to enter the workforce or undertake post-secondary studies (Everett-Green, 2017). Given that oral L2 skills are arguably one of the most important factors contributing to individuals’ successful social and economic integration (Dustmann & Soest, 2002), it is crucial to systematically examine how these government programs impact oral FSL skills. This study investigated the oral skills of 40 adult immigrants registered in the government-assigned level preparing them to reach the “language independence threshold” (level 8). The participants were asked to perform two oral tasks that imposed different cognitive constraints. In the first task, participants were instructed to read a 100-word answering machine message for a lawyer’s office (Lindemann, 2003). In the second task, participants provided a detailed answer to a client based on prompts (Dupere, 2017). Randomized speech samples were rated on fluency, comprehensibility and accentedness, by expert Quebec French speakers (n = 10) using a 9-point Likert scale. Independent measures of overall oral proficiency were also obtained using an elicited oral imitation task (Gaillard & Tremblay, 2016). Triangulation of the data will enable us for the first time to create a comprehensive profile of adult immigrants’ oral production skill after completion of their government FSL training. These profiles will be discussed in terms of program goals, learner needs and actual learning outcomes.

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### ***Towards a dynamic approach for capturing second language comprehensibility***

Comprehensibility, or a listener's perception of how easy or difficult it is to understand L2 speech (Derwing & Munro, 2015), has been shown to depend on various speaker and listener factors. Most existing evidence comes from one-time global judgments provided by raters after listening to short samples of L2 speech (Munro & Derwing, 1995a; Isaacs & Thomson, 2013). Consequently, we do not yet have a clear understanding of how listeners respond to speech in real time and the factors that influence their moment-to-moment comprehensibility judgments, which was the goal of this study. Listeners included 24 native Spanish speakers who evaluated 2–5 minute audio clips recorded in response to two prompts by three English speakers learning L2 Spanish. Comprehensibility was rated dynamically, using Idiodynamic Software (MacIntyre, 2012) to upgrade or downgrade comprehensibility during the listening task. Dynamic ratings of the last audio clip were video-captured for stimulated recall, and listeners were interviewed to understand what aspects of L2 speech were associated with enhanced and diminished comprehensibility. Results indicated that listeners were willing to overlook lapses in language use as long as the discourse structure was clear. At the same time, they did downgrade speakers for grammar and vocabulary errors, suggesting that there is a processing cost associated with certain instances of nontarget like language use. Moreover, clips that were downgraded more often received lower overall global ratings. These findings will be presented in relation to the dynamic properties of comprehensibility and the potential communicative consequences for L2 interlocutors.

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### **How does the effectiveness of written feedback vary across technique, error type and learner individual difference?**

The effectiveness of written corrective feedback has been debated in theoretical and empirical research (Ellis, 2009). However, most empirical studies that compared WCF techniques have been conducted in ESL settings, and only few of them have systematically examined the potential mediating effects of error types and learner individual differences (e.g. Sheen, 2007), which explains why the extant WCF research is plagued with conflicting findings (Gu nette, 2007; Storch, 2010). The inconclusive results about the relative merits of different WCF types, as well as the need to account for mediating variables, motivate the present study. This quasi-experimental study examines the impacts of three WCF techniques (a) reformulation (b) underlining only, and (c) underlining with metalinguistic clues. It also explores the potential mediating effect of error type (i.e., syntax and morphological grammar) and learner individual differences (i.e., proficiency and metalinguistic knowledge). Four secondary French as an L2 classrooms (n=90) in Quebec, Canada participated in this study. Three were assigned to the experimental conditions and one to the comparison group. Learners in all groups completed a pre-test, three writing tasks, and two posttests. The three experimental groups received WCF and consecutively revised their texts, while the comparison group revised their texts without having received WCF. Results indicate that learners who received WCF outperformed those who did not and that the group receiving metalinguistic clues outscored those who did not. The effects of the three WCF techniques varied in terms of learner individual differences and error types. Implications for pedagogy and future research are discussed.

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### ***L2 students' perceptions of culture: Insights from the EAP writing classroom***

Although culture is a contentious topic in L2 studies, it is necessary in explaining various language learning phenomena. The difficulty associated with defining culture actually makes it difficult to investigate its effects in L2 learning and teaching (Atkinson, 1999; Kubota, 1999; Matsuda & Atkinson, 2008). Faced with this challenge, L2 scholars (Atkinson & Sohn, 2013; Canagarajah, 2013; Connor, Ene & Traversa, 2016) have proposed that the effects of culture in L2 learning and teaching be studied as they are experienced by learners in the specific contexts of L2 learning and use. Investigating 36 EAP students at a Canadian university, this qualitative case study adopts this new approach to L2 learning and teaching research, by examining lived perceptions of culture by L2 students vis- -vis their writing. Data were collected from three different sources: (a) semi-structured interviews, (b) reflective writing, and (c) a questionnaire survey. Findings yielded 6 broad categories of how culture was perceived by participants: (a) culture as difference, (b) culture as development, (c) culture as lifestyle, (d) culture as tradition and history, (e) culture as bounded rules, and (f) culture as ways of thinking. Further

analysis of data helped create a taxonomy of concepts that culture evoked. The findings provide insights into how culture is perceived by L2 learners in the context of academic writing. They help conceptualize an L2 writing pedagogy taking consideration of the multifaceted meanings of culture. Implications for teaching and learning are also discussed.

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#### ***Post-encounter motivation: Investigating Japanese students' sense of L2 Self during study abroad***

Norton (2010) proposed that language teachers should seek to make a connection between a learner's motivation to learn a language and their changing identity. To account for the fluid nature of identity in the realm of language learning, Dörnyei (2005, 2009) proposes the Motivational Self System of components that moderate a learner's L2 motivation. Recent studies (Aubrey, 2014; Shea 2017) have pointed to a change of motivational structure in terms of L2 identities and L2 learning experience in the context of Japanese learners of English. The current proposal examines the developmental nature of L2 selves among Japanese students of English before, during, and after their study abroad at a Canadian university. Data was collected from 13 Japanese students in focus groups and questionnaires and then analyzed according to the grounded theory approach with an emergent thematic analysis. The findings demonstrate the impact of intercultural contact (Aubrey & Nowlan, 2013; Clément, 1980) that study abroad affords Japanese students and the way it enhances their motivation to become active participants in the English-speaking world. More specifically, we identify Post-encounter Motivation (PEM) as return on the investment students make until the time of study abroad. We propose that PEM should be considered by educators involved in study abroad programs before, during, and after study abroad in order for learners to recognize the value of their growing cultural capital.

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#### ***Navigating the Complexities of Social Interaction in Higher Education Contexts***

While tertiary language programs mainly address students' academic language development, at present little is known about how English for Academic Purposes (EAP) students engage with the complexities of social interaction in higher education contexts by relying on their developing sociolinguistic awareness. Utilizing second language socialization (L2) as a theoretical framework, this study explores EAP students' sociolinguistic awareness through their performance of speech acts in a tertiary academic language program. Data were gathered through a 15-item discourse completion test (DCT) and semi-structured interviews. The DCT elicited responses to socioculturally situated speech events commonplace to higher education contexts, such as requesting extension on a paper and negotiating roles in group work. Interview data was gathered to explore individual and social factors underlying learners' L2 socialization practices. Findings revealed insights into the degree to which learners attend to certain sociolinguistic variables, including directness, formality, and politeness. While grammatically correct, some responses were marked by absence of typical speech acts, such as expressions of regret, excuses, and apologies. Interview data revealed that university residence provided a key source of networking and increased opportunities for L2 socialization. Overall, access to social capital was still challenging as many participants remained largely unconnected to the host culture. Participants also reported that their limited engagement with the host culture was a limiting factor in the language development perceived necessary for academic success, a cause of loneliness, and a reason for a lack of engagement in campus life. Implications are discussed in relation to integrated curriculum design and implementation.

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#### ***Le développement de l'aisance perçue à l'oral : approche pédagogique mise à l'essai***

Malgré un engouement grandissant envers l'approche par tâches, il y a un manque d'études concernant sa possible influence sur le développement de compétences langagières (Ortega et Iberri-Shea, 2005; Van Den Branden, 2006; Robinson, 2011). À notre connaissance, il n'existe aucune étude sur les liens entre cette approche et le développement de l'aisance perçue à l'oral (APO). Afin d'explorer ce lien potentiel, nous avons mené une étude de type time-series design auprès d'étudiants internationaux (N=9) ayant divers niveaux de compétence en français, dans une université francophone québécoise. Les apprenants ont reçu 32 heures de formation, développée selon une approche par tâches. Pour mesurer l'APO des participants, une tâche de narration a été complétée au début de la formation (T1), après 15h (T2), après 32h (T3) et deux semaines suivant la fin de la formation (T4). Des juges naïfs ont évalué le discours des participants quant à l'APO globale (fluidité, pauses, reformulations et débit) (Bosker et al., 2012; Segalowitz, French et Guay, 2017). Une entrevue semi-dirigée aux T2, T3 et T4 a permis d'explorer les habitudes langagières des participants pendant la formation. La

discussion portera sur la pertinence de la méthodologie et sur les analyses préliminaires, qui révèlent des trajectoires développementales non linéaires. Bien que tous aient fait des gains en APO, ce sont les débutants qui ont fait les gains les plus importants. Les données issues du questionnaire révèlent que l'approche par tâches a renforcé le sentiment de confiance des participants lors d'interactions en français avec des locuteurs natifs.

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### ***La mise en pratique d'un nouveau curriculum : Dissonance entre la planification et l'application***

Les idéologies, « ces systèmes de valeurs sur la base desquels les décisions reliées à la pratique éducationnelle sont prises », (Eisner, 1994, p. 47) se reflètent dans les curricula. La Colombie-Britannique (C-B), qui a mis en place un nouveau curriculum (NC) de la maternelle à la douzième année depuis 2016 n'échappe pas à cette tradition. Tout en gardant une place essentielle à la littératie et aux mathématiques, le NC présente de nouvelles orientations pour faire face aux enjeux d'aujourd'hui en mettant l'emphase sur les perspectives autochtones et la réconciliation (CVR, 2012), sur la diversité, ainsi que sur la l'interdisciplinarité et les approches d'enseignement basées sur le projet, et ceci par le biais d'une approche centrée sur l'élève (BC Ministry of Education, 2013). Ces caractéristiques du NC, représentant les valeurs contemporaines de la société canadienne, sont également présentes dans les curricula de français langue seconde (FLS). Les enseignants font face au défi d'avoir les compétences nécessaires pour intégrer une approche actionnelle (Piccardo, 2014) qui engage les élèves dans des tâches linguistiques authentiques tout en incorporant un contenu culturel francophone ainsi que des perspectives autochtones. Nous présenterons les résultats d'une étude qui examine la mise en œuvre du NC, en discutant les données d'un questionnaire envoyé à tous les enseignants de FLS en C.-B. ainsi que des entrevues et observations de classes entreprises dans une douzaine d'écoles à travers la province. Nous mettrons l'accent sur les défis éprouvés par les enseignants lors de la mise en pratique du NC.

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### ***"I Made it to the Top": Navigating Privilege in English Language Teaching in South Korea, an Autoethnography***

The research presented in this paper is a critical examination of my English language teaching (ELT) and Korean language learning experiences in South Korea as a white Canadian woman. Using autoethnography as a research methodology (Adams, Ellis, & Jones, 2016), I examine how dominant language ideologies are discursively constructed in my narratives as they relate to native-speaker expertise, language teacher desirability, and Korean speaker positionality. Specifically, in spite of the multi/pluri turn in ELT (Kubota, 2014), ideologies consistent with Phillipson's (1992) native-speaker fallacy led me to be positioned and position myself as the ideal English language teacher based on my race, status as first language speaker of English, nationality and gender. However, as I gained experience living and teaching in Korea, my conceptualization of the ideal English language teacher shifted as I negotiated my identity as a Korean language learner and my use of the language in my practices. Through the process of reflecting on and challenging my evolving and multiple identities in the field of ELT, I conclude with considerations to address issues of power in relation to English language ideologies in South Korea and beyond.

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### ***Toward Contemporary Pedagogies for Multilingual and Intercultural Language Teacher Education***

This transdisciplinary ethnographic research investigates the use of postmodern, contemplative approaches (mindfulness) for the development of critical intercultural awareness in future language teachers (Byrd Clark & Dervin, 2014). With the continued rise of neoliberal discourses and the marketization of education, the need for critically aware professional language educators, open and supportive of diversities, remains paramount. Contemporary professional language teachers need contemporary pedagogies, but more importantly, we need to be mindful of our own and other's interactions and ways of communicating in order to be open to social variation, and thrive in different contexts. Drawing upon recent contemplative and postmodern theoretical frames as concerns professional teaching (Chang & Bai, 2016) and language teaching (García & Wei, 2014), we employed a discourse-analytic framework (Blommaert, 2010) to capture complex data (e.g. use of signs, body language, code-meshing, etc.). A main question guiding this research is: What does it mean to become mindful or more aware? Our initial findings, collected and analyzed from interviews and observations of 25 teacher candidates as well as 6 faculty/staff members (e.g. Coordinators and Directors of programs) in two different Canadian language teacher education programs, demonstrate some of the opportunities and challenges of adapting postmodern, contemplative approaches for language teacher education programs, particularly as relates to the construction of

difference (diversity/ies) and the process of becoming critically aware. This innovative research will be of interest to all those who wish to foster a deeper engagement with the learning and teaching of languages in contemporary times.

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#### ***Lexical bundles in first year engineering textbooks***

Lexical bundles have discourse functions and demonstrate diverse ways of knowledge construction in various disciplines (Biber, Conrad, & Cortes, 2004; Durrant, 2015; Hyland, 2008). While most studies of lexical bundles have mainly focused on research journal articles, only a few have examined the use of lexical bundles in university textbooks. The present study analyzes the grammatical structures and discourse functions of lexical bundles in first year engineering textbooks. A first year engineering textbook corpus (FYETC) with the size of 995,672 running words was set up. The functional taxonomy (Biber et al., 2004) serves as the main framework for the analysis of discourse functions of lexical bundles in the corpus. A total of 95 lexical bundles were identified in the FYETC. Lexical bundles in the corpus are more often phrasal than clausal. These bundles mainly serve as referential bundles, discourse organizers, and stance bundles in the FYETC. These bundles allow authors of the first year engineering textbooks to take on the role of experts who deliver foundational knowledge in a professional way. These bundles also enable the authors to act as facilitators who make the content accessible and involve readers in their learning processes. Furthermore, the comparison of the use of lexical bundles in first year engineering textbooks, electrical engineering introductory textbooks (Chen, 2010), university teaching (Biber et al., 2004), and university textbooks (Biber et al., 2004) highlights the unique use of lexical bundles in the four registers and supports the theoretical stance that vocabulary use is discipline bound in academic registers (Hyland, 2008; Hyland & Tse, 2009; Durrant, 2015). The present study can help language learners become aware of language use in engineering and improve the learners' competencies in engineering-specific reading and writing.

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#### ***Navigating transnational contexts: what is your researcher's positionality?***

Reflecting on researchers' positionality is central to ensure validity of qualitative research. Researcher's positionality informs methodological and analytical choices throughout research processes. This presentation is based on a literature review about researcher's positionality in studies about Teaching English as a Second Language (TESL) in transnational contexts. As a Brazilian PhD student in Canada, I draw from Anzaldúa (1987), Mignolo (2015) and Diverse and Moreira (2009) in order to get acquainted with my own positionality as an international researcher of TESL, and how it informs my choices and interpretations of this literature review. In this paper presentation, I reflect on the researcher's background influences in doing qualitative research (Creswell and Poth, 2018; Marshall and Rossman, 2015; Ravitch and Mittenfelner, 2016; Wolcott, 2010; Saumure & Given, 2008), and focus on international researchers' positionality(ies) as insiders, outsiders and in-betweeners. I make meanings through initial understandings and inquiries into ethics (Hamid, 2010; Schimdt, 2014), reflexivity (Creswell & Poth, 2018; Pilow, 2003; Lin, 2015), and second language education research (Menezes de Souza, 2011; Monte Mór, 2013; Andreotti, 2014; Kubota & Miller, 2017). I explore how research issues that entangle power, privileges and margins in transnational contexts affect researchers' positionalities. The study indicates that TESL research in transnational contexts demands an ongoing reflexivity towards the fluidity of one's positionalities, and the way they affect research processes and outcomes.

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#### ***Challenges of integrating source information in academic writing: The effect of a pedagogical intervention***

Integrating information from sources into one's own writing (be it via quotation, indirect reference, or otherwise) is integral to many university-level tasks. While all students may struggle with this skill, English L2 users are especially prone to difficulty due to comprehension, proficiency, and note-taking issues. Failure to appropriately integrate source information frequently leads to plagiarism, whether intentional or not. In the first of a two-phase study investigating source and citation use, we analyzed a group of EAP students' (n = 73) written productions requiring source integration. Data analysis revealed that while source use was largely appropriate (70%), students still faced challenges with reading comprehension and paraphrasing ability when performing these writing tasks. Materials were developed to address these challenges; the second phase of this study, the focus of this presentation, investigated their effectiveness. The pedagogical materials intended to help students understand source texts and develop language for paraphrasing in an attempt to decrease

unintentional plagiarism among a new group of undergraduate EAP learners (n = 90) within the same context. In a quasi-experimental mixed method study, participants were enrolled in one of four concurrent EAP classes, three experimental and one control (the latter of which did not receive experimental instruction). Participants' final exams (argumentative essays) were analyzed for source use, and students were interviewed as to their thoughts on the effectiveness of the pedagogical materials. Findings were triangulated, and the results and their pedagogical implications will be discussed.

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#### ***Listeners' Perception of L2 Accentedness and Comprehensibility as Predictors of Overall Task Performance***

The Intelligibility Principle (Levis, 2005) emphasizes understandable speech as the primary goal of second language (L2) pronunciation instruction. This entails identifying which linguistic measures promote/hinder understanding. Drawing on two key constructs, accentedness (nativelikeness) and comprehensibility (ease of understanding), scholarly work has proposed that listener perception of the latter draws upon a wider range of linguistic measures than the former (Trofimovich & Isaacs, 2012). However, such studies do not address speakers' actual task performance. Given that accentedness and comprehensibility are frequently conflated during rubric-based assessments of speaking performance (Harding, 2018), it is unclear if the same linguistic measures associated with listeners' perception of L2 speech are the same associated with raters' task assessment. Twenty-nine English learners completed an IELTS-inspired monologic and opinionbased interactive task. Learners received scalar-based accentedness and comprehensibility ratings, as well as rubric-based task scores, with all speech coded for 11 linguistic measures. Linear regression and correlations were conducted to a) determine what variance accentedness and comprehensibility accounted for in task performance, and b) compare which linguistic measures associated with accentedness/comprehensibility perception versus task performance. For the monologic task, accentedness and comprehensibility accounted for 33% of variance in task score, 45% in Pronunciation score, and 12% in Fluency score. In all cases, comprehensibility accounted for variance beyond that of accentedness. Additionally, similar linguistic measures associated with both comprehensibility and task scoring. However, neither accentedness nor comprehensibility predicted performance on the Interactive task, with little overlap between which measures were attended to. Implications for pedagogy and assessment will be discussed.

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#### ***Exploring Maximal and Minimal Target Language Use in French Immersion Mathematics***

This study investigates two cases representing the opposite ends of the spectrum in terms of students' target language use in the French immersion mathematics classroom. The analysis is framed in sociocultural theory (e.g., Vygotsky, 1978), highlighting ways in which bilingual students co-construct linguistic and mathematical meaning through their language choices (e.g., Halliday, 1978; Moschkovich, 2007). Ten pairs of Grade 9 immersion students were recorded while working through a collaborative mathematics problem-solving task in French, the target language. Student interaction discourse was coded for episodes of first language and target language use (e.g., Swain & Lapkin, 2013), and further analyzed with a focus on situated meaning (Gee, 2014). This paper showcases the results from two participant pairs, one of which used the target language nearly all of the time and one of which scarcely used the target language. Descriptive quantitative data from the coding process reveal key points at which a switch in language choice occurred and what purpose (linguistic, mathematical, social) the switch appeared to serve. An in-depth qualitative analysis of the contrast between the participant pairs provides insights into how language choice, identity, and mathematics interweave in a complex interaction in the bilingual content classroom. Results suggest that students worked together via translanguaging practices (García & Wei, 2014) to construct shared meaning of language and content, as well as to assert identity. The presentation concludes with discussion of challenges and implications for target language use in immersion and other bilingual education programs, particularly in the content (mathematics) classroom context.

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#### ***Understanding How Ojibway Stories are Told Today in the Face of Language Loss***

Oral traditions have been an integral part of many indigenous societies across Canada, serving as a primary means of knowledge transfer and as a catalyst for cultural identity formation (Battiste, 2002; Christensen 2012). These oral traditions are typically told by community Elders to a younger audience, transmitting ancestral knowledge and core values through stories. Current language erosion in these communities has resulted in an inter-generational language barrier; many indigenous youth no longer speak their heritage language are unable to communicate effectively with the knowledge holders of their communities (Geia, Hayes, & Usher, 2013; Henry, Soler, & Martinez-Falquina, 2009). This study focuses on the storytelling traditions of Ojibway Canadians to better understand how such cultural practices are changing in the midst

of language loss. Participants included Ojibway Elders who have both received and transmitted oral traditions, typically in Ojibway, as well as younger Ojibway individuals who have only received these stories. Semistructured interviews were conducted by the researcher with each participant and then transcribed. A thematic analysis was conducted to identify patterns across participants' responses concerning language loss, language mixing, and evolving traditions. This research will highlight key elements in the shift or erosion of Ojibway storytelling and may be beneficial as a first step in ensuring these traditions are preserved and continued. Such insights from applied linguistic research may be relevant to other indigenous societies, as many are facing similar issues of language loss and cultural erosion.

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***Translanguaging online and the negotiation of symbolic power***

Based on 2016/17 data from an 18-month case study of the digital practices of migrant Filipino students in Vancouver, this paper examines how L2 learners use translanguaging processes to perform multiple identities while moving across languages, media, and modalities. Through interviews of 18 focal participants (aged 13 to 17) and observations of their online interactions, the study investigated how learners negotiated their linguistic and semiotic resources, shifting languages strategically either in social media or gaming environments. Drawing on Kramsch and Whiteside's (2008) notion of symbolic competence, this paper focuses its attention on how these strategic choices enabled learners to find an appropriate subject position between languages. Findings show how learners shift languages to position themselves as either Filipino or Canadian, or as part of an urban middle class, and to avoid being positioned as an outsider or an elitist. They also had to demonstrate a level of linguistic confidence, and an awareness of cultures-of-use (Thorne, 2003) that surrounded various online platforms. Through translanguaging, these learners negotiated their identities as transnational youth who were able to shift codes and registers to address specific audiences, and navigate different orders of indexicality. The symbolic value of the languages in the specific contexts of use also played an important role in deciding if and when to use them. Given these findings, the paper concludes that translanguaging is a situated, intentional, and strategic competence that enables multilingual speakers to assert their multiple identities, and to both play and reframe the symbolic power game online

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***"Ombretto. I don't know in English how to say": Using Conversation Analysis to investigate L1 use as a communication strategy***

Communication Strategies (CS) have been the focus of numerous SLA studies in the past decades (see Kasper and Kellerman, 2014). Most researchers examining CS, however, have investigated them through elicited interviews and using a psycholinguistic perspective. Burch (2014) pointed out the need for richer and more detailed analyses of CS through a Conversation Analytical lens, because CS do not reside in the learners' minds, but instead are socially co-constructed. In addition, they do not fit neatly into the categories that many researchers have created to classify CS. The present study uses Conversation Analysis to investigate how learners of English use their L1 as a CS when searching for words in naturally occurring talk. Seven learners of English and two L1 speakers of English were video-recorded engaging in naturally occurring talk. The learners were observed to use their L1 with multiple CS, including circumlocution and appeals for assistance, as they collaboratively searched for words in English. Other CS, not previously described by researchers within the CS literature, were also observed, including eye gaze, gestures, claims of insufficient knowledge, and onomatopoeic sounds. Some participants' use of their L1 as a CS was particularly interesting, as the other participants did not speak their L1. In addition, many of the participants oriented to a more expert speaker to assist them with their word searches. Finally, the use of CS in this study was found to be a socially co-constructed phenomenon, supporting Burch's analysis. The implications of these findings for research are also discussed.

