ACLA / CAAL

**Program of the Annual Conference
in conjunction with the
Congress of the Humanities and Social Sciences
May 28-30, 2018**

**Programme du congrès annuel
dans le cadre du
Congrès des sciences humaines
du 28 au 30 mai 2018**

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Welcome message / Mot de bienvenue

Andrea Sterzuk, University of Regina & Francis Bangou, Université d'Ottawa

Dear conference participants,

Welcome to the annual conference of the *Association canadienne le linguistique appliquée* / Canadian Association of Applied Linguistics, from your conference co-chairs, ACLA president Andrea Sterzuk and vice-president, Francis Bangou. We thank the organizers of Congress for all their hard work over the past year, and are especially grateful to local chair Rubina Khanam and her team of volunteers for taking such good care of arrangements. We also thank our sponsors, abstract reviewers and volunteers. We're delighted to be here with all of you.

This year we are proud to be able to offer our members an exciting and jam-packed program over three days, including 99 individual papers, two symposia, and two keynote speakers, Please also make sure to attend our annual general meeting on Tuesday morning.

We also have a special panel on journal publishing during the lunch hour on on Wednesday. Food will be provided. And, finally, don't forget to take some time to relax with your colleagues! Monday evening from 5:00 to 7:00 is the President's Reception for ACLA. Tuesday night is a special wine and cheese hosted by our colleagues in the Baccalauréat en education program at the University of Regina to mark the occasion of 35 years of their successful partnership with Université Laval

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Hashtag / Mot-clic: #ACLA2018

Chers congressistes, chères congressistes,

La présidente du congrès, Andrea Sterzuk et le vice-président, Francis Bangou vous souhaitent la bienvenue au congrès annuel de l'*Association canadienne de la linguistique appliquée*/ *Canadian Association of Applied Linguistics*. Nous désirons remercier les organisateurs et les organisatrices du congrès pour leur dur labeur au cours de la dernière année. Nous sommes particulièrement reconnaissants envers Rubina Khanam, la présidente locale, et son équipe de bénévoles pour avoir effectué avec soin les différents arrangements. Nous désirons aussi remercier nos commanditaires, nos évaluateurs et les volontaires. Nous sommes ravis d'être ici avec vous tous et toutes.

Cette année, nous sommes heureux d'être en mesure de vous offrir un programme de trois jours, excitant et bien rempli incluant 99 communications individuelles, deux colloques, et deux conférenciers principaux. De plus, assurez-vous, s'il vous plaît, d'assister à l'assemblée générale annuelle mardi matin.

Cette année, nous avons aussi le plaisir de vous proposer une tables ronde exceptionnelle le mercredi à 12h00 qui aura pour thème - la publication dans des journaux scientifiques. Finalement, n'oubliez pas de vous détendre avec vos collègues. La réception du président pour l'ACLA aura lieu lundi soir de 17h à 19h et mardi soir nous avons le plaisir de vous inviter à un évènement spécial, organisé et commandité par le programme du Bac en éducation franàaise de l'Université de Régina pour célébrer 35 ans de partenariat entre l'Université de Régina et l'Université Laval.

College Avenue

Lorne St
Cornwall St
Scarth St
Hamilton S
Rose St

College Avenue

Wascana Drive

CONSTRUCTION AREA

DH
CB

SOUND STAGE

CBC

WASCANA POOL

W.C.A. DEPOT

Wascana Drive

NORTH

COLLEGE AVENUE CAMPUS

	MAIN CAMPUS	
AH	Administration-Humanities Building	C4
CM	Campion College	C5
CK	Centre for Kinesiology, Health and Sport	C5
CL	Classroom Building	B4
CW	College West Building	B5
DC	Day Care	B5