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***Measuring Language Learner's Perceptions of Plurilingual and Pluricultural Competence: The Development and Validation Process of the PPC Scale***

The latest Canadian census shows an increase of 13.3% in only five years of Canadians who speak more than one language at home (Statistics Canada, 2016). In language classrooms across the country, it is not uncommon to find students who already speak a second language (L2) and wish to develop proficiency in either English or French, Canada's two official languages. Many learners have complex linguistic and cultural repertoires, each with a unique plurilingual blueprint. Language learning in multilingual settings such as Canada requires that learners develop both linguistic (e.g., grammar,

syntax, phonology) and plurilingual and pluricultural competence (PPC) (CoE, 2001; 2018) so they can make mindful decisions of when, how and where to effectively use their linguistic and cultural repertoire. This paper reports results of a study that developed and validated a scale that measures language learners' perceptions of their PPC: the PPC Scale. The paper explains the multiple phases including item generation and validation, and content validity with researchers, students and plurilingual experts from several countries. Results from statistical analyses based on the answers of 129 English language learners in Canada are presented. The PPC scale, available in both English and French, is a valid instrument with 22 items on a 4-point Likert scale, which measures one single construct. The purpose of this new instrument is two-fold: it can be used in Applied Linguistics research examining plurilingual speakers' perceived PPC competence, and as a tool to inform language curriculum. Implications in both research and teaching are discussed.

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***Perceptions and Attitudes of a Group of Grade 4 Students from an Anglophone Community while Communicating with their Peers from a Francophone Community***

This study investigated ways in which a group of Grade 4 students, from an English community in Ontario, perceived their peers from a French community who lived in the same province. In addition, it explored how the English speaking students viewed learning FSL (French as a Second Language) through a cultural approach. The methodology used in the study was an action research guided by the framework of Intercultural Communicative Competence (ICC) (Byram, 1997). The methods used were a questionnaire, an observation checklist of task-related behaviour, and semi-structured group photo-interviews. Students communicated in French through group emails and shared their favourite foods, sports and places in the school. During the cultural interaction, the teacher from the English speaking students used the observation checklist of task-related behaviour to monitor students' interest in the activity. The questionnaire and semi-structured interviews happened after the interaction. The research's results indicated that the English speaking students became curious to learn about their Francophone counterparts. It also showed that learning through a cultural approach promoted the learning of French in the classroom, and the development of students' confidence to communicate through the target language. The findings contribute to the teaching of Elementary Core French in Ontario, by providing valuable insights into possible ways that learning French through an intercultural experience holds potential in developing students' communication abilities as well as awareness and acceptance of otherness, which are the bedrock to developing effective communicators in the target language.

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***"Don't do that he understand Korean": Mobilizing researcher identity as situated capital in the production of knowledge***

Researcher identity – and the important role it plays in fieldwork, relationships with participants, and research representation – has become a common site for applied linguistics researchers to scrutinize their positions in overall research processes (e.g., Creese et al., 2009; Giampapa & Lamoreux, 2011; Lee & Simon-Maeda, 2006; Nero, 2015; Norton & Early, 2011). At the same time, in the context of a burgeoning literature focused on transnational Koreans invested in different forms of (early) study abroad (e.g., Bae, 2013; Lo, Abelman, Kwon, Okazaki, 2014; Park & Lo, 2012; Shin, 2014, 2015), the role of researcher identity in the production of knowledge about transnational Koreans – more specifically, matters related to the status of linguistic or cultural norms – has yet to be afforded substantial methodological attention (cf. Lim, 2012; Palmer, 2006). Using a broadly discourse analytic approach, in this presentation I focus on data from field notes, research interviews, and classroom interactions to consider how Korean language and cultural norms became relevant to my researcher identity during a study of international students in a public high school. After sketching how these forms of knowledge were strategically recruited, oriented to, and attributed value in ways that influenced my relationships with participants and shaped processes of data generation, I critically reflect on their role in the production of knowledge about one transnational Korean participant, WoW, whose early study abroad narrative and trajectory is central to the larger study. I conclude by considering researcher identity as an actively mobilized form of situated capital in the research marketplace.

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***Searching for a beneficiary: Triangulating stakeholder perspectives on a language teaching reform initiative***

Mandatory implementation of portfolio-based language assessment (PBLA) in adult settlement language learning programs across Canada demonstrates features of a covert educational reform envisioned and implemented from a *political* perspective (Hargreaves, Earl, & Schmidt, 2002). While the teacher-retraining goal had not been officially articulated, the intensity of the large-scale mandatory in-service teacher-training initiative, followed-up by potentially punitive "practice

reviews” (Author, under review; CCLB, 2017) suggests that reforming teaching in language programs for adult newcomers was one of the primary goals in PBLA design and implementation.

Through surveys and interviews with learners, teachers, and administrators across Canada, this mixed methods study examines stakeholders’ perception of PBLA impact on settlement language teaching and learning across Canada. The large data set is examined through the framework of sociocultural theory (Vygotsky 1978; Cross, 2010; Lantolf, Poehner, & Swain, 2018; Roth & Lee, 2007) and its conceptualization of expansive learning in activity theory (Engeström, 2000, 2016). Participants’ voices reveal that the rigid and hierarchical knowledge transmission model adopted in PBLA implementation severely limits the knowledge production capacity of multiple agents in the system of settlement language teaching and learning in Canada. Aggravated by a variety of unintended washback effects (Author, under review; Fox & Fraser, 2012; Mohammadian, 2016; Vanderveen, 2018), PBLA implementation appears to be an unsuccessful attempt for an educational reform, which significantly increased teacher burnout and attrition, slowed down learner progression, and reduced the complexity of language teaching and learning to frequent mandatory assessments.

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### ***Barriers to the professional development of non-Deaf sign language teachers***

This paper reflects on an early finding from the author’s research about the professional development of teachers of American Sign Language (ASL) as a foreign language in Canada. Specifically, interviews with non-Deaf ASL teachers—i.e., those who identify as hearing or hard of hearing—revealed repeated expressions of perceived exclusion or lower status in the primarily (culturally and biologically) Deaf ASL teaching professional community. This is a notable finding because in Canada there are not currently any training programs to prepare sign language teachers for their jobs; instead, grassroots, informal, and ad hoc peer-to-peer or independent activities—e.g., mentorship, class observations—substitute pre- and in-service training. Thus, exclusion from the professional network significantly reduces teachers’ already limited learning opportunities and creates barriers to ongoing professional development. It also raises important questions about what role being Deaf plays in an ASL teacher’s perceived expertise and legitimacy. This is a socially and politically charged issue that must be considered within the context of the long history of oppression of sign languages and deaf people in Canada. This finding is discussed as an applied linguistics concern where the professionalization of sign language teachers needs to be understood in light of theories of evolving and plural Deaf identities (Glickman & Carey, 1993; Holcomb, 1997; Leigh, Marcus, Dobosh, & Allen, 1998), native and heritage sign language users (Compton, 2014), and minority language education in Canada (Duff & Li, 2009).

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### ***English for Academic Purposes and the Proximal Impacts on Undergraduate Student Experiences***

English for academic purposes (EAP) programs aim to prepare students for the varying demands of post-secondary studies in English (Hyland & Hamp-Lyons, 2002). In the Canadian context, studies have shown that students feel they benefit from EAP programs, but they continue to face challenges as they transition to other university courses (Keefe & Shi, 2017). This presentation builds on previous research to report findings related to participant perceptions of the impacts of EAP on their undergraduate experiences during and immediately after an EAP program. The research is contextualized within a second language socialization framework, with academic skills development taking place in relation to the surrounding community (Duff, 2007). The researchers examined how English skills, as well as other kinds of social and academic knowledge, were gained through and in English (Duff and Talmy, 2011). Using qualitative multi-case study design, the research took place at a university in British Columbia and one in Nova Scotia. Data gathering included classroom observations, questionnaires, and interviews. Data were coded, categorized, and compiled into emergent themes. Cross-case comparisons ensured findings were not unique to one location. Data analysis revealed three overarching linguistic, social, and academic themes. In these three areas, participants expressed a range of positive, neutral, and negative factors. These results underscore the complexity of acquiring the set of skills related to undergraduate studies in English at Canadian post-secondary institutions, and point to the importance of aligning EAP program content with general linguistic, social, and academic experiences in the wider university setting.

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***Passez de la parole aux actes: un projet recherche-action en français***

En tant que professeurs d'université nous demandons aux étudiant(e)s de faire des présentations et écrire dans une langue qui n'est pas nécessairement leur langue première. Nous ne le faisons presque jamais nous-mêmes. Donc nous avons décidé de passer de la parole aux actes. Nous avons mis sur pied un club de français académique. Les participants possèdent des niveaux linguistiques différents en français et ils ont des langues premières différentes. Le club nous donne l'occasion de nous rencontrer pour pratiquer et améliorer notre français, visant au développement du français académique. Plusieurs membres du club se sont rencontrés deux fois par mois au cours d'une année scolaire. Durant chaque séance, nous avons choisi de discuter de textes académiques tels que des résumés ou des parties d'un article. En utilisant une recherche-action et une approche réflexive, nous faisons l'analyse comparative de la terminologie des mots, des structures de phrases et des collocations avec l'anglais académique. Durant les séances, nous essayons d'utiliser de nouvelles phrases et en même temps analyser les textes en parlant en français. Dans le cadre de cette présentation, nous offrons les résultats de nos discussions organisés autour des quatre phases de ce projet de recherche-action: identification du problème, plan d'action, analyse des données, et plan d'action future. Certains résultats de nos expériences de participation au projet et d'un cycle de recherche-action seront présentés devant nos collègues de notre faculté. Nous soutenons que notre club nous a donné une expérience collaborative pour améliorer notre français. Ce club nous permet de mieux comprendre nos étudiants tout en participant à l'apprentissage du français et devenir ainsi des modèles. Cette présentation offrira des stratégies et des idées pour ceux qui sont intéressés à débiter une initiative de ce genre.

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***Students' perceptions of their intercultural communicative competence following intercultural encounters with Canadian language assistants***

Odyssey, a federally-funded language assistant program, has existed for over 40 years, yet we know of no empirical research that has investigated its impact on second language (L2) learners—the largest number of stakeholders implicated. To address this gap, this study will explore English L2 learners' perceptions of their intercultural communicative competence (ICC) (Byram, 1997) following intercultural encounters (Holmes, Bavieri, & Ganassin, 2015) with English language assistants. Research on classroom foreign language (FL) learners shows that exposure to intercultural knowledge via learning materials (Ahnagari and Zamanian, 2014) and opportunities to interact with target language (TL) speakers (Houghton, 2010) contribute to learners' ICC. Research also shows that language assistants create opportunities for FL learners to interact with TL speakers and learn about TLs and cultures (Hibler, 2010). Given a growing focus on interculturality in FL learning and the popularity of language assistant programs worldwide, it is surprising that learners' intercultural development as an outcome of learning with language assistants has been understudied. Using a multiple case study approach (Yin, 2018), quantitative and qualitative data will be collected from English L2 learners and language assistants at two high schools in the province of Quebec. Data sources are: learner surveys; language assistant surveys; and focus group interviews with learners. Findings will yield novel insight into the potential of intercultural encounters as sites of ICC development for English L2 learners within the context of the Canadian language assistant program

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***Critical Digital Literacies in Language Teacher Education: Creating Digital Autobiographical Identity Texts***

Recently, there has been increased interest in the issue of identity in language learning and teaching, including among international, plurilingual students (Norton & De Costa, 2018). Drawing upon Norton's work on identity in language studies (Darvin & Norton, 2015; Early & Norton, 2013; Norton & McKinney, 2011; Norton & Toohey, 2011), this presentation examines the issue of identity among culturally and linguistically diverse language teacher candidates at two separate Ontario institutions of higher education. Using narrative inquiry (Clandinin & Connelly, 2000), the authors guided their teacher candidate participants to create digital identity texts – a form of digital storytelling – in order to investigate issues of teacher self-efficacy. Participants created their digital autobiographical identity texts (D-AITs) using multiple modes and digital tools (Author, 2017; Chow & Cummins, 2003; Cummins, 2006; Cummins & Early, 2011; Jewitt & Kress, 2010) alongside a reflection paper where they critically reflect upon the complexities of their language teacher identity construction and negotiation. Teacher candidates' digital and traditional texts highlight their multiple, complex, dynamic identity negotiation and construction as they either prepare to enter or return to the language teaching profession. This

presentation includes sharing of multiple students' digital texts, with the authors reflecting on the impact of such pedagogy and its potential application across teacher education contexts.

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***The complexity of the acculturation and integration process: “When you’re alone, it’s not a life”***

The complexity of the acculturation and integration process: “When you’re alone, it’s not a life” Canada has welcomed and plans to continue welcoming an increasing number of refugee immigrants and their families into our communities and schools (Schwarz, 2015). There is ample research on the trauma associated with being a refugee (Ghumman, McCord & Chang, 2016; Hadfield, Ostrowski & Ungar, 2017) and on how that trauma impacts upon learning processes (Finn, 2010; Feuerverger, 2011). Several studies explore the language learning experiences of a specific refugee cultural group within a country (Gordon, 2011; Warriner, 2007; Watkins Razee & Richters, 2012), but few have considered refugees of diverse cultural backgrounds within a country. This narrative inquiry research addresses the central question of how the experiences of culturally and linguistically diverse refugees impact their language learning and acculturation in Canada. Semi-structured interviews were conducted in the Greater Toronto Area with former refugees from Southeast Asia and the Middle East. All participants had been in Canada for several years, and had achieved the level of English proficiency required to express their reflections on learning English in government sponsored classes, community-based classes, private lessons and in the workplace. Our preliminary findings from their migration and resettlement narratives reveal their determination, resourcefulness, resilience and capacity for taking a ‘leap of faith’. The results further point to the need for innovative and thoughtful designs of immigration and resettlement services, and in particular language programs affiliated with their services, to address a myriad of complex factors influencing the effective acculturation and integration of Canada’s refugee population.

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***Describing registers on the web: complexity and subjectivity in online comments and opinion articles***

This paper presents a quantitative corpus-based approach to discourse analysis uniting research on language complexity (e.g. Baechler & Seiler 2016), register analysis (Biber & Egbert 2018) and subjectivity (e.g. Englebretson 2007). Specifically, we explore the interplay of text complexity and subjectivity as descriptive features in two web-based registers: opinion articles and online news comments. In this spirit, we draw on the Simon Fraser Opinion and Comments Corpus (SOCC) which comprises about 10,000 opinion articles and the corresponding reader comments. The data stems from the Canadian newspaper The Globe and Mail, and covers the period from 2012 to 2016 (Kolhatkar et al. 2018). The dataset specifically samples 3,509 opinion pieces and 3,509 comment threads (for technical reasons a minimum text length of 700 words is required). Methodologically, state-of-the-art regression analysis is used to analyze the relation between text complexity and subjectivity. Text complexity is assessed in terms of Kolmogorov complexity which measures the complexity of a text by the length of the shortest possible description of this text (Ehret 2018). Subjectivity is defined as the expression of evaluation and opinion in language. Based on the extensive literature on the topic (e.g. Wiebe et al. 2004, Martin & White 1995, Biber & Finegan 1989, Halliday 1985) a representative set of subjectivity (i.e. sentiment words, modals) and argumentation markers (e.g. however) is created and analyzed. We deliver empirical evidence for the fact that argumentation markers are crucially markers of subjectivity and show how complexity and subjectivity interact in the two registers.

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***Relationship between Teacher Language Proficiency and Teaching Ability: A Meta-Analytic Study***

Most English language teachers around the world speak English as an additional language rather than their first language and their level of proficiency in English is often a matter of concern for them and their employers who often associate higher levels of language proficiency with better language teaching ability. While language proficiency is generally noted to be important for English teachers, the results of previous studies are inconsistent as to how proficiency impacts teaching ability. To investigate the impact of overall proficiency on language teaching, researchers have looked at the relationship between general proficiency and teachers' beliefs about their pedagogical capabilities, commonly known as self-efficacy.

Generally, studies show a positive relationship between language proficiency and self-efficacy, but results pertaining to the strength of the relationship, the role of specific language skills (e.g. speaking, reading) and different teaching abilities (e.g. classroom management, student engagement) show inconsistent findings. The purpose of this meta-analysis was to examine the relationship between general language proficiency and teaching ability and identify the role of various moderators such as teaching degree, teaching experience, and type of self-efficacy/proficiency measures. After an extensive literature search, nineteen studies were identified and coded and data was analysed using the meta-analysis software CMA. The findings of the meta-analysis shed light on the strength of the relationship between language proficiency and teaching efficacy, and the moderators that impact this relationship. The study has implications for teachers of other languages, particularly French as a second language (FSL) teachers in Canada.

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***English teacher education programs in Brazil and the era of multiliteracies: challenges and perspectives***

The new and multiple realities of our digital, plural, multimodal and globalized world have redimensioned the forms of interaction, as well as of organization and representation of knowledge, and the process of learning and teaching. In this context, the pedagogy of multiliteracies (NEW LONDON GROUP, 1996) highlights the multiple and plural nature of the meaning-making process, to include both the context of our globalized societies and the multiple ways to represent these realities, influenced by the changes in communication, technology, and articulation of different semiosis. By addressing literacy as a social practice, some light is shed on how to develop a meaningful work at schools, empowering both teachers and students to create multiple possibilities for making meaning and representing their own realities, acting as responsible citizens. It modifies the nature of the teaching-learning process, guiding the development of pedagogical practices more aligned, morally, socially and culturally, with the citizenship, as a fundamental question for our futures (COPE; KALANTZIS, 2000; 2009). Therefore, this paper is interested in the English teacher education, considering the impact of the new literacy studies in recent Brazilian policies and in the national curriculum. The present study adopts a bibliographic/documental approach, with a qualitative, interpretative methodology, designed to illuminate reflections on how English teacher education programs have been adapted to integrate the multiliteracies theories in their practices. By reflecting on the impact of the multiliteracy theories on teacher education programs in Brazil, we expect to better understand the possibilities for the implementation of this theoretical-pedagogical perspective across educational scenarios.

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***Content-based Language Support for Multilingual Students in Health Sciences at a Canadian university: Piloting a course-embedded model***

The field of applied linguistics has increasingly placed a focus on English for Academic Purposes, given the increasing demand for effective communication and literacy practices in disciplinary and occupational contexts (Charles & Pecorari, 2016). The language and communication practices expected of multilingual learners in the field of Health Sciences becomes increasingly important (Bosher & Smalkoski, 2002) given high stakes situations in both research and occupational contexts, as well as accreditation requirements for communications learning outcomes within health sciences programs. This session will report on the implementation and evaluation of a pilot course-embedded, initiative deployed within a first year foundational health sciences course with 250 students, where about 20% are EAL/multilingual have been integrated into mainstream 'content' classes in a university program. This pilot project entailed a post-entry language assessment, and language-adapted curriculum design and delivery. Course-embedded language support was offered both online and on-site (in the form of language tutorials as well as drop-in support). The efficacy of the pilot initiative was subject to ongoing evaluation using various data sources, including direct measures of students' written performance, self-report data from an impact assessment questionnaire, pedagogical documentation, and field notes on the collaboration with a content faculty member. Findings of this pilot case-study should inform practitioners and researchers in better understanding issues challenges and strategies in multilingual learner support once students have transitioned from a 'sheltered' environment from high school or first-year international student pathway programs, and integrated into university programs.

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***Children's multimodal narratives of empowerment and identity: signs of resistance against racism in Brazil.***

Children's multimodal narratives of empowerment and identity: signs of resistance against racism in Brazil. In contexts where discourses of hatred and prejudice dominate, a multiplicity of points of resistance (Rose, 2007) must jostle for

empowerment. When words are not heard, and marginalized populations have their rights disrespected, gestures, images, drawings or any other mode of communication available in contemporary society must serve as tools for positioning. This exploratory single-case study (Yin, 2018) aims at foregrounding the voices of resistance against racism expressed through drawings produced by 15 underprivileged children, aged 8 to 12 years old, at a Brazilian non-governmental organization. They participated in an English class that discussed African sociocultural influence and issues of racial prejudice in Brazil, a country where more than 50% of the population is considered of African descent (Paradella, 2018). We performed a multimodal social semiotics analysis (Kress & Van Leeuwen, 1996, 2006; Rose, 2007) of learners' artefacts (drawings), combined with the examination of on-site observations (video recording and field notes), in an attempt to identify participants' (de)construction of meaning, understanding and positioning. Based on the analysis of their multimodal productions and engagement in class, we observed that these children relied on an array of semiotic resources (colour, size, perspective, framing and vectors), as well as kinaesthetic, verbal and written language, to represent narratives of empowerment and sense of identity. The communicative affordances portrayed in these children's multimodal representations have the potential to contribute to how we understand learners' ability to critically position themselves in the world, both through language and other modes.

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***The global reach of the International Baccalaureate and its implications for education policy: A corpus-based critical discourse analysis***

This study explores the influence of the International Baccalaureate (IB), one of the actors in the "global education industry" (Verger et al., 2016), on national public education systems and how this is achieved through a discourse of academic superiority dependent solely on an impoverished evidence base associated with the name. The findings of this research will enable scholars and policymakers to understand how the IB is discursively constructed and deployed through a corresponding devaluing of national education systems (Doherty et al., 2012; Resnik, 2012; Steiner-Khamsi, 2018). Using innovative methods made possible by advances in technology, this study examines how the IB, in its multifaceted construction (political, economic, social, technical), means different things to different people and thus influences policy in manifold ways. The study combines corpus linguistics and critical discourse analysis (CDA) (e.g., Baker et al., 2008; Potts, 2015; Vessey, 2017), with the scale of the datasets playing a critical role in the investigation. To allow for the broadest possibility of perspectives, a 1.5+ million word specialized corpus of Canadian newspapers was used as an unsolicited window into public opinion (Karim, 2008; Mautner, 2008), providing a more accurate reflection of the diversity of participants involved (Ball, 2008; Potts & Semino, 2017). Keyword analysis is conducted using corpus tools, comparing different provincial subcorpora to the corpus as a whole. Keywords form an important part of corpus linguistic research, helping to identify the different preoccupations surrounding the IB in each province and different roles the IB plays in furthering particular agendas.

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***Le Programme d'Actualisation linguistique en français : entre réalité et utopie***

Dans le but d'aider les élèves nouveaux arrivants dans les écoles francophones de l'Ontario, le ministère de l'Éducation a implanté, en 2002, un programme d'aide en français connu sous le nom d'*Actualisation linguistique en français* (ALF). Bien qu'il ait été révisé en 2010, ce programme n'a jamais fait l'objet d'une étude visant à évaluer son impact sur la réussite scolaire des élèves qui l'ont suivi ni sur la façon dont les parents le perçoivent ou même encore les connaissances qu'ils détiennent à son endroit. Dans le cadre de la recherche que nous menons, et qui rejoint ces deux objectifs, notre communication présentera des données préliminaires recueillies à la suite des entrevues (19) menées auprès de parents ayant des enfants inscrits à ce programme, à travers la province (quatre conseils scolaires ont participé). Les premiers résultats soulignent que ces derniers sont peu au courant de la finalité du programme et encore moins du contenu; certains pensent qu'il est conçu spécifiquement pour les anglophones, ou encore, d'autres soulignent qu'ils ne savent pas que leur enfant suit un tel programme. En d'autres mots, la plupart ont des connaissances erronées ou lacunaires de l'ALF. Dans la mesure où les recherches soulignent l'importance d'établir des collaborations tangibles entre les milieux scolaires et les parents, il nous semble important de mener une telle étude pour délimiter les points d'achoppement et pour faire en sorte que l'arrimage soit non seulement signifiant entre les différents acteurs, mais, aussi, pour édifier une véritable collaboration visant l'intégration sociale et scolaire des élèves.

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#### ***Adopter l'approche par tâches input-based : Une étude exploratoire***

Il est bien établi que le recours aux tâches influence positivement le développement langagier en langue seconde (L2) (Bygate, 2015). La recherche empirique s'est traditionnellement penchée sur les effets des tâches qui requièrent de la production de la part des apprenants (p.ex., Payant et Reagan, 2018), mais on voit maintenant poindre un intérêt pour les tâches de type input-based qui, elles, favoriseraient le développement langagier en passant essentiellement par la compréhension orale (p.ex., Shintani, 2016 ; Erlam et Ellis, 2018). Cependant, aucune étude n'a encore été menée pour déterminer s'il est possible d'adopter l'approche input-based dans une classe d'apprenants adultes peu ou non scolarisés en français L2, une population, de façon générale, encore trop peu étudiée (Young-Scholten, 2015), et qui pourrait bénéficier d'une approche ne requérant pas de production orale ou écrite. Nous avons donc effectué une reproduction partielle de Erlam et Ellis (2018) dans un groupe d'étudiants peu scolarisés apprenant le français dans la ville de Québec (N=14). L'enseignante du groupe a d'abord été formée à l'approche théorique et a préparé les tâches en collaboration avec l'équipe de chercheurs, puis a implanté la séquence pédagogique dans sa classe (deux fois 90 minutes par semaine, pendant six semaines). Les données recueillies, pendant tout le projet, par observation directe (captation vidéo) et entrevues semidirigées auprès des apprenants et de l'enseignante ont permis de documenter l'implantation de l'approche et d'en faire ressortir les forces et les écueils. Les résultats permettront de discuter plus largement de moyens favorisant l'arrimage théorie-pratique.

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#### **A mixed methods study investigating affordances of plurilingual instruction compared to monolingual instruction in a multilingual university EAP program**

While plurilingual instruction has been found to be an effective pedagogy, particularly in multilingual classrooms (Cenoz, 2013; Marshall & Moore, 2013, 2018; Piccardo, 2013; Wilson & Davies, 2017), there is a paucity of research investigating the extent to which it benefits language learning compared to traditional monolingual pedagogy. This paper reports results from a SSHRC-funded mixed methods study examining the implementation of plurilingual instruction in an EAP program at a Canadian university. Participants were EAP instructors ( $n=7$ ) and their students ( $n=129$ ). Each instructor taught two sections of the same EAP Speaking and Listening course: one with monolingual tasks (comparison) and one with plurilingual tasks (treatment), for four months. The tasks included plurilingual pedagogical strategies such as translanguaging, intercomprehension, comparons nos langues, exploration of social and individual plurilingualism, and cross-cultural comparison. Data were gathered through a demographic questionnaire, the Plurilingual and Pluricultural Competence (PPC) scale (PPC), weekly learner diary entries, classroom observations ( $n=21$ ) and interviews with all teachers. Following a *pre* and *posttest* design, results show that EAP students in the treatment group had a statistically significant increase in plurilingual and pluricultural competence ( $p < .05$ ) compared to students in the comparison group. Results also show that students in the treatment group enhanced cognitive skills, critical thinking, additional language and cultural learning, and empathy, among other factors. While none of the instructors had received previous training in plurilingual pedagogy, they unanimously reported preference for plurilingual instruction. Recommendations for the field of language teaching, particularly in multilingual settings, are made.

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#### ***Intensive Instruction: Impact on oral lexical development***

Known for its positive impact on second language (L2) learning, the Intensive English Program (IEP) in Quebec, which normally consists of 350-400 concentrated hours of language instruction in grade 5 or 6, adopts a communicative approach that targets different aspects of L2 development (e.g. Collins & White, 2001). Within this program, teachers are responsible for planning learning and evaluation situations to promote the use of expressions (routine formulas and patterns learned as ready-made, whole chunks) and vocabulary (meaningful units of language) (MELS, 2001). However, research has shown that there is actually little direct teaching of vocabulary in this learning context (Collins et al., 2009). In fact, to date, little is known about learners' lexical development in intensive settings, especially with respect to oral production. The study investigated lexical development in terms of lexical density (ratio between lexical words and total words), lexical diversity (unique occurrences per 100 words), lexical sophistication (proportion of K1 (1000 most frequent) and K2 (1001-2000 most

frequent) words) and reliance on L1 (French words) in Frenchspeaking Grade 6 learners (n = 47 mean age: 11) enrolled in a 10-month intensive English program in Quebec. Measured at the beginning (Time 1) and end (Time 2) of a 9-month study period, oral production was assessed via a picture-cue narrative task (Derwing et al., 2004). Overall, findings revealed improvement between T1 and T2 in terms of lexical density and the use of English words; however, no significant improvement was found in terms of lexical sophistication.

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### ***How moral judgments depend on language – moving beyond the emotional explanation***

In an ideal world, reactions and answers to ethical problems should be consistent irrespective of the medium through which the question or situation is presented. Yet recent research (Costa et al. 2014; Geipel, Hadjichristidis & Surian 2015, 2016; Cipolletti, McFarlane & Weissglass 2016; Corey et al. 2017; Hayakawa et al. 2017; Ćavar & Tytus 2018) has shown that the same dilemma may elicit different moral judgements depending on the language in which it has been described. Using a covert 2x2x2 experiment where 61 bilinguals were asked to translate (L1↔L2) a passage peppered with swearwords, we show that the picture is much more complex. While the results ostensibly corroborate the Emotion-Related Language Choice theory (according to which bilinguals find their L2 an easier medium of conveying content that evokes strong emotional reactivity; Kim & Starks 2008), the effect was only observed in the case of ethnophaulisms, that is expletives directed at social (out)groups. This indicates that the key factor modulating response strength is not so much the different emotional power associated with the respective languages, but social and cultural norms. Long cultural learning and socialisation make expressions in L1 highly prone to normative influences, whereas using a foreign language exempts the speaker from these (whether our own or socially imposed) norms and limitations. It transpires that switching to a foreign language during decision-making may not only reduce emotionally-driven responses and political correctness biases, but also promote candid deliberative processes (e.g. rational cost-benefit considerations; in line with observations from the psychotherapy of bilingual patients, as well as models that perceive moral decision-making as the outcome of the interplay between intuitive emotionally driven processes and rational reflective processes; e.g. Greene & Haidt 2002; Haidt 2007). The orthogonal influence of the language medium on decisions, judgments and reactions has far-reaching consequences in our multilingual and multicultural world (not limited to such high-stakes scenarios as legal contexts).

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### ***L'écologie de la création d'histoires bilingues et multimodales en milieu familial***

Dans cette communication, il sera question de l'écologie de la production numérique lors de la création d'histoires bilingues et multimodales à l'aide de l'outil Scribjab (<http://scribjab.com>). Depuis plusieurs années, dans les recherches sur les langues et les littératies inspirées de théories socioculturelles (Vygotsky, 1986), l'apprentissage est conceptualisé en termes de processus sociaux et discursifs. Récemment, plusieurs chercheurs se sont tournés vers le nouveau matérialisme et le posthumanisme (Bhatt et de Roock, 2013; Canagarajah, 2018; Kuby et Rowsell, 2017; Pennycook, 2018; Toohey, 2018), des perspectives qui s'inspirent en partie des travaux de Deleuze et Guattari (1980). Elles permettent d'articuler comment plusieurs éléments s'enchevêtrent dans les situations d'apprentissage et les co-construisent. Cette pluralité est constituée par les corps des apprenants et leurs processus sensoriels, les dynamiques sociales et discursives, l'espace physique, les objets matériels, et l'environnement naturel. Nous avons adopté une approche ethnographique qui s'appuie sur ces perspectives pour porter notre attention sur l'enchevêtrement du social et du matériel dans les pratiques de littératie. Nous avons filmé l'utilisation de l'outil Scribjab à la maison par des enfants de familles plurilingues établies dans le Vancouver métropolitain. Cet outil permet aux usagers de créer des histoires bilingues (français/anglais et une autre langue au choix), de les illustrer et de les enregistrer en deux langues. Nous discuterons de la façon dont ce cadre théorique a élargi notre compréhension de la contribution des participants sociaux et matériels à l'écologie des activités créatives.

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### ***Effectiveness of an implicit approach for developing L2 French productive skills in a 6-year, pre-university program.***

In the Netherlands, teaching methods for L2 French in secondary school are usually low in input with an

explicit focus on grammar, frequent use of the L1, use of translation, and an emphasis on written language. This is contrary to the observation made by most SLA theories that exposure to meaningful input is a necessary prerequisite for L2 learning (VanPatten and Williams, 2015). The goal of this study was to see whether an implicit teaching method for L2 French with high input and focus on oral skills was as effective in developing productive skills compared to a traditional low-input, structure-based method. The context was that of Dutch 6-year pre-university secondary school curriculum. In this classroom study, 56 students were taught French using AIM (<http://www.aimlanguagelearning.com>) (Rousse-Malpat and Verspoor, 2018) for three years and with an extended version (labeled AIMe) for another three years. High amounts of L2 exposure were provided in school by meaningful target language use and at home by the use of online learning systems for homework assignments. Another group of 54 students was taught using a low-input, structure-based method focusing mainly on writing skills using traditional coursebooks. All students were tested on their oral and written skills, using free response tasks. The results show that after six years of instruction, the implicit, high exposure approach is more effective in developing oral skills and is equally effective in developing writing skills. The results of this study suggest that explicit instruction is not needed for accuracy, given enough time.

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### ***Dialogical voices of a doctoral dissertation proposal***

The purpose of this qualitative study is to investigate how doctoral candidates understand, negotiate and undertake the experience of writing a research proposal for their dissertation. It also explores to what extent dialogic relationships facilitate their accomplishing the task. Much of the literature focuses on the doctoral dissertation and the development of the thesis proposal has been given little attention whereas the understanding of the mechanism of proposal writing is crucial for successful doctoral studies.

Recent views of doctoral writing consider it a socially situated, discursive and dialogic activity where the discourse of the student-writer and disciplinary community interplay constantly (Paré et al., 2011; Prior & Bilboro, 2012). I use Bakhtin's (1981) concept of 'dialogicality of voices' to investigate how a dialogic approach to writing can provide a framework for understanding the discursive dynamics of proposal writing. I gather data from a doctoral candidate and her supervisor in Applied Linguistics at a Canadian University. The data include: 1) interviews with the doctoral candidate and her supervisor, 2) proposal written drafts, 3) recordings of the supervisory meetings, 4) supervisors' written feedback on the proposal drafts. In the analysis of the data, I trace the interplay of 'authoritative and internally persuasive discourses' (Bakhtin, 1981) to examine how the doctoral candidate resists, incorporates, or re-invents the authoritative voices of her supervisor and the discipline in her writing and makes them internally persuasive.

The findings of the study highlight spoken discourse as one of the important modes of meaning making in proposal writing.

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### ***Attempting to Bridge the Research to Practice Gap in Family Language Policy: A Focus on Workshops with Multilingual Families***

Attempting to Bridge the Research to Practice Gap in Family Language Policy: A Focus on Workshops with Multilingual Families Despite the growing richness of knowledge across a number of heritage languages (HL) and in relation to a constellation of issues, an area that has received minimal scholarly attention is knowledge translation and mobilization among multilingual families and communities. There is evidence to argue that many families are interested in learning from language experts and from others, and when accessible to them, use this knowledge in their family language planning (King & Fogle, 2006). A particular demographic that faces multiple complexities in heritage language socialization are linguistically mixed families (King, Fogle & Logan-Terry, 2008; Lanza, 2007). Given that learning language "goes hand-in-hand with acquiring sociocultural knowledge" (Ochs & Schieffelin, 1995, 74), HL development within the complex interactional dynamics of interlingual families involves intricate processes of negotiation and socialization into varied and hybrid cultural values and practices. Therefore, we argue that it is essential for these families to access reliable, up-to-date knowledge around multilingualism and on the relative effectiveness of different family language policies and practices, in an accessible format. The presentation reports on a qualitative study examining the parenting concerns and strategies of multilingual families, focusing on the following question: how do interlingual families engage with HL socialization knowledge and with one another in relation to their own parenting challenges? Focusing on interactional data generated with 14 multilingual families living in Montreal, Canada, who attended workshops on multilingual parenting strategies, the presentation examines the following themes: a) concerns around access to knowledge; b) responsiveness to knowledge translation; and c) parents as supportive experts. The presentation concludes with a discussion around interlingual parents' access to

knowledge by highlighting the need to ensure that knowledge created with families also returns to families in order to help clarify ambiguities and inform their daily practices of heritage language socialization.

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#### ***Program evaluation in TBLT: implementation in L2 Spanish at a Canadian University***

Despite the prominence of Task-based Language Teaching (TBLT) in Second Language Acquisition (SLA), there are very few published program evaluation studies of implementations of this approach (e.g., González-Lloret & Nielson, 2015; McDonough & Chaikitmongkol, 2007; Narcy-Combes & McAllister, 2011; Van den Branden, 2006). Norris (2015), however, argues that systematic accounts of how TBLT is developed and delivered in actual settings are necessary in order to advance the educational significance of TBLT. The present study addresses this gap in TBLT research by reporting on a program evaluation carried out over a four-year period in Spanish as a second language classes at a Canadian university. Data collection included notes from meetings of the instructional team, learners' perceptions collected through journals (N = 67), focus groups (N = 65) and questionnaires (N = 376), and classroom observations. The analysis of the data shows that the implementation of the approach presented challenges in the initial stages (e.g., overly ambitious syllabus, mismatch of pedagogy and assessment practices, and frustration with materials and aspects of instruction such as grammar), but also that subsequent adjustments to the delivery of TBLT led to a gradual increase of the overall positive perception of TBLT. These findings are discussed in relation to the importance of building systematic evaluation from the outset in any program implementation as an essential component to understand how TBLT ideas are put into practice in specific instructional contexts and how specific elements of those contexts play a role in the success or failure of the implementation.

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#### ***An Examination of Lexical Bundles in Computer Science Introductory Textbooks***

A growing body of research has focused on Lexical Bundles (LBs) - defined by Wood (2015) as "combinations of three or more words which are identified in a corpus of natural language" (p. 45) – in different academic disciplines, due to their role in discourse and pedagogy. However, no study to date has investigated the use of LBs in introductory university textbooks in Computer Science. To address this gap, a corpus of 1, 339, 876 words derived from eight textbooks that are commonly used in this register, was compiled. WordSmith Tools 6.0 (Scott, 2007) was used to identify the most frequent 4-5 word bundles and generate their concordance lines. The functional taxonomy developed by Biber, Conrad and Cortes (2004) was adopted as an analytical framework for this study. Results show that a total of 59 LBs fulfill the identification criteria set by the researcher (i.e. a minimum range of 2 texts, and a frequency threshold of 30/one million words). The analyses reveal that, of all bundle types, 71 % are referential, 15% are discourse organizers and 14 % are stance bundles. Within the referential bundles, code reference (bundles that refer to a piece of code constructed by a computer language such as Python or Java) emerges as a new functional sub-category. In addition, tangible framing attributes and code/text references are the most dominant sub-categories within the referential bundles. The findings are also compared with those of previous studies, and their implications for pedagogy and research are discussed.

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#### ***Les effets de la formation académique sur les pratiques rétroactives des futurs enseignants de français langue seconde.***

Les recherches s'intéressant à l'acquisition des langues secondes (L2) prouvent l'importance du rôle de la rétroaction corrective écrite (RC) dans le développement de la compétence à écrire (Bitchener et Storch, 2016). Plusieurs études ont examiné l'efficacité des différentes techniques rétroactives. Toutefois, peu d'études se sont penchées sur les pratiques rétroactives écrites des enseignants (Lee, 2018) et très rares sont celles qui ont examiné l'effet de la formation académique sur ces pratiques. La littérature montre que cette problématique a été traitée plutôt pour la RC orale (Busch, 2010; Vasquez et Harvey, 2010). La présente étude investigate les effets de la formation sur les pratiques rétroactives écrites des futurs enseignants de français langue seconde (FLS).

Vingt-et-un futurs enseignants de FLS ont participé à cette étude. Ils ont annoté deux fois un même texte d'apprenant : avant et après la formation. La formation (6 heures) évolue en trois parties. La première, une discussion visant à identifier les croyances des participants quant aux différentes pratiques rétroactives écrites. La seconde, un cours magistral, présente les différentes techniques rétroactives et leurs effets sur l'apprentissage de la langue cible. La troisième, un atelier, consiste en une activité collaborative d'annotation de texte.

Les pratiques rétroactives des participants avant et après la formation ont été analysées en termes de type de techniques rétroactives (directe, indirecte) et de pertinence.

Les résultats indiquent que (1) au pré-test les participants utilisent les techniques directes et indirectes de manière identique; (2) au post-test, ils privilégient la RC indirecte, notamment avec indice métalinguistique

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### ***Evidence of Cognate Facilitation in the Productive and Receptive Lexical Knowledge of Trilingual Children***

The proposed study examines the cognate facilitation hypothesis in the narrative production of 13 trilingual children aged 8 to 11 in Romanian, English, and French as well as in the children's receptive vocabulary knowledge assessed in all three languages using Peabody Picture Vocabulary Test-4 (PPVT-4) (Dunn & Dunn, 2007), and its French and Romanian-adapted versions. Data elicited through the Frog series (Mayer, 1969) in each language resulted in 39 narratives.

The children's lexical repertoires were analyzed to uncover each child's use of (i) Romanian-English-French cognates; and (ii) non-cognates. Additionally, the stories' lexical richness (measured via Guiraud's index) was analyzed for each language.

Results revealed robust cognate facilitation effects. When a cognate appeared in two or three of the languages under observation, participants either recognized or did not recognize their meanings in a consistent fashion. For instance, if they knew French parallèle, they also knew Romanian paralel and English parallelogram. Moreover, participants tended to know words such as cultivateur and not know words such as espiègle in French, presumably because of the presence or absence of cognate counterparts, respectively. Furthermore, cognate recognisability did not diminish even in those cases when cognate pairs were more closely related orthographically rather than phonetically (e.g., in French and Romanian, cinq/cinci). Results for lexical richness revealed an advantage for the majority language (English) and the home language (Romanian). We infer that the children's French vocabulary suffers from input and interaction that is restricted to formal classroom instruction, resulting in limited exposure to various registers and genres.

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### **Évaluation de l'impact d'un entraînement numérique sur la compréhension en lecture en français L2**

Notre présentation poursuit deux objectifs. D'abord, nous présentons un outil numérique, accessible en ligne et à tout moment (<http://www.elsa-afl.com/>), qui permet aux étudiants de tout niveau de s'entraîner individuellement à une meilleure compréhension en lecture (Farrall, 2012). Prenant appui sur des textes littéraires classiques aussi bien que sur des articles issus de revues actuelles, ce logiciel s'appuie sur de nombreux travaux en psycholinguistique (Kintsch, 1998; Gernsbacher et al., 2004; Clifton, Staub, & Rayner, 2007) et en didactique de la lecture (Giasson, 2003). Nous présenterons les objectifs de chacun des 7 exercices, qui vont d'un entraînement perceptif de la prise d'information (Ahissar & Hochstein, 2004) à un travail sur la compréhension (Kintsch & van Dijk, 1978) en passant par des éléments d'anticipation syntaxique et sémantique.

Ensuite, nous avons évalué l'impact de l'entraînement proposé par ce logiciel sur les performances en lecture. 100 sujets (50 dans le groupe expérimental et 50 dans le groupe contrôle) inscrits à cours de français langue seconde dans une université nord-américaine ont été évalué à trois mois d'intervalles au moyen d'un plan pré-test/post-test à l'aide d'épreuves mesurant la vitesse et la compréhension en lecture (Foucambert, 2009; Simard, Foucambert & Labelle, 2014). Les résultats sont analysés au moyen des modèles linéaires mixtes généralisés. Nous discuterons des progrès des sujets sur le plan de leur performance générale en lecture (vitesse et compréhension) ainsi que des contributions respectives des différentes habiletés travaillées dans chacun des exercices aux évolutions en lecture des étudiants.

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### **Étude comparative des réflexions métalinguistiques d'apprenants d'une L2 et d'une L3**

La recherche en langue seconde (L2) a démontré que les expériences d'apprentissage d'une L2 favorisent pour l'apprenant la création de liens explicites entre sa langue maternelle (L1) et la L2 (Storch et Wigglesworth, 2003; Swain et Watanabe, 2012). Mais qu'en est-il lorsqu'il s'agit d'apprenants d'une troisième langue ou plus (L3/n)? Cette question intéresse de nombreux chercheurs, car ces apprenants ont démontré des capacités métalinguistiques différentes de celles d'apprenants d'une L2 (De Angelis et Dewaele, 2011). Cependant, la majorité des données disponibles ont été collectées à l'aide d'activités langagières décontextualisées, ce qui offre un portrait incomplet de la situation. L'objectif de cette étude est d'analyser les réflexions métalinguistiques d'apprenants d'une L2 et d'apprenants d'une L3/n lors d'interactions authentiques du point de vue de la quantité et de la qualité des réflexions métalinguistiques produites lors de tâches collaboratives à l'écrit.

Les données ont été recueillies auprès de 40 participants apprenant une L2 ou une L3/n. Immédiatement après les tâches écrites, les chercheurs ont identifié des erreurs dans les productions écrites des participants, et ces derniers ont ensuite dû discuter des erreurs produites et des corrections à apporter. Ces interactions ont été enregistrées, puis analysées pour identifier les réflexions métalinguistiques produites. Les résultats exposent les différences dans la complexité des réflexions métalinguistiques entre les participants monolingues apprenant une L2 et les apprenants d'une L3/n. Ces résultats mettent en lumière l'importance de ne pas considérer les apprenants de langues secondes comme un bloc homogène et d'adapter approches et matériels pédagogiques aux différents profils d'apprenants.

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#### ***CEFR's Action-Oriented in UAE English Classrooms***

To address the issue of articulating what language learners should know and be able to do, the Council of Europe published the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (Figueras, 2012) with a focus on action-orientation. Regardless of the controversies that surrounded the appropriateness and efficacy of the CEFR (Hu, 2012; Turnball, 2011), the United Arab Emirates (UAE) Ministry of Education incorporated the CEFR to improve K-12 language teaching in 54 selected schools in 2011.

To assess the effectiveness of this CEFR-based curriculum, the present study was conducted using an explanatory sequential mixed-methods design with a representative sample of 85 teachers, 31 teacher trainers and 3 administrators from UAE public schools. The overarching research question was to what extent did, if at all, the CEFR contribute to action-oriented teaching in UAE public schools. Data were collected through a survey instrument and focus group discussions. The participants rated (on a 5-point Likert scale) the frequency of action-oriented tasks prior-to and post the implementation of the CEFR-based framework. A two proportion Z-test was employed to measure the significance of any observed change. Qualitative data collected from three focus group discussions were coded and analyzed. The results showed that the implementation of the CEFR-based curriculum, despite a few challenges, had contributed to action-orientation.

The presenter will delineate CEFR's action-oriented approach and share the findings of the study. He will also discuss some of the measures that helped overcome the initial challenges. He will address the questions after the presentation.

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#### ***No one-size-fits-all? The language-learning needs of learners with refugee experience***

Faced with limited funding and resources, Canada is having to address enormous challenges related to language training in its efforts to resettle an unprecedented influx of Syrian refugees (Citizenship and Immigration Canada, 2018; Canadian Press, 2018). Yet, as some recent headlines have described, over 36 cities across Canada are encountering critical problems related to language training for refugees (e.g., Carman, 2016; Rolfsen, 2016; Sevunts, 2018; Waisman, 2018). Drawing on approaches to teaching language backed by theories and research (e.g., Cho, Zarolia, Gazzaley, & Morsella, 2016; Cook, 2014; Hall, 2015; Long, 2016; Zhang, Van Beuven, & Conklin, 2011), a multi-year project funded by SSHRC was undertaken to develop a theoretically and empirically substantiated approach both to teaching and to developing ready-to-use instructional materials that will help learners with refugee experience acquire the communication skills they need to integrate into Canadian society. Specifically highlighted in this presentation are the results from multiple sources of data capturing the learners' unique language-learning needs through developing and implementing needs assessment surveys, conducting in-depth semi-structured interviews with learners and teachers, and analyzing learners' oral production. The presenter plan to share the insights gained from both direct data

(linguistics features derived from learners' oral production) and indirect data (learning needs reported by learners and teachers and analyzed by NVivo 12 Plus) to illustrate the development of pedagogical tasks and materials. This sharing aims to inform researchers conducting needs assessment as well as the practices of instructors and material developers supporting English learners with refugee experience.

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***Legitimacy of Non-Native English Varieties: From the Perspective of World Englishes***

With the increasing trend toward globalization, English has become an “international language” (Llurda, 2004) and “Lingua Franca” (Canagarajah, 2007). “World Englishes,” a term coined by Kachru (1997, p. 67), denotes local English varieties and focuses on heterogeneity by addressing “implications of pluricentricity” (Kachru, 1997, p.66) and expressing variations, diversified sociolinguistic settings, scopes, varieties, and different patterns of acculturation (Kachru, 1992). Moreover, this term underscores the role of English as a useful linguistic instrument as opposed to the hegemonic native speaker/non-native speaker dichotomy (Kachru, 1992) and “othering” (McKay, 2010, p.106). World Englishes manifest the spread of English, and usher in unprecedentedly “cultural pluralism,” and “linguistic heterogeneity, and diversity” (Kachru, 1985, p.14).

This paper is based on a one-year comparative study of two postsecondary Writing Centers in Ontario. By examining (both domestic and international) students’ varying responses to their non-native English-speaking writing instructor and non-native English varieties, the paper confirms the authenticity of non-native English varieties as well as the legitimacy of non-native English-speaking teachers. Autoethnography is employed and multiple journal entries are analyzed.

Canagarajah (2006) argues that it is time to shift from “either-or” to “both and more” (p. 233). This perspective of “the pluralism of English” (Kachru & Nelson, 1996, p. 77) will adjust English language teaching to local cultures and values in a more inclusive, ethical, and democratic way. English needs to be taught as an international language, instead of as a variety linked with a particular English-speaking culture so that the voices of rich subcultures can be heard.

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***Visual-Verbal Interaction in Conversation EFL Materials***

While the multimodality of ELT textbooks has been increasingly studied for how intersemiotic complementarity is deployed to achieve various pedagogic purposes, textbooks have less often been viewed as semiotic artefacts, a perspective which leads to the focus not on the pedagogic implications of multimodality but on intermodal interaction, such as image-text relations. To address this gap in the literature, this study explores visual and verbal interaction in ELT textbooks, focusing on the conversation section in a senior high school English textbook in Taiwan, which, compared to the reading section, has long been sidelined in textbook research. Analysis followed Royce’s (2002) recommendation for how ideational image-text relations could be examined, i.e. beginning with analysis of images from the perspective of the four functional categories of “represented participants, process, circumstances, and attributes” (Halliday, 1994, p. 193), and then to identify how the visual design relates to the ideational meaning in the written dialogues. The study found that the nature of dialogues as involving the simultaneous and continuous interaction between two or more people renders the relations between images and texts unique in conversation materials. Consequently, frameworks of image-text relations that are developed based on narratives (such as picture books) or information texts (e.g. Martinec & Salway, 2005; Unsworth, 2006) may not be sufficient for the understanding of this particular genre of multimodal text. This presentation will discuss the distinct ways in which images and language interact in multimodal conversations in an ELT material and provide a preliminary framework for future examinations.

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***Lingua franca communication in STEM education: Expanding the scope***

Studies suggest the professional expertise of many international faculty and teaching assistants in STEM is questioned for their accent and grammar despite their ability to interact successfully with students in the classroom (Villarreal, 2012). Attending to this concern, this presentation uses ethnographic interviews and video recordings of classroom teaching to examine how experienced international STEM professionals utilize their teaching space in the classroom in claiming, constructing and deploying their language competence. The interview data particularly looks into the interactional positioning by the scholars, paying attention to how their accounts of lingua franca interactions in the classroom go beyond verbal repertoires. Then we closely analyze a video of classroom teaching by an international chemical engineering faculty member and consider the role of space in shaping lingua franca communication. We particularly attend to how the positioning of the body by the faculty, the movement in the teaching space, and the use of technology constitute an important element of communicative activities. The findings suggest a need for expanding the definition and scope of

interactional competence by taking on board the possibility the role of the semiotic assemblages (Canagarajah, 2017; Pennycook, 2018) as inevitable in understanding how language functions in lingua franca social spaces. We offer a nuanced investigation of how space plays an important role in deploying various texts, objects and pedagogical activities in a network of relations and trajectories. This study calls for a more comprehensive account of resources in defining interactional competence than is currently conceptualized in applied linguistics.

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### ***Language Faculty in Cross-disciplinary Collaborations for Multilingual Student Success***

With growing numbers of multilingual students in Canadian universities, disciplinary faculty with no language training face daily a “superdiverse” (Blommaert and Rampton, 2011) student population. Language faculty could play a significant role in collaborating with their colleagues to ensure multilingual student success (Millar, 2009). Studies on faculty collaborations suggest that interdisciplinary collaborations among disciplinary/content-area faculty and language/applied linguistics faculty in institutions of higher education are rarely researched (Smit & Dafouz, 2012; Zappa-Hollman, 2018).

This presentation draws on a study of the professional development of language faculty involved in liaison roles with faculty across the disciplines in collaborating on a variety of activities (e.g. co-teaching, course re-design, workshops, post-entry language assessment). The study is part of the research activities of a Centre established in a mid-size Canadian university to integrate research, teaching, and learning to support the academic success of multilingual students. Data consists of transcripts of monthly meetings over two years of language faculty associated with the Centre. The meetings involve discussing existing literature on cross-disciplinary collaborations and considering questions that reflect an inquiry stance on one’s professional practice in addressing experiences, successes and challenges in fostering cross-disciplinary collaborations. The analysis draws on professional identity theorizing (Duff, 2017; Whitchurch, 2009) and notions of collaboration as a dynamic process of “doing”, “meaning-making” and “becoming” (Jacobs, 2007) to share data on participants’ roles in enacting theory into practice for institutional change. Implications for better understanding of the nature of professional development or transformation involved in interdisciplinary collaborations will be shared.

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### ***Academic discourse socialization of culturally, academically and linguistically diverse students in***

The study explores the academic discourse socialization (e.g., Anderson & Duff, 2015) of academically, culturally, and linguistically diverse students in an international TESOL graduate program in Canada. Semi-structured interviews with 2 students from North America and 12 students from 6 different regions in the world were conducted to explore the research questions: 1) what are considered as legitimate ways of participation by students in an international TESOL graduate program? 2) what are students’ perceptions of different ways of participation? 3) what affects students’ academic discourse socialization? Using thematic analysis (Braun & Clarke, 2006) treating interviews as social practice (Talmy, 2010) in the analysis of the interviews with students in the program, the study found that various aspects such as contextual, cultural, educational, ideological, and individual differences contributed to their academic discourse socialization. Also, as Morita (2004) argues, the findings showed that same learners participated variously in different contexts for various reasons, whether they were NS or EAL students. Moreover, the study suggested that for academic discourse socialization to occur, there does not necessarily need to be a clear distinction of experts and novices. Rather, all members of the community negotiate norms in the community, in case of my study, legitimate ways of participation, and members negotiate their participation based on different internal and external factors. The findings from the study have important implications for academically, culturally, and linguistically diverse classrooms.

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### ***‘A split identity’: The ethnolinguistic negotiations of a heritage-seeking study abroad student***

Drawing on contemporary notions of ethnolinguistic identity, language socialization, and heritage language learning, a mixed-method study examined the experiences of Chinese heritage-seeking study abroad students. To better illustrate the factors that can influence their developmental trajectories, this presentation centers on a case study of an American-born Chinese student who participated in a year-long international exchange program in Hong Kong, her ancestral homeland. During the sojourn, she took courses in geography (her major), intercultural transitions, and Putonghua (Mandarin), and enhanced her Cantonese through interactions with her relatives and other locals. In addition to informal conversations, interviews, and questionnaire surveys, in the intercultural transitions course, Mandy (a pseudonym) divulged her emotions

and experiences through reflective essays, online forum posts, in-class discussions, and hypermedia blog entries. Her data was submitted to an NVivo database and subjected to open, thematic coding. As her self-efficacy in Cantonese grew, Mandy felt closer to her Chinese roots; however, her preferred self-identities were often contested. Feelings of inbetweenness intensified, compelling her to question her bilingual, ethnolinguistic identity. A complex mix of internal and external elements affected her language and cultural socialization and ethnic identity development. A comparison of her case with those of the other participants revealed differing degrees of investment in heritage language learning and also afforded insight into the multifarious ways in which heritage study abroad students may (re)interpret and (re)negotiate their ethnic identities. On a practical level, studies of this nature can help provide direction for the preparation and support of heritage-seeking study abroad students.

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### ***The role of task repetition and learner reflection in task performance and outcomes***

This is a follow-up study on the effects of task repetition (TR) – repeating the same or slightly different task - on L2 development. TR is viewed as beneficial to L2 acquisition because it can improve comprehension, learner fluency, grammatical and lexical complexity, and accuracy (Long, 2015). Although two-way tasks promote more interaction, one-way tasks stimulate more output modifications (e.g., Iwashita, 2001). When planned, one way-tasks can also lead to more fluent and complex language (e.g., Skehan & Foster, 1997). In an earlier study, we provided a within-group analysis of the effects of one-way task repetition when the same learners performed the task twice. The results showed improvements on learners' both accuracy and fluency. In this study, we examined these effects experimentally with two groups of learners. The experimental learners (n=26) recorded a 5-minute presentation on a topic of their choice. First, they presented the task to the whole-class, reflected on their performance in terms of language and format quality, and received teacher's feedback. Four weeks later, they produced a second recording and reflected on it. The control group (n=26) delivered a 5-minute presentation before a class but did it once without reflection or teacher feedback. The recordings were rated on five rubric-determined traits by the teacher and two independent raters; the scores were compared between groups. The reflections were analyzed using discourse coding techniques (Saldana, 2016). The results revealed benefits for the experimental group, confirming the importance of TR and the need for learner reflection in task performance and outcome.

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### ***A Lexical Analysis of a Diagnostic Writing Assessment: The Relationship Between Lexical Profile & Sophistication and Writing Proficiency***

This study aims to establish the relationship between the lexical profile of at-risk and not at-risk (successful) undergraduate engineering students' writing using a corpus of written answers (N=400) from two task versions. Writing ability has been shown to be a strong predictor of academic success (Powell, 2009), and vocabulary knowledge and use has been shown to be a strong contributor to academic writing (MacNamara, Crossley, & McCarthy, 2012). Students who produce lower quality writing have been shown to use less sophisticated vocabulary (Laufer & Nation, 1995). The present study explores the relationship between vocabulary sophistication and holistic test scores using a post-entry university diagnostic test for engineers designed to identify students needing academic support (Fox & Artemeva, 2017). Student writing was analyzed using specialized software designed to measure lexical sophistication (TAALES) (Kyle, Crossley, & Berger, 2018). Seven indices, identified as indicating lexical sophistication, (Kim, Crossley, & Kyle, 2018) were compared to human-rated test scores. Writing profiles between at-risk and not at-risk students were found to differ significantly in lexical sophistication characteristics. Results indicated a positive relationship between tri-gram use and test scores. Additionally, rare words and low-frequency single words were found to correlate with higher test scores. A regression analysis was conducted to investigate the multiple sophistication indices' contributions to written proficiency scores. An effect for task version on lexical sophistication was observed which has assessment implications as different task versions elicited different vocabulary profiles. The pedagogical implications for the characteristics of vocabulary use in higher proficiency writing are discussed.

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### ***Plurilingual World, Monolingual Norms: A Dynamic Perspective on the Notion of the Native Speaker***

The notion of the native speaker and its undertones of language ownership, prestige, and ultimate language competence have been problematized by researchers, arguing that the ensuing monolingual norms and assumptions are flawed or inequitable in a global super-diverse world (e.g. Cook, 1991; Davies, 1991; Rampton, 1990; Wernicke, 2017). However, such

norms are still ubiquitous in educational, institutional, social and policy settings. This presentation focuses on language background profiling in elementary education by investigating language-related questions used in school registration forms. A quantitative analysis of a sample of 123 forms from five provinces (Ontario, Alberta, BC, Manitoba and PEI) indicates that language background questions about incoming students and their families constitute a mixture of monolingually- and plurilingually-oriented perspectives, sometimes independent of each other and other times clashing. In many cases the forms do not allow parents to list two or more languages as a child's first language, a counterintuitive finding in country with two official languages and a generally high awareness of bilingualism. In addition, question formulations and focus differ from one province to another and often within provinces, indicating possible ideological fluctuations across the country. Qualitative data from interviews with parents of bilingual and plurilingual children and from children's own plurilingual self-portraits are juxtaposed with the registration form data. Overall, the findings indicate that the notion of the native speaker is still a strong ideological tenet in language background profiling, although it is also dynamic and thus the 'face' of the modern native speaker is gradually acquiring some plurilingual features.

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***Motivational Linguaging Activities and Their Effect on EFL Students' L2 Learning: Cases of Elementary and Secondary School Students in Korea***

I present the effect of motivational languaging activity (MLA) on EFL-learning motivation. Swain (2006) defines languaging as "the process of making meaning and shaping knowledge and experience through language." I extend Swain's original notion to L2 motivation, assuming that MLA has an impact on students' L2 motivation by making them talk about or write about the importance of learning an L2.

In this presentation, the results of three separate studies will be presented. Various types of MLAs were implemented for elementary, junior high, and high school students: 1) written MLA, 2) verbal MLA, and 3) verbal MLA plus written one in individual or group conditions. Students in the written MLA condition first read a short passage on a Korean celebrity who speaks excellent English as an L2, and then wrote short reflective essays on it. Students in the verbal MLA condition first watched a short video clip on a similar case and discussed how the video clip was related to their ideal L2 self. In the first study, the MLA lasted throughout the semester; in the second one, it lasted for three months; and in the third one, for six weeks. By using questionnaires, students' motivational changes based on Dörnyei's (2009) L2 Motivational Self System were measured at the beginning and the end of the semester.

The results indicated that students in both written and verbal MLA groups showed various increases in their motivations. This implies that MLAs can be adopted for enhancing and maintaining students' L2 learning motivation.

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***Paraphrase not to plagiarize: "Teaching Paraphrasing to L2 Writers in a Canadian University"***

With a growing number of international students embarking their studies in Canada (Statistics Canada, 2016), it is imperative that their needs and challenges in academic writing are adequately addressed to ensure successful academic experience of these student population (Keefe & Shi, 2017; Walker, 1998). Informed by a second language (L2) socialization perspective (Duff, 2010; Schieffelin & Ochs, 1986), this study argues the need for specific and guided instructions particularly on paraphrasing to help students "stay out of trouble" and respect academic integrity (Currie, 1998; Newton, Wright, & Newton, 2014; Roig, 1999;). This study first examines a paucity of L2 writing instructions, particularly paraphrasing, both in an English as a foreign language and an English as a second language contexts before these students embarked their study in an English speaking institutions in Canada through various secondary sources including curricular, textbooks, work books, as well as interviews about their writing experiences (See Polio & Shi, 2012). It also analyzes various paraphrasing samples by students with five different first language backgrounds, namely Chinese, Portuguese, Korean, Japanese, and Arabic before and after specific instructions on paraphrasing (Roig, 2001; Walker, 2008). Findings inform lack of or a paucity of L2 writing instructions especially regarding paraphrasing impedes learners from being aware of committing unnecessary plagiarism, and a more practical and need-based paraphrasing skill instructions are desired in order to maximize L2 learners' understanding and skill development in paraphrasing. The presentation concludes with constructive suggestions for educational interventions and curriculum development (See Shi, 2010; 2011 & 2012).

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***Creating Space for Disciplinary Literacies: Critical Ruminations***

In an effort to develop disciplinary literacy in English as an Additional Language (EAL) students in tertiary-level learning contexts, there have been various pedagogical approaches to fostering the learning of both language and content at different levels (Airey, 2011; Lillis & Scott, 2007; Marsh, 2002; Smit & Defouz, 2012; Wilkinson & Walsh, 2015). This presentation explores a joint effort by two university educators aiming to develop the disciplinary literacies of international undergraduate students in the Arts. In this presentation, we report on pedagogical challenges and possibilities encountered in the design and delivery of curriculum which integrates language with the content of first-year history, psychology, and geography courses. Specific examples will be drawn to chronicle how the course creates an educational space within which students are invited to explore the inextricable relationship between language and disciplinary knowledge. The presentation closes with pedagogical recommendations for program designers and educators interested in nurturing students' literacies specific to disciplines.

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### ***Checking Up on Medical Training Assessments for English as a Second Language Doctors through Multimodal Analysis***

Studies have investigated the culturally-bound characteristics of active listening across several disciplines, including business, conflict mediation and medicine (Lamiani, 2008). This research is valuable particularly in multicultural and multilingual medical consultations as it provides evidence that active listening training is being used as one means of improving doctor-patient relationships (Vogel et al., 2018). In general, previous research has relied on standardized questionnaires that measure participants' perceptions of physicians' traits (e.g. empathetic, caring, etc.) during clinical encounters (e.g. Fassaert et al., 2007). However, research trends have shifted towards investigating similarly structured interactions in other domains using multimodal analysis, which can provide a more comprehensive gestalt of textual, verbal, and non-verbal factors characteristic of different communicative genres. However, there is a dearth of research regarding the extent to which specific factors pertaining to active listening are present in doctorpatient interactions. The present study evaluates multimodal active listening performances of non-native English-speaking medical graduates during Objective Structured Clinical Interviews against ideal models of active listening behaviours. The verbal manifestations in these videos were classified using previous active listening scales, while the non-verbal behaviours were classified according to eye contact, hand gesture categorization (i.e. beats, interactive, deictic, metaphoric, iconic or distracted), head movement and body posture. Results indicate that nonnative speakers' active listening behaviours differed from the baseline study in a number of verbal and non-verbal areas, the ramifications of which could be perceptions of doctors' indifference regarding patients' health experience. Explanations for the findings and research and pedagogical applications will be offered.

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### ***Language testing for placement and proficiency: Findings from a CEFR mapping study***

The Council of Europe recommends that institutions who intend to express their non-CEFR based language test scores in terms of CEFR proficiency levels carry out a mapping procedure to validate alignments (Council of Europe (2009). This report presents the results of a study linking the scores of a university proficiency and placement English language test (the ANG Test) to the proficiency levels of the CEFR. The ANG Test is used for both placement in language courses that have been aligned to the CEFR by level (1200 tests annually) and as a proficiency measure (1350 tests annually). Therefore, the current mapping project has two primary objectives: (1) to validate existing cut-off scores in terms of CEFR levels and (2) to examine the adequacy of the test and its evaluation procedure as a tool for both course placement and language proficiency. We report on the results of Phase 1 of the study, concerned with constructed responses sections of the test i.e. written and oral production. A rangefinding procedure followed by a pinpointing procedure was employed according to the Body of Work Method (Kingston et al., 2001). 575 constructed responses to writing and speaking questions were ranked, which provided 1800 judgments. A regression analysis ( $p < 0.001$ ) and ROC analysis suggest that the existing cut-off scores for placement are similar to those established in the study. However, adjustments in evaluation procedure and constructed response prompts are necessary in order to continue using the ANG test for placement and proficiency.

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### ***Exploring the effectiveness of overseas professional development for EFL teachers.***

Many universities in Anglophone countries offer short-term professional development (PD) programs for teachers of English as a foreign language (EFL) (e.g., Conway & Richards, 2007). Given the potential impact of such PD on language education globally, the effectiveness of these programs should be investigated. In particular, PD program developers need to better understand the factors affecting the successful implementation of acquired pedagogical knowledge once teachers return to their home contexts (Cook & Gulliver, 2014; Sansom, 2017). We present the findings of an exploratory mixed-methods study which investigated the effectiveness of a PD program provided by a Canadian university for Japanese secondary school EFL teachers. The program consisted of a 10-week onsite component delivered in Canada, followed by an optional six-month online component, during which teachers continued to develop lesson plans and provide peer feedback. Using both quantitative survey with 10 participants and qualitative interview data, we aimed to understand a) how teachers' self-assessment of pedagogical effectiveness changes over time, and b) how they implement new pedagogical knowledge after they return home. Framed within the Douglas Fir Group's (2016) multilevel model of language learning and teaching, our results show that the teachers' self-assessment of their general pedagogical efficacy improved during their time in Canada. However, the level of their self-efficacy decreased after returning to their home contexts. Interview data provide further insight and reveal how affordances and constraints at the classroom (micro), school (meso) and national (macro) levels aided or hindered the teachers as they tried to implement their new knowledge.

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### ***Learning from adults with limited formal schooling in Quebec's French for newcomers classes: What can they teach us about listening?***

Learning from adults with limited formal schooling in Quebec's French for newcomers classes: What can they teach us about listening? Quebec French for newcomers centers have seen a steady increase in their adult population, especially one where students have limited or interrupted formal education (SLIFE) (MIDI, 2016). To our knowledge, research has very little to offer, so far, to help this population acquire simultaneously both the target language and literacy skills. However, it is known that SLIFE's needs typically differ from educated adults' and preliterate children's, and methods proved efficient cannot be used "as is" with SLIFE (DeCapua, Smathers & Tang, 2009). Although this population's literacy learning is becoming a growing research subfield (Kurvers, 2015), very few studies are conducted on listening skills (Strube, 2010; Bigelow & Tarone, 2004), yet SLIFE rely on oral skills to learn and to participate in their new communities (Kurvers, 2015). Raising awareness of listening processes (metacognition) of educated learners seems helpful (Cross, 2015), particularly for low-performing listeners (Vandergrift & Cross, 2017), and may also benefit SLIFE. This presentation focuses on the piloting of an adaptation of Vandergrift's (2004) listening strategy and metacognition training, in the form of tutoring. The piloting was conducted with 26 participants in 2 literacy classes, over 5 weeks and between 2 listening comprehension tests. The tutoring sessions were audio-recorded to keep track of the participants' development in listening comprehension. Although results to listening comprehension tests did not show any improvement, preliminary analyses suggest that participants did develop both their ability to recall information and their awareness of listening processes and strategies. Larger implications regarding listening assessment of SLIFE are discussed.

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### ***Ideologies of Greek parents about heritage language knowledge and ethnic identity***

This study examines the ideologies of Greek parents about the importance of heritage language knowledge for ethnic identity. While immigrant parents generally expect their children to maintain the heritage language (Liang 2018), few studies have considered the beliefs that underlie this expectation, especially notions about who is considered a member of the ethnic community (Schieffelin & Ochs 1986). As parents may be one of the only sources of contact with the heritage language and culture in an immigrant context (Brown 2011), how they define "Greekness" impacts their children's sense of ethnic identity (Phinney, Romero, Nava & Huang 2001). Since ideologies are shaped by context and experience, we interviewed first- and second-generation Greek parents in western Canada as well as non-immigrant parents in Greece. Both groups of immigrant parents felt it important that their children speak Greek. However, while the first-generation parents believed it relatively easy to maintain Greek and expected a high level of proficiency from their children, the second-generation parents knew the challenges of heritage language maintenance and thus emphasized family history and cultural traditions rather than advanced language proficiency. In contrast, non-immigrant Greek parents, not having lived abroad, expressed few strong opinions about language knowledge and ethnic identity. These findings show that for the immigrant parents, heritage language knowledge is considered a key component of "Greekness". However, heritage language

programs should recognize that there may be variation in the parents' sense of ability to transmit the language and consequently, in their beliefs and expectations for their children's linguistic and social development.

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#### ***An Examination of Grade 1 French Immersion Students' Extended Oral Output through Literacy-Based Learning Centers***

Oral communication abilities are crucial to the development of strong literacy skills for young second language (L2) students (Cook, 2016). Literacy centers are also a well-established practice in French immersion classrooms (Author, XXX). However, baseline data for this study and results of previous studies on literacy centers (Author, XXX) reveal a serious lack of attention to oral language development. This presentation will describe how grade 1 French immersion students (year 1 of the program) produced extended output (Swain, 1993) while participating in oral learning center activities. This study used a "research design" methodology (Brown, 1992), reflecting a pragmatic perspective. The ultimate aim of the research was to improve the development of oral language in the context of literacy centers. To do this, the researchers identified seven characteristics necessary to create effective oral activities, and developed tools, materials and activities for L2 teacher use. These activities were then assessed in a grade 1 French immersion program. Two grade one teachers, their students (n=37) and one literacy mentor participated in this study. A researcher and the literacy mentor offered professional learning sessions on oral literacy centers in an immersion setting. With the help of the researcher and the literacy mentor, the two teachers then created activities based on the seven characteristics and used these activities in their oral literacy centers. Students were audio and video recorded. These recordings were transcribed and analyzed based on the following categories: communication to practice specific oral learning outcomes, negotiation of meaning (Long, 1996; Varonis & Gass, 1985), negotiation of form (Swain, 1993), negotiation of the oral activity and socialization. The results showed that grade 1 students were able to practice specific oral learning outcomes, and to negotiate meaning, form and activity while engaging in extended oral output.

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#### ***Are the effects of form-focused instruction mediated by second language learners' executive function skills?***

Are the effects of form-focused instruction mediated by second language learners' executive function skills? The present study is a follow-up to a previous study showing the effectiveness of form-focused instruction (FFI) targeting second language (L2) phonological awareness of French articles as well as L2 morphological awareness of noun endings (i.e., sublexical cues) in the acquisition of French grammatical gender. Given the importance of L2 learners' executive function (EF) skills in L2 acquisition (e.g., Darcy, Mora, & Daidone, 2016), the current study hypothesized that the extent to which L2 learners benefit from FFI would be mediated by their EF skills. To examine the hypothesis, a quasi-experimental study was conducted in six intact French L2 classrooms (N = 140). Four classrooms received six 80-minute FFI sessions targeting French grammatical gender, while two classrooms continued with their regular French L2 program. A pretest, an immediate posttest, and a delayed posttest were administered, each of which included grammatical judgment, text-completion, read-aloud, and picture-description tasks. To measure EF skills, the Simon Test, the Corsi Block-Tapping Test, and the Wisconsin Card Sorting Test were administered at each of the three testing times. For participants receiving the FFI sessions, nonverbal visuospatial working memory was a significant predictor of the learning gains in the grammatical judgment task, while inhibitory control was a significant predictor of the gains made in the read-aloud task. Cognitive flexibility failed to be a significant predictor of any learning gains. This presentation will conclude by highlighting the roles of nonverbal visuospatial working memory and inhibitory control in the degree to which L2 learners benefit from FFI.

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#### ***ESL Teacher Interaction and Cooperative Learning in Communities of Practice***

Teacher participation in communities of practice (CoPs: Wenger-Trayner & Wenger-Trayner, 2018) has been found to positively impact professional learning (e.g., Rosell-Aguilar, 2018; Authors, 2015). Learning in CoPs is realized through the co-construction of knowledge that results from participants working together to address professional learning goals and to solve work-related problems. Less well-studied, however, are the nature of the interactions that occur in the CoPs. To increase our understanding of these interactions, we audio-recorded three different CoPs consisting of a total of 18

teachers of adult ESL learners during in-person meetings where they discussed their reading and understanding of applied linguistics research articles. Each CoP was established in a distinct context: a general ESL program, an immigrant settlement ESL program, and an English for academic purposes program. Each of the three discussion groups lasted approximately 90 minutes. Discussion recordings were transcribed and verified. Micro-interlocutor analysis (Onwuegbuzie, Dickinson, Leech, & Zoran, 2009) was used to examine participants' interactions and response characteristics within the discussion groups. Findings revealed participant contribution patterns (i.e., who responded, the number and order of responses, and the response characteristics) that showed the teachers utilizing one another's personal funds of knowledge in conjunction with research article content as they attempted to find solutions to shared classroom issues. The results illustrate processes of effective ESL teacher interaction and ways for structuring learning in CoPs to promote evidence-informed practices. Innovative practices resulting from the social construction of knowledge occurring in CoPs justify the fostering and support of CoPs within educational institutions.

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***"I want to keep my North Korean accent.": Agency and Investment in a North Korean defector's L2 Learning Trajectory***

Over the last two decades a growing number of school-age North Korean defectors migrated to South Korea. These young defectors face numerous challenges during their adjustment period into South Korean society; many failing to finish schools particularly due to their struggles with English (Kim, 2016; Park, forthcoming). Lee (2014) argues that the Korean mainstream English programs fail to motivate these students, often stigmatizing them as "low-achievers." Research on learner identity and agency has been pivotal in accounting various challenges in transnational migrants' L2 socialization (Duff, 2015; Norton, 2013). Considering learners' life trajectories and investments in learning English is significant in designing, executing, and evaluating programs for refugees (De Costa, 2010; Nelson & Appleby, 2015). However, only a handful of studies have examined North Korean students' agency and investment in their L2 socializations across time and space. This paper presents one defector's personal narratives about his transnational experience in three different sociopolitical settings as an English learner: a secondary school student in North Korea, a college student in South Korea, and an exchange student in the United States. The question grounded in the study is, what roles does learner agency play in shaping and reshaping identities, investments, and aspirations in his learning trajectories? Three sets of semi-structured interviews were conducted over the period of two years, each interview lasting about 90 minutes. A thematic approach was used to analyze the content of his autobiographical accounts (De Fina & Tseng, 2017). After presenting findings highlighting learner voices in personal narratives, potential implications for developing more adequate English programs and classroom practice for North Korean defectors are followed.

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***Using a video-based multilingual educational platform to support English Language Learners in Mathematics***

Underlining causes of poor academic achievement in education continue to be widely discussed particularly in countries with a high influx of refugee students. Recently, this influx has forced school stakeholders to conceptualize pedagogical change to better serve these communities (Heineke et al., 2012). However, questions are still pending with regard to how to address the gap between the students' prior funds of knowledge and the school aims, practices and curriculum in the host countries (Benson, 2010; Cummins, 2012). To fill in this gap, the last decade has seen the burgeoning of translanguaging pedagogies that capitalize on the students' repertoire. However, despite scientific evidence, schools are still reluctant to implement these pedagogies sustainably as they feel that they lack resources and confidence to address the language paradigm. Our case-study reports on the implementation of a web-based multilingual learning tool labelled "Binogi" among 79 grade 6 students in a primary school of which 52 English Second Language learners in Toronto. We hypothesized that their language resources could be tapped in by a multilingual web-based learning platform. Based on interviews with the teachers, focus-groups with the students and on the data collected through the learning platform, the students' and teachers' use of the learning platform and the relation between the students' repertoire and their language choices will be presented. We will discuss how this digital multilingual tool may support the students' agency taking into account the complexity of their plurilingualism and the history of their school background.

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***Comparing the limitation statements in research articles in applied linguistics: A geolinguistic perspective.***

Limitation statements in research articles (RAs) play important roles in academic writing as they guide readers to properly interpret research findings and position authors as critical evaluators/researchers in the academic discourse community (Swales & Feak, 2012). However, only a few studies have touched upon limitation writing as a part of a rhetorical move in the discussion/conclusion sections (Peacock, 2002; Yang & Alison, 2003). How authors actually framed limitations is still under-investigated. Meanwhile, considering the observations that authors' background such as L1 (Shim, 2005) and locations of academic journals in terms of Kachru's three circles of world English (Lillis et al., 2010) may influence academic writing, it is worth studying how authors of different English varieties presented limitations in the journals hosted in different circles. To this end, this corpus-based study compared the limitation statements in two groups of empirical RAs in applied linguistics published between 2010 and 2018: 40 RAs from the journals in the Inner Circle (Canada, the UK, and the USA) and 40 RAs from the journals in the Outer Circle (Hong Kong) and the Expanding Circle (China, Korea, and Japan). Our analysis identified three major types of limitation statements based on the features of stance (hedges and attitude markers) and engagement (directives and shared knowledge) (Hyland, 2015): Straightforward or simple statements, positive or forward-looking statements highlighted with future research, and defensive statements stressing existing challenges. The RAs published in different circles also showed differences in these statement types. Implications for teaching academic writing will be discussed.

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### **Going beyond the classroom: Impacts of authentic language interactions through Twitter**

Our increasingly digital world requires a re-evaluation of the impact of intercultural contact on language learning motivation in contexts of technology-mediated interaction. I present a case study which explores the role of second language (L2) engagement on the social network Twitter, and argue its potential to provide the intercultural contact necessary to motivate Anglophone learners of French. As demonstrated in second language acquisition (SLA) research over the past 60 years, intercultural contact is positively correlated with motivation and confidence in L2 use and acquisition (Clément et al. 2003; Gardner & MacIntyre, 1993). Accordingly, an absence of interaction results in higher levels of L2 anxiety (Liu & Huang, 2011). Moreover, without relevant context, many Anglophone students perceive other languages as less instrumentally valuable (Ushioda, 2017). In order to provide all learners with authentic language interaction despite geographic limitations, researchers in technology-mediated education have begun repurposing social media tools such as Twitter for language learning (cf. Lomicka & Lord, 2012; McBride, 2009). They suggest that the incorporation of real-life social interaction through digital mediums into the learner experience replicates the motivational effect of intercultural contact (Ollivier, 2010). Using a mixed-method case study approach in my masters thesis, I explore learner experiences on Twitter in a *first-year university French class*. Drawing from pre-activity and post-activity survey data administered over one semester, I evaluate changes in levels of L2 motivation and confidence against student engagement as assessed through interactions within Twitter to better understand the potential of technology-mediated interaction.

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### **L2 Learners' Attitudes Towards French Varieties: The Role of Social Network and Learning Experience**

People often believe that certain language varieties are more prestigious than others (e.g., Kircher, 2014; Zhang & Hu, 2008), which can cause speech from perceived substandard varieties to trigger biases and inform social judgements of the speaker (Giles & Billings, 2004). These language-centered biases likely develop from classroom or cultural experience (Giles et al., 1974), but it is largely unknown what types of language experience and exposure might mitigate language biases, especially for second language (L2) learners engaged in classroom language learning. This study's goal was to extend the limited knowledge on the effects of experience on L2 learners' language-centered biases by focusing on L2 French learners' attitudes towards different French varieties. Participants included 40 L2 French learners from various proficiency levels engaged in classroom L2 French learning in Montreal, a city characterized by negative attitudes towards speakers of Quebec French. Participants described their language learning experience, completed a French proficiency test, and filled out a French social network questionnaire. They then rated two audios recorded by native speakers from France in a listening comprehension task, with one of the two speakers introduced as a speaker of Quebec French. Preliminary results suggest that participants engaged in reverse linguistic stereotyping, attributing stronger accentedness and lower personality ratings based on the speaker's assumed identity, not actual speech. Speech ratings were also associated with participants' L2 proficiency and French network size. Findings have implications for the use of speech models in L2 teaching and for the mitigation of language-centered biases in L2 classrooms.

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### ***A comparative analysis of argumentations in environmental science and medical science***

As a professional genre, research articles (RAs) play a key role in the construction and communication of disciplinary knowledge (Bazerman, 1988; North, 2005; Swales, 1990). In producing RAs, scholars in different disciplines follow different discourse conventions in presenting their arguments. Thus, to be successful in producing academic genres in a given discipline, a writer must acquire a metacognitive awareness of how argumentation is distinctively shaped in the discipline (Hyland, 2004; Namdar & Shen, 2016). Research investigating the specific norms of argumentation in different disciplines could support the development of discipline-specific pedagogies for programs in English for Specific Purposes (ESP) and English for Academic Purposes (EAP). To this end, my proposed presentation will describe a research study that compared argumentation in the fields of environmental science and medical science. The study employed Toulmin's (1958) Structural Model of Argument in analyzing a corpus of recent research articles published in *Lancet* (medical science) and *Environmental Health Perspectives* (environment science). The analysis focused on the following features of the articles in the corpus: the presentation of knowledge claims, the research data, and the types of reasoning. The results of the research could inform pedagogical approaches aimed at helping students in ESP and EAP programs to better understand the conventions of argumentation in different science disciplines and to apply their understanding in their academic reading and writing.

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### ***Out of step: Analogue paradigms of language in mobile digital environments***

Language teaching is grounded in theoretical conceptualization of language as viewed within prevailing politics and through extant mediating technologies. Second language learning has traditionally focused on lexical and grammatical norms formalized in alphabetic print text and culturally-oriented spoken communication, though teaching approaches attend variously to communicative fluency, structural normativity, sociocultural pragmatics, and socio-functional communicative purpose. The effects of digital mediation, which evolved in the 1990s from the Web 1.0 electronic bulletin board, ushered in a new era in human (and also nonhuman) communication, which in the second decade of the 21st century has undergone two subsequent paradigmatic transformations: the semantic interactive Web 2.0, and the wireless-enabled mobile device. These mediational developments have utterly transformed how we communicate and the tools we use. Text production now interweaves the digital and the physical, using genres and discourses that are multimodal, dynamic, interactive, collaborative, linguistically hybridized, globally linked, ubiquitously accessed, and potentially anonymous. The personal digital smartphone has become an essential cog in the individual's cognitive as well as social and economic functioning. This presentation addresses the mismatch in presiding analogue paradigms of language skills in digital environments, focusing particularly on commercial mobile language teaching apps, contrasted with imaginative indie mobile language teaching approaches. Empirical research into mobile language learning, the nature of mobility in digital communication, and the potential of digital assistants in language learning will support arguments. Participants will be invited to consider how we should be theoretically framing language for purposes of teaching in current times.

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### **La prononciation en français L2 chez les apprenants anglophones: Analyse du VOT**

*Voice onset time*, ou VOT, est un des paramètres phonétiques qui permet de distinguer entre les consonnes occlusives sourdes (/p/, /t/, /k/) et sonores (/b/, /d/, /g/) en français et en l'anglais. Cependant, les occlusives ne sont pas produites de la même façon dans les deux langues. En français, les consonnes sourdes sont réalisées avec un court délai de voisement tandis qu'en anglais elles ont un long délai de voisement. Les sonores françaises sont prévues alors que les sonores anglaises ressemblent aux sourdes françaises. Ceci peut créer de la confusion chez les locuteurs bilingues et les apprenants de langues. Les études récentes montrent que les bilingues au Canada habitant dans un lieu principalement anglophone manifestent des marques de VOT bidirectionnelles (Turner et al. 2014). De l'autre côté, l'étude portant sur les élèves d'immersion (Netelenbos et Li 2013) révèle que les jeunes anglophones qui apprennent le français arrivent à distinguer et à produire les occlusives sourdes, mais non pas les occlusives sonores. L'étude proposée vise à analyser et à comparer la production des occlusives sourdes et sonores en français et en anglais chez les apprenants du français du niveau intermédiaire dans un cours universitaire. L'objectif principal est de voir si les apprenants font une distinction nette entre les deux types des occlusives en français ou si leur production orale montre des chevauchements avec l'anglais. L'analyse se base sur les données de 10 locuteurs et évaluera le rôle que joue l'anglais sur l'apprentissage du français. L'analyse de VOT est effectuée dans Praat (Boersma et Weenink 2018) et les résultats sont évalués avec des tests ANOVA. D'après les résultats préliminaires, les sourdes françaises sont moins aspirées que les anglaises alors que les sonores sont produites

comme en anglais. Cette évaluation nous fournira une meilleure compréhension des effets du contact des langues sur la prononciation des apprenants.

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### ***TR in the development of FL and speech fluency in the EAP classroom***

This study explored the impact of the task repetition (TR) – “repetitions of the same or slightly altered tasks” (Bygate & Samuda, 2005, p. 43) – on the development of formulaic language (FL) – prefabricated multiword units that are “stored and retrieved whole from memory” (Wray, 2002, p. 9) - and perceived L2 speech fluency gain. While there is a consensus that FL facilitates fluent speech (Wood, 2015) and that TR can lead to L2 fluency development (Bygate, 1996), it is not clear whether TR alone can yield gains in the FL use and fluency. This is especially the case with investigations in the EAP context that tend to focus on the development of writing and grammar abilities, not on speaking skills (Barnard & Scampton, 2008). To investigate the effectiveness of TR in the development of FL use and perceived fluency gain, two versions of oral presentations delivered by 10 Mandarin Chinese L1 learners of English were studied for instances of FL use and rated for fluency. Students repeated the task twice, four weeks apart. While the FL analysis was done using the Wray and Namba’s (2003) checklist, fluency was measured as a function of such temporal variables of speech as: (1) rate of speech, (2) length of runs, and (3) pauses/hesitations (Wood, 2015). To ensure objectivity, three independent English native speaking raters assessed a representative portion of the presentations. The results indicate that TR led to significant gains in fluency and promoted an increased use of and variety in FL.

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### ***Providing English-language Academic Writing Support to Highly Diverse Graduate Student Populations***

Teachers of English-language academic writing in international, interdisciplinary graduate degree programs have to cater to a student population that is highly diverse in terms of discipline-specific backgrounds, English-language proficiency, and culturally specific basic academic writing skills. Writing instruction in such degree programs should enable all of these students to expand their interdisciplinary knowledge and English-language academic writing skills, ideally on the basis of students’ multilingual backgrounds (Gentil 2018). In the present project, English-language academic writing instruction was implemented with a team-teaching approach (Lasagabaster 2018) in an interdisciplinary master’s degree program at a Midwestern German university. The program admits international graduate students from natural and environmental sciences, nutrition, agriculture, law, political sciences, and economics. 20 students in a 14-week interdisciplinary lecture course submitted English-language source-based academic writing assignments prior to and after the course. Also prior to and after the course, students completed extensive writing-focused surveys, documenting the students’ declarative writing skills and students’ attitudes towards different types of advanced writing. The study population was highly heterogeneous in terms of national and disciplinary backgrounds as well as English-language proficiency. In the analysis, the following questions were addressed: In how far did possible effects of writing instruction differ depending on students’ diverse disciplinary backgrounds and Englishlanguage proficiency levels? In how far was the writing instruction approach successful in enabling students to draw on their multilingual backgrounds in order to develop their English-language writing skills?

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### ***The Differentiated Parent Support Model***

This research was to explore and understand the experience of parents who do not speak the school language, examine their involvement, and recognize barriers to their involvement in their child’s education. Because of the increasing linguistic and cultural diversity in Canada, more and more parents lack the dominant language of the school. The changing demographics in French minority-language schools across Canada show an increasing number of parents of the children in these schools do not have French proficiency (Landry, 2010). Parent involvement (Hornby, 2011) and minority French education and revitalisation theory (Cormier, 2005, 2015; Landry, Deveau & Allard, 2007; Rocque, 2006) informed the study. This research relied on mixed methods with an online survey (N= 86 non-francophone participants) as well as interviews (N= 38 non-francophone parents) via nine focus group discussions and four individual interviews to understand the experience of non-Francophone parents who have children in French schools. The parents valued French education and

bilingualism, but were challenged by the language barrier and the difficulties with communication, homework assistance, extra time and energy required, and a poor sense of belonging. The results provide suggestions and a new theoretical model, the Differentiated Parent Support Model, which offers a framework for schools to offer differentiated support to parents, reduce the barriers to parent involvement, and welcome all parents, including those who are not proficient in the school language. The recommendations can enhance parental educational involvement and augment linguistic and academic success and these findings may be extrapolated to other contexts to help the linguistic and academic success of students and schools, and maintain vibrant linguistic and culturally-rich communities.

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### ***How language proficiency shapes teachers' identity and agency: a positioning perspective***

The current study is a qualitative analysis of a group of EFL teachers' accounts on perceived vs. measured English proficiency (Watanabe & Swain, 2008) in an Iranian context. It lies at the intersection of research on language teacher cognition, identity, and English competence to examine their contribution to their agentic positions in classrooms (Kalaja et al., 2015). It argues that EFL teachers' conceptualization of proficiency in learning and teaching English is a determining factor for the success or failure of instructional practices. Moreover, drawing from the existing literature on language teacher proficiency (e.g., Freeman et al., 2015; Freeman, 2017), this study asserts that teachers' perceived proficiency is the outcome of their socially and discursively constructed identities and agency. For this purpose, data collected from semi-structured interviews with eleven Iranian English language teachers were analyzed utilizing Bamberg's (1997) three-level positioning approach. All participants learned and taught English in their home country and represented varying levels of experience and education. The analysis of data yielded some major findings. First, participants' sense of identity and agency varied depending on the positions they took towards their perceived proficiency but not their measured proficiency (Martin-Beltrán, 2010; Watanabe & Swain, 2008). Second, juxtaposing teachers' views on learning vs. teaching for proficiency uncovered a complex connection between teachers' learning and teaching conceptualizations leading to teacher-specific agentic positions. Third, the path toward attaining an adequate level of perceived proficiency differs from teacher to teacher while they were exposed to the similar affordances and constraints. Fourth, teachers who found themselves successful in re-positioning themselves by investing more on their English competence were more successful in instructional practices. The study concludes that teachers need to move beyond the conventional description of proficiency to be able to identify and position themselves as effective agents in the classroom.

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### ***The immersion myth and plurilingual students in Canadian higher education.***

Instructors teaching across the disciplines in Anglophone Canadian higher education usually lack training in applied linguistics. However, they often teach classes where plurilingual students communicate in many languages – chatting about their day or helping each other understand complex course content. How should instructors respond to linguistically-diverse classes bearing in mind that assessment is usually in academic English? Should instructors open up spaces for other languages in their classes, or should students be encouraged to communicate in English to increase their chances of succeeding in exams and in the future English-dominant workplace? I present interview data from two studies analyzing teaching in linguistically-diverse classes across the disciplines at a university in Metro Vancouver. I framed my analysis around the concepts of plurilingualism as asset, plurilingual mediation, and plurilingualism-inspired pedagogy (Beacco & Byram, 2007; Coste, Moore, & Zarate, 1997, 2009; Gajo, 2014; Lin, 2013; Marshall & Moore, 2013; Moore & Gajo, 2009; Piccardo, 2012; Piccardo & Puozzo Capron, 2015). Twelve instructors of courses ranging from business to applied sciences described complex uses of languages in their classes, and their pedagogical responses. Underlying the responses of several interviewees was a prevalent immersion myth: the view that plurilingual students needed to use English to improve their competence in English, despite the fact that many had completed their schooling in Canada, spoke fluent English, and used other languages as it was more comfortable or to engage with course content and texts.

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### ***'Small stories' over the long haul: two FSL teachers' professional identity narratives.***

The challenges that French as a Second Language (FSL) teachers face in the workplace have been well documented through survey research: isolation (Lapkin, MacFarlane, & Vandergrift, 2006), marginalization (Richards, 2002) and lack of support (Mollica, Philips, & Smith, 2005). Yet, little research to date has provided in-depth explorations into FSL teacher stories

about professional learning in the field. Understanding the professional identities that FSL teachers (re)construct for themselves via their professional learning experiences can reveal systemic issues they face in their practice (e.g., Knouzi & Mady, 2014). Using a sociocultural framework (Vygotsky, 1978), this presentation explores how FSL teachers position themselves in the stories they share about their professional learning, and what these ‘small stories’ (Georgakopoulou, 2006) reveal about their professional identities. The presentation will provide the results of a study that followed two FSL teachers over four years as they navigated their relationships with administrators, developed their role in leadership, re-examined power differentials in assessment, promoted digital literacy and art-based literacy practices in their classrooms, and reflected on issues of social justice in FSL. Drawing on longitudinal narrative and positioning analysis (Bamberg, 2004; Barkhuizen, 2009), this multiple case study reveals the complexity and multi-faceted nature of FSL teacher learning. It also captures the fluid and dynamic nature of FSL teacher professional identities as they work to adapt to their professional needs, their students’ needs and (re)shape their school culture. Finally, this study addresses issues that may affect in-service FSL teacher retention in Canada.

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### ***Exploring the visual signature of interactional feedback***

Similar to linguistic factors (e.g., stress, interrogative intonation), visual cues such as eye gaze, facial expressions, and gestures may help second language (L2) speakers recognize interactional feedback (Gullberg, 2010; Lyster, 1998). Previous studies have shown that eye gaze is associated with requests for repair and listener responses (Bavelas et al., 2002). Visual cues also occur during feedback episodes in language classrooms (Faraco & Kida 2008; Wang & Loewen 2016). However, studies to date have not explored whether specific types of interactional feedback have a unique visual signature. Using data from a larger study (Authors, in press), conversations between a bilingual French-English research assistant (RA) and English L2 university students (N = 21) were audio-recorded while both interlocutors’ eye-gaze was tracked using the faceLab 5.0 system. Transcripts were examined for the occurrence of clarification requests and recasts, along with non-feedback episodes of comparable length (follow up questions). Videos of all three episode types were examined to identify the RA’s visual cues—holds (a brief cessation of dynamic movement; Floyd et al., 2016), blinks, nods, and facial expressions. The RA’s eye gaze data was coded for duration of looks (in milliseconds) to the L2 speaker before the feedback move or follow-up question. Preliminary results indicate that the interactional feedback episodes contained more visual cues than the non-feedback episodes. More specifically, while holds and head nods were associated with clarification requests, blinks occurred with recasts. Eye gaze duration was also longer during clarification requests. Implications for L2 speech assessment and pedagogy are discussed.

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### ***Language Learning Technology Outside the Classroom: Developing a Supportive Module on a Technology-Based Platform to Provide Occupation-Specific Language Training for Newcomers***

Newcomers to Canada who are not native speakers of English or French often face challenges in the workforce due to insufficient language proficiency (Kustac, 2012). Language courses geared to help newcomers often do not provide workplace-specific linguistic support (Murphy, 2010; Shaffir & Satzewich, 2010), calling for occupation-specific language training. When available, this training is delivered in face-to-face settings, without the use of language learning technology, which has been shown to be advantageous for vocabulary and grammar acquisition (Elgort, 2017; Stockwell, 2007), especially when used outside the classroom (Chen, 2013; Yang, 2013). While early evidence has suggested that technology can benefit newcomers’ learning language for the workplace (Ally et al., 2007), research that assesses the utility of technology developed for a particular group of learners following a specific curriculum is lacking (Plonsky & Ziegler, 2016). The goal of this study is to develop a blended curriculum for language learners employed in the customer service sector and to assess the effectiveness of one module (focused on greetings and requests) hosted on a technology-based platform. The utility of the online platform and the module contents were assessed by two groups of end-users 1) newcomers of high-beginner English proficiency employed in customer service and 2) their language trainers - who, following testing, were interviewed regarding both the language and overall usability of the module. Results confirm the overall benefits of the adopted pedagogical approach, with participants suggesting few modifications. Pedagogical implications and recommendations for designing effective supportive modules are discussed.

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### ***Voice and modality in developing English native and non-native writers' texts***

Expertise in academic writing entails mastery of advanced language forms and functions in addition to disciplinary knowledge and its conventions as illustrated in its published texts. Writers of academic texts are expected to reflect perspectives of their sources objectively and position themselves in relation to them before they acknowledge their own presence in the discourse they create. Voice, modality, hedges and boosters are meta-discursive resources that serve writers to negotiate these writer-reader relations. The pragmatic importance of meta-discursive resources has been documented (e.g., Biber, 2006; Hyland & Guinda, 2012; Lancaster, 2014) for native (NS) and non-native (NNS) English speakers. While challenging for both groups, mastery of these resources is especially challenging for NNS and their developing linguistic repertoire. Insight into the use of such resources are relevant to both Second Language Acquisition (SLA) and composition theory. This exploratory study investigates the use of meta-discursive resources in course assignments written by graduate students. The participants, 15 NS and 30 NNS, contributed a paper written for one of their program initial course assignments. The assignments were compiled into a corpus for analysis based on Hyland's framework, with focus on the metadiscursive devices of modals, hedges and boosters used in the papers. Analyses show similarities (limited range) between NS' and NNS' use of these resources; they also show striking differences, not only between NS and NNS writers but among members of each subgroup. Key findings will be compared to findings from similar studies, then conclude with implications for SLA and writing development.

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### ***Quels effets du dialogue collaboratif sur la précision langagière dans les textes révisés d'apprenants de FLS?***

Plusieurs chercheurs indiquent que le dialogue collaboratif qui s'installe entre pairs dans une situation de communication signifiante promeut le développement de la langue cible (McDonough, Crawford, et De Vleeschauwer, 2016; Storch, 2013; Swain et Watnabe, 2013). Certaines études descriptives ont examiné ce dialogue lors de la révision collaborative (Medonça et Johnson, 1994; Villamil et De Guerrero, 2000). Toutefois, rares sont celles qui ont considéré les liens entre le dialogue collaboratif et la précision langagière du texte révisé. Cette étude investigate les effets du dialogue collaboratif sur la précision langagière dans les textes révisés d'apprenants de français langue seconde. Deux classes montréalaises de FLS (N=48), deuxième cycle du secondaire, ont participé à cette étude. Après avoir produit individuellement un texte, l'une l'a révisé individuellement, alors que l'autre l'a révisé collaborativement (en dyades). Les dialogues ont été enregistrés. Les données qualitatives émanant de ces enregistrements ont été analysées en fonction des catégories d'épisodes relatifs au langage (morphologique, lexicale, syntaxique, etc.) et de la proportion des erreurs détectées. Les données quantitatives émanant des textes révisés ont été analysées en fonction l'incorporation ou de la non-incorporation de la rétroaction du pair dans le texte révisé et en fonction de la précision langagière de ce texte. Celle-ci a été mesurée en termes de nombre d'erreurs corrigées par mot. Une analyse préliminaire indique que, comparés aux textes révisés individuellement, les textes révisés collaborativement illustrent un gain en précision langagière. De plus le dialogue collaboratif porte davantage sur les erreurs morphologiques que syntaxiques

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### ***Engaging Cultural and Linguistic Diversity through Multimodal Metaphor Inquiry***

Engaging Cultural and Linguistic Diversity through Multimodal Metaphor Inquiry A "pedagogy of multiliteracies" (New London Group, 1996) has only partially been taken up in Canadian classrooms, emphasizing as a resource the multiplicity of communication modes but less so the enactments of cultural and linguistic diversity through these modes (Early & Kendrick, 2017). This is particularly crucial for the increasingly multilingual students who attend Canadian classrooms, of which English Language Learners (ELLs) form a significant group (Early, Dagenais & Carr, 2017). Research in non-educational contexts has shown how visual metaphor inquiry, i.e., participants' production of visual artifacts that convey their metaphorical understandings of abstract concepts, holds promise for revealing the culturally-embedded reasoning of participants from diverse cultural and linguistic backgrounds (e.g., Gameiro, de Guevara, El Refaie, & Payson, 2018). Indeed, different scholars have argued that metaphor is central in cognition for embodied, sensory and culturally-based reasoning (Johnson, 2018), and studied verbal metaphor elicitation methods in educational settings (Low, 2017). However, educational research examining multimodal metaphor inquiry is surprisingly limited. This exploratory case study examines the potential affordances of multimodal metaphor inquiry for ELL classrooms by analyzing the multimodal metaphor compositions of three adolescent ELLs concerning concepts from the curriculum. Analyses of interviews with the youth, classroom observations, and the multiple multimodal metaphors in the youth's compositions, reveal how elicitation of metaphors in multimodal media invokes different embodied, meta-linguistic, and culturally-embedded understandings that

would otherwise remain hidden by the constraints of linguistic-only expression. Potential applications for ELL classrooms are further discussed.

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### ***English Language Teaching and International Practicum: A Critical and Transcultural Analysis***

The role of international practicum placements have in the professional development of (language) educators is a contentious issue, with not all researchers in agreement that international practica are necessarily natural, neutral, or beneficial, to borrow from Pennycook's (2007; 2012; 2017) stance on English language teaching internationally. Scholars like Santoro (2007; 2009), for instance, have expressed concern that international practica constitute a little more than a form of educational tourism that is potentially exploitative of the host communities. However, some program developers and researchers acknowledge and prioritize the value-laden and sociopolitical nature of practice teaching abroad and strive to facilitate ethical and critical practices (Morgan & Martin, 2014; Martin & Morgan, 2015). For that reason, in this paper, I critically analyze the main positions in this debate with reference to specific international practicum placements and conclude my analysis with recommendations for pre-service language teachers and language teacher education programs. Given my international experience as a Brazilian emergent scholar in Canadian settings, I opt for a transcultural perspective to suggest changes that would be beneficial not only for Brazil and Canada, but also countries where international teaching has been strengthened.

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### ***Reformulations versus prompts in advanced-level language classrooms***

An extensive body of research has investigated the provision and usefulness of corrective feedback (CF) in both classroom and laboratory settings. Although this research has provided ample evidence for the utility of CF, it has also shown that the effects of feedback are complex and can be mediated by various factors (e.g., nature of the feedback, error type, instructional context, learner differences). Feedback use and effectiveness, particularly in classroom settings, can also be affected by teachers' educational background, teaching experience, as well as their beliefs and perceptions about how to provide CF. To shed further light on the role of feedback and the factors influencing its effectiveness, we present a study that shows how two highly experienced language teachers provided CF in their advanced communicative language classrooms and what effects it had on their learners' use and incorporation of the feedback. The data were collected through audio- and video- recording of 12 hours of classroom interaction and were coded in terms of both specific and general categories of feedback, including reformulation and prompt strategies. The results showed that the teachers provided reformulation strategies (recasts and explicit correction) more frequently than prompt strategies (clarification requests and elicitations), although these frequencies were not the same across the two classrooms. As for effectiveness, prompt strategies led to the highest degree of learner responses to feedback, but explicit correction followed by recasts led to the highest amount of successful and partially successful incorporation of the feedback. Students also noticed a higher percentage of errors in response to reformulations, not prompts. These findings highlight the beneficial effects of input-providing versus output-prompting feedback for L2 advanced-level learners and show that the efficacy of these strategies may vary for different learners and in different contexts.

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### ***Collaborating to create locally relevant, multilingual, cross-curricular educational materials in Haiti***

Educational outcomes in Haiti are among the lowest in the Western hemisphere (Prou, 2009, Tondreau, 2008; UNESCO, 2011) and are exacerbated by a shortage of educational materials; especially those that portray or value local culture. This presentation reports on the process of creating locally relevant, multilingual, cross-curricular content suitable for teaching English as a Foreign Language (EFL) in collaboration with Haitian teachers, part of a larger project to cultivate a professional learning community of EFL teachers in Haiti (Riches, Baker & Parks, 2018). We report on our approach to language materials creation, on the negotiation between teachers and researchers to reconcile our respective cultural values and pedagogical beliefs during our collaborative materials revision sessions, and the challenges we faced in our efforts to democratise this project by involving teachers as equal partners in the research enterprise (Nind, 2014, Fenge, 2010; Walmsley & Johnson, 2003). The materials were initially developed with reference to a lexical approach to learning language (Lewis, 1993; Horst,

Cobb & Meara, 1998; Horst, 2005), with attention paid to valuing home language, history, and culture. During the revision sessions in Haiti, we collected data in the form of feedback on materials as well as via questionnaires and interviews. Results revealed that teachers were open and receptive to innovative elements in the materials such as cross-curricular, multilingual and student-centred content, but suggested the elimination of some subjects they deemed unsuitable — highlighting the complementary nature of our respective expertise. This research contributes to a greater understanding of effective collaboration in materials creation in diverse cultural contexts.

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#### ***eTandem Videoconferencing : Evidence of Negotiated Interaction***

In a tandem approach to language learning, second language learners pair up with native speakers of the language they are learning in order to help each other learn their respective languages (Brammerts, 1996). Although there has been increasing interest in videoconferencing tandem exchanges from a variety of perspectives (Appel & Pujola, 2015; Yang, 2018; Flick, 2013; Zakir, Funo & Telles, 2016), few have focused on the analysis of focus on form episodes (Akiyama, 2014; Cappellini, 2013, 2016). For the present study, the researcher-learner was involved in an English-Spanish tandem exchange (30 minutes in English, 30 minutes in Spanish) over a 10 week period. In this exchange, the researcher-learner was learning Spanish and had an elementary level of proficiency. The exchange was carried out using the Tandem Canada Platform and all exchanges were recorded. The researcher-learner kept a diary during this period and reflected on the learning process. Four of the ten Spanish sessions were transcribed by a native speaker of Spanish. The transcriptions of these four sessions were analyzed to identify episodes of focus on form which in turn were coded for characteristics drawing on a framework developed by Loewen (2005). The presentation will report on the analysis of the focus-on-form episodes. Implications for setting up tandem language learning exchanges will be discussed. The study is also of interest as it offers a rare report on a tandem language learner with an elementary level of proficiency.

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#### ***Étude comparative des réflexions métalinguistiques d'apprenants d'une L2 et d'une L3***

La recherche en langue seconde (L2) a démontré que les expériences d'apprentissage d'une L2 favorisent pour l'apprenant la création de liens explicites entre sa langue maternelle (L1) et la L2 (Storch et Wigglesworth, 2003; Swain et Watanabe, 2012). Mais qu'en est-il lorsqu'il s'agit d'apprenants d'une troisième langue ou plus (L3/n)? Cette question intéresse de nombreux chercheurs, car ces apprenants ont démontré des capacités métalinguistiques différentes de celles d'apprenants d'une L2 (De Angelis et Dewaele, 2011). Cependant, la majorité des données disponibles ont été collectées à l'aide d'activités langagières décontextualisées, ce qui offre un portrait incomplet de la situation. L'objectif de cette étude est d'analyser les réflexions métalinguistiques d'apprenants d'une L2 et d'apprenants d'une L3/n lors d'interactions authentiques du point de vue de la quantité et de la qualité des réflexions métalinguistiques produites lors de tâches collaboratives à l'écrit. Les données ont été recueillies auprès de 40 participants apprenant une L2 ou une L3/n. Immédiatement après les tâches écrites, les chercheurs ont identifié des erreurs dans les productions écrites des participants, et ces derniers ont ensuite dû discuter des erreurs produites et des corrections à apporter. Ces interactions ont été enregistrées, puis analysées pour identifier les réflexions métalinguistiques produites. Les résultats exposent les différences dans la complexité des réflexions métalinguistiques entre les participants monolingues apprenant une L2 et les apprenants d'une L3/n. Ces résultats mettent en lumière l'importance de ne pas considérer les apprenants de langues secondes comme un bloc homogène et d'adapter approches et matériels pédagogiques aux différents profils d'apprenants.

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#### ***A comparison of lexical density and semantic fields in monolingual and bilinguals' lexicons***

Our study examines the productive and receptive lexical knowledge of 3 sequential bilingual Romanian-English children in Canada and 9 Romanian monolinguals in Romania. Some argue that vocabulary growth in each of a bilingual's languages is smaller and delayed because of limited input and language interaction (Bialystok et al. 2010), and that the L2 lexicon differs qualitatively because of environmental and cultural factors (Sabourin et al. 2014). However, any potential disadvantages could be mitigated by language relatedness as in the case of Romanian and English which share numerous cognates.

This study (i) charts the patterns of bilingual lexical development of 3 Canadian kindergartners in kindergarten; (ii) explores the cognate facilitation among bilinguals; and (iii) compares the Romanian lexicons of bilingual and monolingual children in terms of size and types of items.

Romanian and English data were collected via Frog series (Mayer, 1969), Peabody Picture Vocabulary Test-4 (PPVT-4) (Dunn & Dunn, 2007), and a Romanian-adapted PPVT-4 five times over two years from 3 Romanian-speaking Canadian-born children between the ages of 4 and 6. The same stories and Romanian-adapted PPVT-4 were used to collect data from 9 monolingual Romanian children age 6. The lexical items were coded in each language as (i) home/academic and (ii) cognate/non-cognate. A comparison between the monolinguals' and bilinguals' lexical repertoires revealed (i) equally high scores for home items; (ii) higher scores in the academic register for the Romanian monolinguals; (iii) lifestyle and cultural differences between the groups; and (iv) no definitive evidence of cognate facilitation among the bilinguals

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### ***Integrating plurilingualism and Indigenous ways of knowing in action-oriented language classrooms: Results from the LINC DIRE project***

Linguistic and cultural diversity is key to our society (UNESCO, 2002). The field of language teaching and learning can help maintain such diversity by adopting approaches that integrate different sources of knowledge and fostering a re-envisioned attitude towards linguistic and cultural plurality. This paper presents data from LINC DIRE (Linguistic and Cultural Diversity REinvented), a four-year, Canadian funded, international research partnership that has designed and implemented an innovative pedagogical framework for lifelong language learning. Drawing on Western-plurilingual and Indigenous pedagogies, this framework has informed the creation of LITE (Language Integration Through E-portfolio), an action-oriented online learning environment organized around the four dimensions of the Medicine Wheel - mind, body, emotions, and spirit (Toulouse, 2016; Pitawanakwat, 2006). Further, this paper showcases sample tasks that build on students' "funds of knowledge" (Gonzalez, Moll & Amanti, 2006) in developing strategic plurilingual competence through using resources in different languages, scaffolding literacy practices, enabling collaboration among students of different backgrounds, and facilitating holistic and reflective learning rooted in Indigenous epistemologies. Finally, data from English, French, Anishinaabemowin, Cree, Italian, German, Bulgarian, and Greek classrooms will be presented, showing how the approach both challenges and enhances existing language learning beliefs and practices and fosters learners' agency. The paper concludes with reflections on the centrality of teacher networks and mentorships in paradigm shifts in language education, and the relevance of incorporating indigenous perspectives into language curricula to foster a holistic educational perspective.

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### ***Developing diagnostic vocabulary tests to inform support for at-risk students in higher-education***

We will describe diagnostic vocabulary testing strategies being developed at two Canadian post-secondary institutions. This work is in support of broader intervention strategies aimed at early identification of at-risk students and the subsequent provision of pro-active and differentiated academic support post-entry.

Some students begin higher education without the skills needed to cope with the linguistic demands of diploma and degree programs in English. Language tests required for international student admission may not always be good predictors of academic success (Read, 2016), and alternative entrance pathways allow domestic students to bypass formal language testing. Diagnostic language testing has been proposed as a way for at-risk students with low academic language proficiency to be identified and assisted (Fox, von Randow, & Volkov, 2016). Diagnostic vocabulary tests in particular have promise because they allow the disparities that exist between the word-difficulty of course texts and the word-knowledge of individual learners to be operationalized (Schmitt, Jiang, & Grabe, 2011), and this can be used to match learners to level-appropriate texts. Nation's Vocabulary Size Test (see Beglar, 2010) was administered online to 463 first-term students at a Canadian technical college and also to 344 English for Academic Language (EAP) international students admitted to a Canadian university. The reliability of both tests is high ( $\alpha > .87$ ). We will present a Rasch analysis of this first iteration in a longitudinal study, present our plans to optimize future tests using different L1-English cognate information, and detail how test data will be used to inform academic support.

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***Exploring the ESL program in Newfoundland Achievements and challenges***

**Objective:** The study explored whether the existing ESL program in Newfoundland has adequately met the language needs of refugee children and youth in the school system. **Theoretical framework:** Bronfenbrenner's Bioecological Model (1999) provides the theoretical framework for our study. This model consists of four interconnected environmental systems (i.e., microsystem, mesosystem, exosystem, and macrosystem). Microsystem involves the interrelations within the immediate environment (e.g., relationships with parents, teachers, and peers). The interrelations between microsystems constitute the mesosystem (e.g., collaborations between teachers). Exosystem refers to the events which have an indirect influence on the development of the individuals (e.g., community or government organizations). Macrosystem involves cultural patterns and values in society. **Methodology:** A basic qualitative research method was employed in this study. We held a focus group with five refugee students, 12 educators, and seven community supporting staff. Five of them attended a follow-up policy discussion meeting to offer further policy recommendations. **Results:** This study found that ESL teachers have built close relationships with their refugee students (i.e., microsystem). They collaborated with the academic bridging teachers, the settlement workers, and the guidance counselor to help refugee students achieve success at school (i.e., mesosystem). However, inadequacies of the ESL program in the exosystem were identified. The program was understaffed and underfunded. ESL teachers felt lack of voice in decisions affecting the ESL program, and they were frustrated with difficulties in communication with the School District and the Department of Education. Recommendations are offered to enhance the ESL program in the Newfoundland school system.

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***Intégration linguistique, scolaire et sociale des élèves allophones : le rôle d'enseignante-ressource au secondaire***

Au Québec, si les classes d'accueil pour élèves allophones sont très présentes à Montréal, en région, c'est leur intégration à la classe ordinaire qui est encore la modalité la plus fréquente (De Koninck et Armand, 2012). Malgré les recommandations ministérielles (MELS, 2014), les enseignants sont encore nombreux à les accueillir sans préparation adéquate. Pour y pallier, des initiatives comme la création de tâches d'enseignant-ressource voient le jour dans les milieux, mais elles sont encore sous-documentées (Russell, 2017). Concrètement, il s'agit d'aider les enseignants de la classe ordinaire à mieux soutenir l'apprentissage du/en français chez ces élèves, notamment lorsqu'ils sont sous-scolarisés. L'étude de cas rapportée porte sur le rôle d'une telle enseignante-ressource intervenant en école secondaire. Pour s'assurer de la fiabilité de l'étude, plusieurs entrevues ont été conduites au cours de l'année scolaire 2017-2018 auprès d'elle, de sa direction et de ses collègues, puis transcrites et analysées par catégorisation conceptuelle à l'aide de NVivo. Ont également été collectés les documents pédagogiques et d'organisation qu'elle utilise, et l'observation de son quotidien scolaire a fait l'objet de notes semi-structurées, analysées par approche phénoménologique (Paillé et Mucchielli, 2013). Soutenus par cet effort de triangulation, les résultats de cette étude permettent de décrire avec précision ce rôle particulier d'enseignante-ressource, et particulièrement ses interventions pour soutenir le développement du français en contexte scolaire, en collaboration avec l'ensemble de l'équipe-école. Ils jettent par ailleurs les bases d'une réflexion sur la mise en œuvre d'une communauté de pratique contextualisée dans un tel contexte.

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***"Live your Life in English": University ESL Instructors' Language Orientations and Attitudes towards Translanguaging***

Many researchers advocate for translanguaging as a theoretical and pedagogical approach to language education because of its cognitive, social, and affective benefits (García, Johnson & Seltzer, 2017). Translanguaging, as an approach to language teaching, refers to the process by which multilingual learners draw on their rich linguistic repertoires to make meaning and gain knowledge (Canagarajah, 2011; García & Lin, 2016). This process is facilitated by the use of students' home languages in their English language acquisition. Yet, the ways in which instructors can facilitate the use of a student's home language is less clear, especially given that English-only language ideas still permeate many English as a Second Language (ESL) classrooms. Through in-depth semi-structured interviews, this qualitative study examines five instructors' ideologies and orientations towards language. Using Ruíz's (1984) language-as-problem, language-as-right, and language-as-resource orientations to conceptually frame our study, we apply thematic analysis (Nowell, Norris, White & Moules, 2017) to identify discourse patterns that uncover issues related to language, power, and ideology. The themes that emerged in our analysis related to (1) languages in conflict, (2) languages as skills, (3) instructors' language learning experiences and classroom policies and (4) institutional constraints. Our study suggests that despite the constraints instructors face, several instructors

leveraged their own linguistic resources to validate the identity and linguistic resources of their students, thereby challenging dominant language ideologies and policies in their institutions. This study has the potential to uncover challenges in moving translanguaging from ideology to pedagogy.

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***“We’re not seen as strangers, we’re seen as part of the people”: Taking a Stance in the Field of Outbreak Response***

Due to an increasing number of epidemics and infectious disease outbreaks, such as Ebola or the avian and swine influenza, health risks have become a central issue in society. In the field of linguistics, health risks have received increasing attention from perspectives such as frame semantics, corpus linguistics and media discourse (e.g., Fowler 1994; Sarangi & Clark 2002; Kott & Limaye 2016). However, a need for detailed analysis of area specific understanding and management of risk remains (Zinn 2010). While risk communication during epidemics has received considerable attention from user- and media-centred point of views, little attention has been given to the organizational discourse of biorisk experts. I explore the communication of an African health consortium that works in the field of dangerous pathogens and was directly involved in the response to the Ebola outbreak in West Africa. Conducted as part of a 12-month linguistic ethnography, I focus on ten semistructured interviews with organizational members. My analytical framework draws on Appraisal Theory to explore the use of evaluative stance taken by the members of the organization. Appraisal Theory offers a framework for a systematic exploration of semantic categories to express Attitude, the Graduation of encoded values, and the introduction/exclusion of voices and positions through Engagement (Martin & White 2005). The analysis revealed that the members draw on evaluative stance to present shortcomings in risk management and preparedness, namely the lack of voice, platform and agency of indigenous experts, and to position their own work as countermeasures to identified shortcomings

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***Do Canadian French immersion programs really promote metalinguistic awareness? A study of morphological awareness in L2 French***

Morphological awareness (MA), defined as the recognition and conscious manipulation of morphological structures (Apel, 2014; Carlisle, 1995; Gombert, 1990) is one of the metalinguistic abilities which is most often linked to reading performance (e.g. Carlisle & Stone, 2005). Bourdages & Foucambert (2018), in a study which compared the most common measures of MA, tested bi-dimensional models of MA which were organized around the type of unit manipulated (derivational or flexional), the type of control involved in the task (implicit or explicit, cf. Bialystok, 1988) and the type of operation (addition or deletion) required in the task. The latter model best explained MA in a French L1 population. This study is an L2 replication of Bourdages & Foucambert (2018) in which 80 Anglophone Early French Immersion students (ages 9-11) completed 6 different tasks traditionally used to measure MA. Data are analyzed using exploratory and confirmatory factor analyses. Contrary to the results for French L1 speakers, preliminary results highlight the importance of the type of unit manipulated (Duncan, Casalis & Colé, 2009) and show that these students have weak abilities to notice and manipulate morphological units which should have repercussions on reading performance (Deacon, Parilla & Kirby, 2008). The discussion will focus on strategies to promote MA development in the immersion curriculum in order to better reading performance. More generally, we argue that metalinguistic activity should be at the core of immersion programs as these abilities support language production and comprehension.

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***Mississauga Full Circle in FSL Classrooms: How the CEFR/DELFL brings us from Students’ Needs to Teachers’ Practices and Back Again***

Recent research shows that CEFR familiarity encourages FSL teachers to use action-oriented activities with meaningful real-world connections (Faez *et al.*, 2011a/b; Kristmonson *et al.*, 2011; Mison & Jang, 2011; Piccardo, 2013; Vandergrift, 2015) and such activities lead FSL students to report increased confidence and proficiency (Majhanovic *et al.* 2010). The CEFR theoretical framework drives the two projects included in this talk. The first asked 434 Grade 12 FSL learners to complete the DELF and a survey on confidence; the second asked 103 DELF-trained FSL teachers to complete a survey about their instructional planning, teaching practices, and assessment/evaluation before versus after their CEFR/DELFL professional learning. Data were analyzed using independent and paired tests for equality of means (z/t) (De Veaux, Velleman, & Bock, 2011). The students’ reading proficiency was shown to be most advanced and listening weakest and they were most confident in reading and markedly least confident in conversing. The teachers’ CEFR/DELFL learning led them to: balance

their focus on linguistic, pragmatic, and sociolinguistic competences; to present authentic situations through action-oriented, individualized tasks prioritizing oral skills; to present language through speech acts or on-demand highlighting real-life uses of French; and to focus assessment/evaluation on students' ability to produce and understand communication and on their use of functional, pragmatic, and sociolinguistic elements of interaction.

The teachers' reoriented practice aligns with the principles of the CEFR and harmonizes their focus with the students' high-need skills, thus promising to strengthen student proficiency and confidence and further improve the effectiveness of FSL education.

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### **Evaluating a “workplace essential skills” program to improve employability**

Presently, literacy rates of adults are decreasing while literacy levels needed for many jobs are rising (Blunt, 2001). As a result, adults who have basic literacy and numeracy often find themselves with unstable employment (Murray, 2013). Improving literacy and numeracy through the ‘workplace essential skills’ (WES), the foundational skills needed to learn the technical skills required for most occupations (Government of Canada, 2015), can help adults become independent workers (Arriagada & Hango, 2016). To address this gap between industry and skill levels, a program was developed to improve three WES: literacy, document use, and numeracy. The program’s objective is to have adults of different cultural and linguistic backgrounds acquire technical skills independently. Two groups of adults in Northwestern Ontario participated in the program’s evaluation. Delivery was in a blended classroom (Gruba, et al., 2016) and used a diagnostic assessment procedure (Fox, Haggerty & Artemeva, 2016). Lessons were created using Kirsch and Mosenthal’s (1990) variables of adult literacy performance. With each group, a trained facilitator oversaw program implementation and taught the lessons. Patton’s (2012) utilization-focused evaluation was used in order to have situational responsiveness with participants. The evaluation found the participants’ WES improved in both groups, but one group had greater gains than the other. This finding suggests an issue with reliability that could be addressed with more consistent facilitator training. In addition to contributing to the existing literature on adult literacy and numeracy, this research has important pedagogical implications for the development of WES for individuals across Canada.

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### ***Parlez-vous français? Effectiveness of the AIM method on L2 French oral and written proficiency after three years.***

Explicit methods of instruction are very common in foreign language teaching, and there is still a strong belief that explicit grammar instruction is a prerequisite for successful second language learning. In the Netherlands, a great deal of time is spent on grammar explanations in the L1, and the L2 is rarely used, as in the case of French (Oosterhof, Jansma & Tammenga-Helmantel, 2014). Since 2007, many teachers have opted for the AIM method (Maxwell, 2001) from Canada to solve those issues. In Canada, studies did not show a beneficial effect of the AIM method compared to a non-AIM method (Bourdages and Vignola, 2009; Mady, Arnott and Lapkin, 2009). The current study explores the effects of this implicit method compared to a communicative method with explicit grammar instruction (Grandes Lignes) for L2 French in the Netherlands. 229 junior high school students were followed during their first three years of French instruction on the development of their oral and written skills (from age 12 to 15). Using free-production tasks, results showed that the AIM method with high L2 exposure and inductive attention to grammar was much more effective on both written and oral skills, already after 6 months of instruction. A detailed analysis of oral output revealed that the implicit group outperformed the explicit group not only on grammatical accuracy but also on analytical measures such as speech rate, sentence complexity and L2 use.

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### ***La sociolinguistique transdisciplinaire pour expliquer les pratiques linguistiques de jeunes multilingues***

En utilisant une ethnographie longitudinale sociolinguistique de la «performativité» (Pennycook, 2010), un regard postmoderne et transdisciplinaire (XXX, 2016) et un cadre analytique du discours (Blommaert, 2010), nous documentons les pratiques linguistiques et les représentations complexes de jeunes multilingues en Alberta et en Ontario. Dans le cadre de cette présentation, nous allons discuter de l’approche théorique et méthodologique employée pour comprendre ces pratiques et représentations. Nous nous appuyons sur des exemples de données recueillies à partir d’observations et d’entretiens en classe de français immersion dans ces deux provinces. Nos études convergentes ont des implications

importantes pour les politiques éducatives et l'éducation bilingue, dans la mesure où l'analyse de nos résultats nous fournissent des moyens essentiels d'observer ce que les jeunes multilingues font avec les langues. Nos études nous permettent également d'examiner comment et pourquoi les langues sont perçues par d'autres dans des contextes spécifiques et comment certaines représentations deviennent significatives, incarnées et interprétées (Moscovici, 1984; Kramsch, 2009 ; XXX, 2010). En bref, nos données dévoilent comment les pratiques sociales et langagières de ces jeunes multilingues dans les programmes d'immersion française rendent les processus d'identification et de légitimité plus difficiles et contradictoires au Canada.

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#### ***Developing interculturality through ethnographic tasks during the Canadian interprovincial student exchange***

In order to develop intercultural competence, the simple act of participating in student exchanges may not be sufficient (Behrnd & Porzelt, 2012). Research suggests that further curricular intervention could help foster intercultural competence (IC) (Anderson, 2016; Pedersen, 2009, 2010; Vande Berg, Connor-Linton, & Paige, 2009). However, the form that curricular intervention should take to best develop IC remains largely unknown (Pedersen, 2010).

In this presentation, I will report on the role that ethnographic tasks may play as a form of curricular intervention during student exchanges. Adapting for adolescents the concept of *language learners as ethnographers* (Roberts, Byram, Barro, Jordan, & Street, 2001), I designed tasks for participants to reflect upon their cultural identities and to interview local individuals so they would develop multiple perspectives and acknowledge diversity in the host community – all components of IC (Deardorff, 2006). The ten research participants completed two ethnographic tasks while taking part in the Canadian interprovincial linguistic student exchange. During this three-month out-of-province exchange, these adolescents – an underrepresented group in research (Spenader, 2011) – from Québec and British Columbia had to complete these tasks through the submission of seven bi-weekly online journals.

A discourse analysis of these journals helped me locate participant discourses in their macro historical, social and political contexts, and highlighted reflections that would probably not have occurred without these tasks. Better understanding the impact of those contexts on current social practices and realities may have contributed to these adolescents' understanding of how culture works, and in turn, contribute to the development of their IC.

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#### ***Russian SA sojourners' voice trajectories: towards the holistic understanding***

This presentation reports on a project investigating the study abroad (SA) experiences of Russian academic sojourners in the UK through consideration of identity, voice and ideologies. The main goal of the project is to explore the phenomena of developing voice trajectories through the lens of ideologies within migrant settings, while negotiating identities, simultaneously experiencing and using two (or more) languages and cultures, and dealing with social inequalities. Having placed the concept of voice into the centre of its analytical framework, the project contributes to the existing body of work on SA – which has been generally criticized for its imbalance and inconsistency (Benson et al., 2013). Overall, the study showcases how foregrounding the audibility of participants' voices can help us to get deeper insights into, and, thus, lead to more holistic understanding of their (sociolinguistic) experiences. In my talk I report on the outcomes of this qualitative longitudinal inquiry conducted through in-depth interviews over a period of eight months. I discuss how approaching the concept of voice from different theoretical yet methodological angles (incl. the angle of culture, metaphysical perspective, sociohistorical lens of ideological becoming, critical view on language and inequalities, small stories approach to voicing/narrating) allows to enhance our understanding of identity construction and voice development in the contexts of sociocultural superdiversity, linguistic heterogeneity and ideological uncertainty.

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#### ***La révision de texte : comment les apprenants traitent-ils la rétroaction corrective écrite de leur enseignant?***

La révision joue un rôle crucial dans le développement de la compétence à écrire (Fayol, 2007). Toutefois, la recherche indique que les apprenants révisent peu et priorisent les erreurs de surface (Allal, Chanquoy et Largy, 2004, Roussey et Piolat, 2005), mettant en relief l'importance de la rétroaction corrective écrite (RC) qui est susceptible d'inciter les apprenants à réviser (Silver et Lee, 2007). Plusieurs recherches ont traité la révision impromptue (Barkaoui, 2016; Chenoweth et Hayes, 2001; Lindgren et Sullivan, 2006). Cependant, rares sont les recherches qui ont étudié la révision déclenchée par la RC de l'enseignant (Lee, 2009). Cette étude descriptive vise à examiner la révision qui suit la RC fournie

par l'enseignant. L'étude a été menée auprès d'apprenants de français (L1 et L2) au primaire et au secondaire. Au total, six classes d'accueil (L2) et neuf classes régulières (L1) ont participé à cette étude. Ils ont révisé un texte qu'ils avaient produit et que leur enseignant avait annoté. Des entrevues ont été réalisées avec les enseignants et les apprenants afin de mieux comprendre les résultats et les interpréter. Les résultats obtenus indiquent que la rétroaction qui fournit à l'élève la forme correcte est celle qui suscite le plus de révision par rapport à celle qui incite l'apprenant à s'autocorriger. Même si les enseignants du secondaire L1 et L2 utilisent les mêmes techniques rétroactives, les élèves des classes d'accueil révisent plus que ceux des classes de L1.

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### ***The impact of vision intervention on L2 motivation and classroom behavior***

Following Dörnyei's (2005) L2 Motivational Self System (L2MSS), research has shown that L2 learners' "vision", or the way in which L2 learners envision themselves as future L2 users, substantiates L2 motivation most. Nevertheless, manipulation of learners' vision has rarely been investigated to test its instructional effects (Csizér, 2017). Hence, the current study examined the impact of a vision intervention as a motivational strategy.

Two intact university-level business-major classes in the Chilean EFL context were assigned to either the interaction vision intervention (IVI) group ( $n = 19$ ) or control group ( $n = 21$ ). The IVI included various imagery techniques and activities, all of which related to the learners' business careers. For instance, some activities involved development of imaginary entrepreneurship and its expansion to the market in the United States, gradually guiding the learners' vision for becoming English users. The L2MSS questionnaire was distributed before and after the intervention to examine the impact of the IVI on L2 motivation. Furthermore, the learners participated in teacher-fronted and group discussion activities before and after the intervention. The numbers of words and turns in English were analyzed.

The results showed that the IVI positively affected Ideal L2 Self, suggesting that the intervention helped the learners form and sustain their future L2 selves. In contrast, Ought-to Self scores decreased, indicating that external factors become less important for the learners. The interaction data showed that the IVI learners spoke more and took turns more collaboratively after the intervention. The IVI will be discussed from a pedagogical perspective.

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### ***Virtual reality – the future of language learning?***

The talk provides insights into the world of virtual reality apps. The focus is on how to use these types of apps to support teaching and learning a second language. Most people learn a language to be able to talk to a person who speaks that language. Online language learning programs usually consist of a variety of activities that are one-directional, that is, the learner interacts with the software with limited feedback. At the same time, the graphics are quite basic and often repetitive. One of the issues is the underlying assumption that only Broca's (speech production) and Wernicke's area (speech comprehension) are active in the brain when processing language. Newer studies, however, have shown that non-linguistic information transmitted through the Amygdala and entorhinal and perirhinal cortices such as the senses and emotions is equally important and interacts with the linguistic information when processing language (Baddeley, Eysenck, & Anderson, 2014; Friederici, 2011; Korte, 2009; Schuetze, 2017). The goal therefore is to utilize technology imaginatively to assist the brain when learning another language and explore a creative way to build an immersed language learning environment. One approach is to use a virtual reality app, a virtual space where a character interacts with his or her environment. It tricks the brain into thinking that the learning situation, for example buying tickets for a baseball game, is real. This presentation explains the factors that influence this type of learning, how to avoid tiring the brain when using technology and provides a concrete example of a new virtual reality software.

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### ***Written feedback: Which technique with what learner, with what error and in what context?***

Research indicates that written corrective feedback (WCF) promotes second language learning (Ortega, 2012). Most WCF research focused on the effects of different WCF techniques, notably direct WCF where teachers provide the correct form and indirect WCF where teachers push students to self-correct. Little descriptive research attempted to uncover how feedback is provided (Lee, 2008; Guénette & Lyster, 2013) and how it varies. The present descriptive study investigates how teachers' feedback varies according to error type, to learner proficiency level and to the learning context (L1 versus L2, and elementary versus secondary classrooms). Twelve French as an L2 teachers (6 elementary and 6 secondary) and nine French as an L1 teachers (4 elementary and 5 secondary) and their respective classes participated in this study. Eight students were

selected (4 low proficiency and 4 high proficiency) from each class. Overall, 109 low proficiency learners and 110 high proficiency learners were retained. Students produced a first draft to which teachers provided WCF according to their regular feedback practices. QDA Miner was used to analyze teacher feedback in relation to error type, student proficiency level and learning context. Inter-rater reliability analyses were conducted on 10% of the data. Results indicate that 1) indirect feedback was the teachers' prevailing technique in primary and secondary schools in both L1 and L2 contexts; 2) while spelling and lexical errors were flagged mostly with indirect WCF techniques, syntax was reacted to with both direct and indirect feedback; 3) teachers tended to provide more direct feedback to low-proficiency learners.

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### ***Bilingualism and university immersion: Towards the realization of a political ideal***

The University of Ottawa's French Immersion Studies (FIS) program enables students to consolidate and enhance their knowledge of their second official language by completing a minimum of approximately 40% of their undergraduate studies in French. Drawing on an academic discourse socialization approach (Duff, 2010), this paper reports on a longitudinal case study (Yin, 2009) of a trilingual student enrolled in the FIS. Bi-annual semi-formal interviews over three years, questionnaires, language portraits and relevant textual documents were used to produce a detailed portrait of the student's experiences in the program and its impact for her academic, social and professional trajectory. Findings highlight the manner in which the participant's discourse reproduced and reimagined representations of bi/plurilingualism (Moore & Gajo, 2009) and official bilingualism in Canada (Hayday, 2015). University immersion programs are represented in her discourse as key to a process of both language development beyond high school as well as identity construction. Specifically, the analysis examines the manner in which the participant's expressed desire to use French in her daily life and integrate into Francophone communities aligned itself with language policies advocated by the Government of Canada. Ultimately, the experience of studying in a university immersion program is seen to provide an intellectual, emotional and social space used not only to question the notion of a monolithic English culture, but also to construct and defend a notion of bilingualism as a core component of a diverse and open Canada where multilingualism is valued and necessary.

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### ***"I Need to Give Opportunities to My Children": Heritage Language as a Resource for Multiethnic Children's Upward Mobility.***

As an unprecedented flow of globalization and migration pushes the boundaries of modern nation-states, discussions of the ways in which the language of others have grown (e.g., Bale, 2011). With the growing importance of foreign and heritage language education, many nation-states have focused on "sell[ing] language diversity and bilingual education" (Petrovic, 2005, p. 395) where immigrant parents' first languages are benevolently offered through 'parent volunteers' (e.g., bilingual counselors, interpreters, translators, librarians, and spokespersons). Similarly, the South Korean government has enthusiastically developed a state-level bilingual family language policy for intercultural/interethnic *damunhwa* (multicultural) families consisting of Korean men married to foreign women. As part of a larger study examining multilingual socialization of *damunhwa* mothers in South Korea, this presentation looks at the themes of family language policy and practices that the four focal *damunhwa* mothers – from Japan, China, Vietnam, and Kyrgyzstan – presented in their interviews. Combining trajectories of socialization (Wortham, 2005, 2008) and the interviews as a co-constructed narrative (De Fina & Georgakopoulou, 2008, 2012; Talmy, 2010), I examine the interview accounts that demonstrate how the four mothers navigate their roles designed by the South Korean government: *mothers as language teachers for their children*. Their interview stories present exacerbating linguistic hierarchies between languages. In addition, their stated promotion of heritage languages often serves instrumental purposes rather than fostering bilingual and bicultural identities. These findings explain how feminized heritage language development has become commodified in the globalized times, calling for valuing and nurturing the languages of immigrants through more reflective, equitable, and gender-sensitive approaches.

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### ***Ateliers sur la messagerie en ligne (Facebook et Gmail) et réciprocité formatrice intergénérationnelle entre apprenants adultes de français langue seconde et retraités francophones***

Plusieurs études ont démontré les bienfaits de la mise en place de projets intergénérationnels entre des locuteurs natifs et non natifs, comme la diminution potentielle de l'isolation des personnes âgées (Underwood et Dorfman, 2006) ou la diminution des stéréotypes liés à l'âge (Wenzel et Rensen, 2000). Ces projets ont surtout mis en relation des participants du primaire et du secondaire avec des locuteurs plus âgés (p. ex. Miller, Kostka et Brown, 2016; Pentecouteau et Eneau, 2017).

À notre connaissance, il n'existe aucune étude présentant les gains potentiels d'ateliers jumelant des retraités francophones avec des apprenants adultes de français langue seconde (FL2). Lors de cette présentation, nous décrivons une étude de cas menée auprès de dyades composées d'un étudiant de FL2 de niveau débutant à intermédiaire et d'un retraité québécois francophone. En nous appuyant sur l'idée de réciprocité formatrice intergénérationnelle, soit que deux groupes peuvent s'instruire et s'entraider mutuellement grâce à un partage de connaissances (Héber-Suffrin, 2011), les apprenants FL2 ont pris le rôle d'« experts » transmettant leurs connaissances technologiques tandis que les personnes retraitées étaient les « experts » langagiers permettant la production d'échanges authentiques en français. Cette étude visait à explorer, grâce à des questionnaires, les perceptions qu'ont les apprenants de leurs compétences linguistiques, celles des retraités au sujet de leurs compétences technologiques ainsi que les perceptions des participants quant aux ateliers intergénérationnels. Dans cette communication, il sera question de présenter la méthodologie employée pour répondre à cet objectif de recherche et de présenter nos résultats préliminaires.

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### ***A study of a land-based and ceremonial mentor-apprentice approach to Anishinaabemowin language revitalization***

Because of colonial acts, Indigenous languages in Canada are threatened (Ball & McIvor, 2013; McIvor & Anisman, 2018). This challenge is common to most Indigenous communities, including Keeseekoose First Nation, a Sauteaux First Nation in Saskatchewan (Cote, 2012). In spite of colonial efforts to assimilate Keeseekoose members through residential and day schools, traditional ceremonies are still held through the medium of Anishinaabemowin. Yet, the community is losing Kichi-anihshinapek (Elders) at a pace faster than which upcoming lodge-keepers can emerge. Without the transmission of traditions and protocols through Anishinaabemowin, Keeseekoose will certainly lose their language, culture and ceremonies, to the detriment of community wellbeing (Hallett, Chandler & Lalonde, 2007).

This project examines the effectiveness of the mentor/apprentice program (MAP) for language transmission (Hinton, 2001) for introducing Anishinaabemowin to the next generation of Keeseekoose ceremonial lodge-keepers. The study asks: What are the experiences of mentor and apprentices in a land-based and ceremonial approach to Sauteaux language revitalization. Since January 2018, four language mentors have worked with four apprentices for roughly ten hours a week. At three points in the study, interview and discussion group data were video-recorded, and analysed using approaches from Indigenous research methodology (Kovach, 2010). Results from this study highlight the links between land, culture, ceremony and participant wellbeing. In turn, language learning through traditional cultural activities also builds participant understandings of traditional knowledge. The study examines a particular approach to language revitalization, but results will make contributions to understandings of language planning, minority language contexts, and land-based language learning.

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### ***Cultivating sociopragmatic awareness and interculturality through an online intervention***

This presentation centers on a case study of a thirteen-week, fully online intercultural communication course that has been designed to enhance the sociopragmatic awareness and intercultural sensitivity of university students who are taking part in an international exchange program in various parts of the world. In the cohort under study, at their host university, the twenty-six participants, who had diverse linguistic and ethnic backgrounds, were simultaneously enrolled in either language enhancement modules and/or content courses that were offered in their second language. In the intercultural intervention, they digested theme-based readings and YouTube links that dealt with such topics as second language socialization; the complex relationship between language, culture, and identity; and interculturality. By way of intercultural mentoring, they were encouraged to systematically observe and reflect on language use in the host environment in both academic and social situations. Through full-class forum-fieldwork discussions and the writing of a reflective essay, they then 'unpacked' their linguistic and (inter)cultural experiences. With their permission, after the course ended, all of the rich data that was generated during the semester was entered into an NVivo 11 database, along with the transcripts of pre- and post-course interviews with each participant. A methodical content analysis of this material revealed that most displayed a higher level of awareness of Self and Other (e.g., sociopragmatic dimensions of language use) by the end of the semester. After providing a brief overview of the course, the presentation will summarize key findings related to sociopragmatic competence development and discuss the lessons learned.

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***French as a second language teaching and learning in Ontario secondary school: Achievements, issues and perspectives***

Examining the intended organization of French as a Second Language (FSL) programs in terms of its actual implementation is an important step in the development of FSL education. Such investigations facilitate dialogues on the current state of FSL programs and on future strategies. Through a survey given to the Ontario Ministry of Education's FSL Implementation Unit, this study looked into the current framework in place in the province and its goals. The Ministry's determination to further grow its FSL program, making French available to all of its students, while also offering a differentiated education for all, shows the positive potentials in FSL learning. The intention to further promote FSL in the public eye also offers an important element to increasing participation in the program. Taking these forward-orientated goals into consideration, potential hurdles were considered which may demand other, new proactive approaches in the future. One concern raised was the need for an approach focused on encouraging continued participation in FSL at the high school level.

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***Power and Agency in bilingual policy appropriation in Singapore homeschooling families***

This qualitative inquiry examines how macro-planning language policies are appropriated and reformulated as Family Language Policy (FLP) in ten Singaporean Chinese homeschooling families. Singapore practices an "English-knowing bilingual policy" where English is the medium of instruction (MOI) in schools for all subjects except for mother tongues. This hierarchy of language, where English has a higher status than Mother Tongue, creates an inequality in language status that exerts an exosystem influence on parents and indirectly influencing the child. Moreover, the government advocates bilingualism through practicing separate bilingualism. This study focuses on how the state's bilingual policy is perceived and interpreted by the homeschooling parents and end up being different in practice. Semi-structured interviews were conducted with ten Chinese-English bilingual families where three groups were identified through the dominant language practiced in the family: Chinese-dominant, English-dominant, and balanced bilinguals. Thematic analyses of transcripts with 7246 utterances revealed a number of findings. While the official bilingual policy of separate bilingualism exerts a strong influence on parents' language ideology, parents exercise their agency in shaping their FLP in terms of language management and practices through the homeschooling space. The Chinese-dominant parents contested the educational norm by implementing a highly structured FLP and using Chinese as the MOI. The English-dominant bilingual parents practiced translanguaging which conflicts with the national language ideology. Through the parents' micro-planning policy, they restructured the language hierarchy to give both languages equal status by promoting the importance of learning Chinese which exerts a strong influence on their children's acquisition of bilingualism.

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***Integrating gesture into American Sign Language L2 learning***

This study examines how patterns of linguistically appropriate gestural use can be integrated into teaching American Sign Language (ASL) as a second language to hearing adult learners. Like spoken languages, ASL makes use of meaningful gestures in addition to the structural and grammatical arrangement of signs (Liddell & Metzger, 1998). Gullberg (2006) suggests that second language gestural repertoires constitute a system that can be acquired—both in comprehension and in production. This raises issues for the teachability and learnability of gestures, as well as questions about how to assess gesture as part of visual language use. ASL instructors may assume that learners will intuit how gestures are used and produced. This means that despite the crucial role that gestures play, they are rarely directly addressed in the context of beginner ASL classes. Drawing on theories and research from gesture studies, sign language studies, and second language acquisition, this study used a quasi-experimental design to analyze the impact of gesture-focused pedagogy on ASL learners' gestures, signing, and communicative competence. Two beginner-level classes (n=56) were assigned a series of 5 experimental learning modules about gesture and gesture use. Two other beginner-level classes (n=58) were assigned a series of 5 control practice modules. Periodic video assessments were conducted at weeks 4, 8, and 12 of each 12-week class. Video data from both groups was annotated and coded for ASL and gestural use and competency. Results were compared to determine the effect of the interventions over time.

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***Critical pedagogies? Returning migrants' educational experiences in Mexico***

Investigating returning migrants' experiences entails challenging traditional understandings about learning, language and identity. What do 'home country' and 'native language' mean for someone who was born in one nation and developed a sense of belonging to the culture and society of another one? How do they interpret educational experiences that stand in contrast to the ones they have previously lived? This is the case of many young people who, during the last decade, have returned to Mexico after living most of their lives in the United States (Hazán, 2014). During this presentation we will discuss the role that educational experiences have played in the lives of 28 returning migrants in two states of Mexico: Guanajuato, in the center of the country, and Tamaulipas, in the northeastern region. Specifically, we draw on Giroux's (2013) critical pedagogy and Freire's (2000) pedagogy of freedom to analyze the extent to which returning migrants' educational experiences in Mexico are interpreted as sources of inclusiveness and equality or exclusion and inequality. Participants are 28 young adults who have studied in Mexico for at least seven years and have graduated from two bilingual applied linguistics higher education programs. All the participants are currently English language teachers at different educational levels in Guanajuato and Tamaulipas. Data for this study was collected through life history and life course research. Results discuss the role that participants' cultural and linguistic capital (Bourdieu, 2003) play in their interpretations of educational experiences, the (re)configurations of their identities, and their personal and professional development.

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### ***How does my speech sound? Japanese EFL speakers' self-assessments of their pronunciation in two speaking tasks***

Self-assessment has received extensive attention in psychology and education in relation to metacognitive strategy use to promote autonomous skill development. However, few second language (L2) studies have compared learners' self-assessments with external assessments, with only a handful focusing on L2 pronunciation specifically. Findings have been contradictory, with some showing alignment between self- and other-assessments of L2 pronunciation (Dlaska & Krekeler, 2008; Lappin-Fortin & Rye, 2014) and others finding a mismatch (Trofimovich et al., 2016). While L2 learners—particularly those in foreign language settings—often aim to attain nativelike (non-accented) pronunciation (Tokumoto & Shibata, 2011), it is unclear why there is lack of alignment between learners' self-assessments and external listeners' evaluations. This study's goal was therefore to examine the potential role of speaking task, comparing L2 learners' self-assessed pronunciation with external listeners' judgements in two tasks.

L2 English speech samples of 39 Japanese secondary school students performing a picture narrative and an extemporaneous speech task were audio-recorded and then rated by six native English teachers for accentedness (how L2 speech is different from the target variety) using Likert-type scales. Students also participated in semi-structured interviews eliciting their conceptions of accented L2 speech. Results revealed that students' ratings significantly deviated from teachers' assessments, with students overall overestimating their performance in both tasks. Students also believed that segmental accuracy was chiefly linked to nativelike (non-accented) pronunciation, paying little attention to prosodic features, which are often strongly associated with accentedness ratings (Trofimovich & Isaacs, 2012). Pedagogical implications of research on self-assessment will be discussed.

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### ***Investigating L2 Writers' Source-Use Behavior in an Integrated Writing Test***

The current trend in second language assessment has been toward the integration of multiple competencies in one task, particularly integrating reading and listening skills into writing tasks (Grabe & Zhang, 2013). Test takers are required to paraphrase and summarize aural/written sources to develop their response (Plakans, 2009; Weigle, 2004). Research shows that novice L2 writers with developing reading and writing abilities experience difficulty comprehending source-text information (Plakans & Gebriel, 2013), paraphrasing and summarizing the information from the sources (Yu, 2013), and incorporating these ideas into a coherent piece of writing (Cumming, et al., 2005). To date, research has not closely examined the link between source texts use/comprehension and integrated writing performance in high-stakes assessment contexts. This study explored the relationships among EAP students' (N =111) comprehension of source texts, use of source text information, and writing performance on the Canadian Assessment of English Language proficiency test. First, reading, listening and holistic writing scores were obtained for each participant. Next, written texts were analyzed for source-based content using Wette's (2017) coding scheme (accurate and complete, accurate and uncomplete, inaccurate). Finally, instances of textual borrowing were coded following Keck's (2006) framework (near copy, minimal revision, moderate revision, and substantial revision). Preliminary results suggest complex relationships between participants' reading

comprehension and writing performance. Multiple regression will be used to estimate whether holistic writing scores, accurate source use and textual borrowing practices predict written performance. Results from the regression model and implications for test design and EAP reading and writing instruction will be discussed.

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#### ***Learning Dutch in a Self-Directed Environment using Google Translate***

The technology addressed in this study is Google Translate (GT) and two of its affordances: text-to-speech (TTS) in combination with automatic-speech-recognition (ASR). TTS has the ability to increase the quantity and quality of input available to learners (Liakin, Cardoso & Liakina, 2017) and has been shown to be ready for adoption in language-learning environments (Cardoso, Smith, & Fuentes, 2015). Similarly, ASR could be used to practice oral skills as it has been shown to improve pronunciation (Cucchiari, Neri & Strik, 2009), and has the potential to increase efficiency (Golonka et al., 2014). This study is an investigation of the affordances of GT and its two associated technologies to promote self-directed learning (SDL). We present findings from a study that examined the use of GT as a source of Dutch as a foreign language vocabulary (and related pronunciation) learning in an SDL setting. 20 participants used GT (its translation, TTS and ASR functions) for 60 minutes to learn, autonomously, a small number of “basic/beginner” words and phrases and their respective pronunciations in Dutch (e.g., how to say “hi” – “Hoi” [hoi] in Dutch). The study followed a pre/post/delayed-post test design that examined the participants learning vocabulary/phrases and their related pronunciations, combined with a qualitative analysis of video recordings of their self-directed interactions with GT. In addition, surveys about their learning experience and interviews were conducted. We hypothesize that the participants will acquire a basic level of vocabulary knowledge and pronunciation, and create individual ways to interact with the technology autonomously.

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#### ***The effects of different types of practice on L2 development in EFL classrooms.***

Research in cognitive psychology and second language (L2) acquisition has found practice to cause positive changes in cognitive systems (DeKeyser, 2017). However, practice tasks and developmental measures in the previous research have been mechanical and decontextualized, despite the claim that practice should be meaningful to help learners develop communicative skills (Lyster & Sato, 2013). This quasi-experimental study examined different types of practice in the classroom and their effects on L2 development. Participants from three intact Grade 7 EFL classes in Chile (N = 70) were assigned to different practice conditions that promoted the use of English possessive determiners, his/her. Noticing-awareness practice (Type 1) drew learners’ attention to the target structures through consciousness-raising tasks. Guided practice (Type 2) shifted learners’ attention from meaning to linguistic form through meaningful yet controlled activities. Through autonomous practice (Type 3), learners used the linguistic structures in less constrained contexts. While Class A (n = 25) engaged in all three practice types, Class B (n = 23) engaged only in noticing-awareness and guided practice. Class C (n = 22) engaged only in noticing-awareness practice. With a repeated-measures design, metalinguistic knowledge tests measured the development of declarative knowledge while oral production tasks measured procedural knowledge. The results showed that all groups improved their accuracy across time, although Class A (Types 1+2+3) outperformed the other two groups on measures of declarative and procedural development. The results also revealed that engaging learners in autonomous practice poses a pedagogical challenge in this particular context. Pedagogical implications will be discussed

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#### ***Le rapport à l'écrit en français et en anglais d'étudiants anglophones inscrits dans un programme universitaire d'immersion française***

Au Canada, le premier programme d'immersion française (IF) instauré au niveau de la scolarité obligatoire a vu le jour au Québec en 1965 (Fraser, 2016; Hayday, 2015). Au niveau universitaire, un régime d'IF a été lancé en 2006, à l'Université d'Ottawa (Knoerr, 2016). Actuellement, si les conditions – géographiques, administratives et politiques – le permettent, un élève canadien inscrit dans une école de langue anglaise peut suivre ses cours dans un programme d'IF tout au long de sa scolarité obligatoire et entreprendre une formation universitaire de premier cycle également dans un programme d'IF (Gohard-Radenkovic, Knoerr et Weinberg, 2016). Ainsi, sa scolarisation pourra être entièrement faite dans les deux langues officielles du Canada (français, anglais). Cette communication porte sur une recherche qualitative menée afin de dresser le portrait global du rapport à l'écrit en français et en anglais d'étudiants anglophones inscrits dans un programme

universitaire d'IF. Les participants à l'étude étaient invités à répondre à un questionnaire écrit et à participer à un entretien individuel semi-dirigé. Ce projet contribue à la recherche en apportant un éclairage sur les différents aspects liés à la lecture et à l'écriture pendant une formation universitaire suivie dans les deux langues officielles du Canada. Une étude similaire, portant sur le rapport à l'écrit en français et en anglais, a été menée par Auteur (2016), auprès d'étudiants universitaires francophones issus d'un milieu francophone minoritaire au Canada. Un parallèle pourra être établi entre les résultats obtenus pour chacun de ces deux groupes.

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***Language and literacy skills development of multilingual students in engineering science and fine arts: Challenges and opportunities of course-aligned models of support***

Applied linguistics is focusing greater attention on the importance of developing multilingual students' language and literacy skills within disciplinary contexts in post-secondary education (Arkoudis & Starfield, 2007; Jacobs, 2007; Murray, 2016). Despite this shift from a generic to discipline-specific approach, few studies have examined course-aligned models of support for multilingual learners (MLL) in university content courses in engineering science and fine arts. This presentation draws on a study of applied linguists (AL) who liaised with content-area faculty from the aforementioned disciplines, using a community of practice approach (Wenger, 1999), to design course-aligned models of support for MLLs in an internationalized university in western Canada. The findings of this multiple qualitative case study draw upon data from the ALs' field notes of classroom observations and additional language support sessions, pedagogical documentation, student questionnaires, and interviews. Preliminary findings from Case 1 indicate that administrative resistance can impede the implementation of course-aligned models of support in a technical discipline. Furthermore, students' use of support can be affected by self-perception of abilities, investment in studies, and content-area faculty's engagement with the model. In Case 2, the extent to which the theoretical and philosophical foundations of an arts program limit or enable certain models of language and literacy development has emerged. The latter may require more scaffolding, structure, and rule-governed practices, while the former encourages expression, creativity, and thinking "outside the box". Findings from these cases will help practitioners and researchers better understand issues and strategies in developing discipline-specific models of support for MLLs.

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***Indirectness in Chinese Students' English Academic Writing***

Indirectness is an important consideration in EAP writing. However, it has long been recognized that the use of indirectness strategies poses considerable challenges for Chinese ESL learners. EAP writing by Chinese students is commonly characterized by less explicit indirectness. Indirectness in L2 writing has been studied from a number of perspectives, including a linguistic perspective, identifying the discourse functions of indirectness and politeness (Crompton, 1997; Hyland, 1996) as well as an L1 writing experiences perspective, exploring various sociocultural factors that affect L2 writing (Lantolf, 2006; Mkhitarian & Tumanyan, 2015). Although these studies provide critical insights into indirectness in EAP writing, relatively little research has focused on the use of indirectness strategies by Chinese students in EAP contexts. Considering the growing number of Chinese EAP students in Canadian institutions, addressing this gap is important. In this study, we have examined how indirectness features are employed by Chinese EAP writers. Drawing on conference proposals written by 20 EAP students at a Chinese university, this presentation reports on indirectness and hedging employed by these students using the indirectness framework by Hinkel (2005). Preliminary findings suggest that EAP writing by Chinese students typically employs overt directness and greater active voice. The main factors behind this were speculated to be the cultural differences, unawareness about English discourse conventions, and lack of knowledge about academic writing conventions. Based on these findings, the presentation discusses implications for teaching writing to Chinese EAP students.

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***Attending to affect and embodiment in research with language teachers***

Adult newcomer language programs have a multifaceted mandate to teach English or French as a second language (ESL or FSL) while simultaneously preparing students for the labor market and integration into Canadian society (Guo, 2015).

However, research indicates that these programs emphasize job preparation (Guo, 2015) and marginalize the affective aspects of integration (Waterhouse & Faulkner, 2014), even though language teachers engage in substantial “emotional labor” (Benesch, 2017). Drawing on Deleuze and Guattari’s (1987) conceptualization of affect as embodied responses to relational encounters, the current study explores the research question: How do the affective dimensions of their classrooms influence teacher’s pedagogical choices? Ten FSL teachers from Quebec and 75 ESL teachers from Ontario responded to an online vignette-based questionnaire which solicited their reactions to four affectively-charged classroom situations. A rhizoanalysis of this qualitative data (Masny, 2016) suggested affectively-charged events are rarely occurring yet significant. They had the potential to influence teacher’s pedagogical choices moving forward, although teachers held divergent opinions about the place of emotion in the classroom. We also unpack unexpected research-becomings: (1) the problem of “transgressive data” (St. Pierre, 2002) that blur boundaries between research and professional development activities; and (2) “instances of bodily incursions into language that pose a challenge for qualitative method” (MacLure, 2013, p. 664), namely, teacher’s articulations of embodied reactions to vignettes (E.g. Ouf!). Such data disrupt “the dichotomy between discourse and materiality” in applied linguistics research (Pennycook, 2018, p.32). We discuss some implications of attending to affect and embodiment in research and practice.

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### ***Assessing French learners' receptive vocabulary knowledge: A replication of Horst and Batista (2016)***

Advances in technology and corpus-based tools have allowed for increasingly sophisticated methods of lexical research, especially in the context of English as a Second Language. Numerous assessment tools have been designed to test the breadth of learners’ receptive vocabulary knowledge (Webb, Sasao, & Ballance, 2017). However, there has been far less corpus-based lexical research on learners of French as a Second Language Wong, Melanie <[melanie@melaniewong.ca](mailto:melanie@melaniewong.ca)>

University of British Columbia Examining the “Unofficial” Learning in a K-12 Technology-Enhanced Classroom(FSL). Recently, Batista and Horst (2016) developed and validated the Test de la Taille du Vocabulaire (TTV). This instrument assesses learners’ receptive vocabulary knowledge at four word frequency bands based on two corpora (Baudot, 1992; Lonsdale & LeBras, 2009). Test takers match lexical items to definitions in each of the four sections. In their study of 175 FSL learners in Quebec, Batista and Horst found a clear pattern in the results with participants scoring highest on the first section and progressively lower on subsequent sections. This pattern provides evidence of the fundamental importance of word frequency in Second Language Acquisition. Moreover, the authors found that the TTV was able to distinguish between learners at various proficiency levels, as ANOVA revealed significant differences in mean total scores among all four language proficiency groups. Following the researchers’ recommendation to validate the test in an anglophone context, the present investigation replicated the original study with university students in Western Canada. The results were remarkably similar to Batista and Horst’s findings, providing further evidence of the validity and reliability of this assessment tool. Lastly, pedagogical applications of the TTV will be discussed.

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### ***Examining the “Unofficial” Learning in a K-12 Technology-Enhanced Classroom***

In technology-enhanced classrooms the affordances of digital technologies enable students to negotiate different learning spaces including school-sanctioned and interstitial (non-sanctioned) spaces within the classroom physical walls. “Unofficial” learning occurs in interstitial (e.g., the back of the classroom, hallways and out-of-school contexts) learning spaces. School-sanctioned learning spaces are spaces that are institutionally bound. Often literacy practices occurring in school-sanctioned learning spaces are less engaging to students due to curricular demands. In contrast, in interstitial learning spaces students have agency to explore interests without the restrictions of institutional expectations. Previous research of out-of-school interstitial learning spaces noted that students engage in literacy practices which differ from what occurs in the classroom (e.g., Abrams, 2016; Black, 2008; Ito et al, 2013; Lam, 2009). The dichotomy between these learning spaces provides a persuasive argument for researchers and K-12 educators to gain a better understanding of the implications these interstitial learning spaces and literacy practices have on classroom pedagogy. The findings from an ethnographic case study (Duff, 2008; Heath & Street, 2008) of a grade 6 technology-enhanced classroom will be presented. The theoretical frame includes Language Socialization (Ochs, 2002), Multiliteracies (New London Group, 2000), and Multimodality (Kress, 2000). Data collection consists of field observations, interviews, artifact collection and monthly participant literacy journals. A thematic analysis (Saldaña, 2016) of the data was undertaken. Findings indicate that students engage in interstitial literacy practices such as using social media (Snapchat) and watching YouTube videos. Although learning in the interstitial learning spaces is “unofficial it has significant classroom implications.

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***Illuminating critical cultural awareness in adult immigrant EAL classroom: A case study of adult Chinese LINC students***

With the changing immigrant policies, Canada is witnessing increasing number of adult immigrants and refugees who need to improve their English or French proficiency. Language Instruction for Newcomers to Canada (LINC) is one of the federally-funded immigrant language training programs aiming to support successful settlement and integration into Canadian society (Cumming, 1997). However, studies reveal that these skill-based language programs tend to perpetuate the dominance of Anglophone cultures and languages over the “othered” by assimilating immigrants into mainstream values (Guo, 2009, 2013; Li, 2003; Derwing & Thompson, 2005).

This paper presents a case study designed to examine adult Chinese immigrants’ critical cultural awareness (CCA, Byram, 1997) in LINC classroom, using qualitative data from individual interviews, teacher/researcher reflections, course materials, and documents. This study answers two questions: 1. How do adult Chinese immigrants define and interpret culture learning and cultural diversity? 2. How do they understand the interrelations of culture, language, identity and power in a culturally pluralistic society? A combined theoretical framework integrating cosmopolitan pedagogy (Sobré-Denton & Bardhan, 2013), critical multiculturalism (Kincheloe & Steinberg, 1997) and CCA is employed for data interpretation through thematic analysis. This research will contribute to the literature of empirical studies of adult EAL education, particularly in non-academic contexts. It provides implications for the improvement of LINC curriculum and pedagogy towards critical agenda, and meanwhile, proposes strategies to illuminate LINC students’ critical reflection on both self and other in the process of becoming global citizens (Byram & Wagner, 2018; Kubota & Miller, 2017).

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***Evaluating Attitudes towards Code-switching in Canada: The Contributing Roles of Social, Individual, and Linguistic Factors***

Code-switching, the spontaneous switching from one language to another within a single speech event (Appel & Muysken, 1987), is often performed by bilinguals who have mastered a communicative competence in their two languages. It is also a social strategy – using linguistic cues as a means to index social categories and group solidarity. Therefore, code-switching is inherently linked to attitudes, seen as a reflection of the speaker and their values and identities (Myers-Scotton, 1993). Traditionally perceived negatively, attitudes towards code-switching has been shown to be acceptable in certain cases, such as in bi/multilingual contexts. It is possible that such communities perceive code-switching positively because it marks an association with integrated identities for its members. However, it has yet to be determined empirically whether attitudes towards codeswitching is associated with socio-individual variables, including cultural identification and bicultural identity negotiation. The goal of the present study, therefore, sought to investigate such relationships, specifically among bilinguals who speak English, an official language in Canada, and Cantonese, one of the top heritage languages spoken within robust Chinese communities across Canada. Participants were 70 Cantonese-English bilinguals who self-identified as Chinese and living in Canadian metropolitan areas. In addition to participants self-reporting their language background and attitudes towards code-switching, they completed questionnaires relating to subjective ethnolinguistic vitality, acculturation, ethnic identity, and bicultural identity negotiation. Using a correlational design, the present research evaluated the relationships among attitudes towards code-switching, ethnic identity strength, and identity negotiation. Results are discussed with respect to cultural identity and intragroup communication.

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***The formulae-enhanced approach to teaching L2 pragmatics***

A good mastery of a range of formulaic sequences appears to be an important component of successful language learning (Wood, 2015; Wray, 2002). Formulaic sequences known as pragmatic formulae play a vital role in developing L2 pragmatic competence as they serve as building blocks for successful speech act realization (Bardovi-Harlig, 2012). Current approaches to teaching formulaic language and pragmatics suggest using awareness-raising techniques which, apparently, lack potential for retention of formulaic sequences in learners’ long-term memory (Boers & Lindstromberg, 2009).

In her presentation, the speaker will share some findings of her ongoing research on developing an innovative formulae-enhanced method of teaching pragmatics which integrates best teaching methods used in formulaic language and pragmatics pedagogy to date. The study took a form of a pedagogical intervention, in which student participants were divided into two groups: treatment and control. The pedagogical intervention took place in 2 LINC classes over the course of 6 weeks. The instruction in the treatment group included activities stimulating long-term retention of the target pragmatic

formulae that had been carefully pre-selected; the instruction in the control group followed the awareness-raising method with no focus on the formulae.

Preliminary data analysis has shown that the treatment group participants' performance in both post- and delayed post-tests has improved from both pragmalinguistic (language form) and sociopragmatic (contextual appropriateness) perspectives, while the control group participants have only been able to show certain improvement on the sociopragmatic aspect of the target speech acts.

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***The Effectiveness of a Shared Learning Experience in English on Students' Language Development and Personal Growth: A Case Study in a Japanese University***

'Internationalization at Home'(IaH) refers to 'the embedding of international/intercultural perspectives into local educational settings' (Turner and Robson, 2008:15) to raise the global awareness, cultural understanding and intercultural competence of faculty and students. Accordingly, tertiary institutions in non-English speaking countries in recent years are increasingly offering courses in English in order to attract both local and international students and to prepare their students well for global challenges ahead.

This presentation discusses some of the findings of a case study on students' learning experiences in a 16-week seminar course on intercultural communication with English as the medium of instruction in a Japanese university. It aims to observe the effectiveness of a multicultural classroom experience on students' motivation to learn and use English, their English language proficiency, and their attitude towards interaction with others from diverse linguistic/cultural backgrounds. 20 students from 4 countries were enrolled in the course. Throughout the course, students were encouraged to write intercultural reflection journals through collaborative work, and to share their intercultural experiences and their understandings of the course topics among themselves. At the end of the course, a presentation session and a survey allowed students to summarize and evaluate their experiences during the course. Both the survey results and students' narratives indicate a rewarding learning experience in terms of students' motivation to learn, their attitude towards interaction with others with various linguistic/cultural backgrounds, and their language proficiency in English. Related concerns will be raised and suggestions will be made for discussion.



## Second Language Research Institute of Canada

## Institut de recherche en langues secondes du Canada



**MISSION STATEMENT.** Our mission is to play a pivotal role in second language education in Canada and abroad including teacher preparation, research, bilingual program evaluation, and policy development.

**ÉNONCÉ DE MISSION.** Notre mission est de jouer un rôle clé en langue seconde au Canada et à l'étranger qui comprend la formation des enseignants et des enseignantes, la recherche, l'évaluation des programmes bilingues et l'élaboration de politiques.

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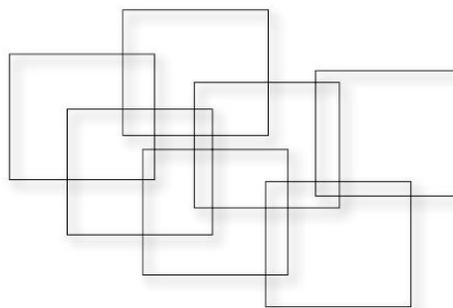


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# CMLR

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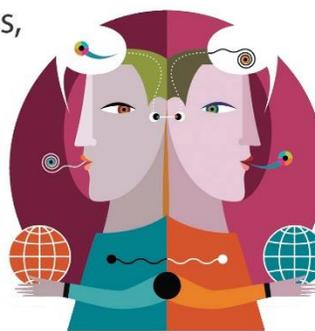
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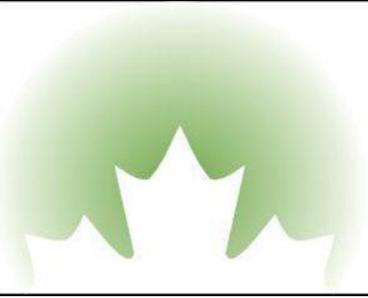
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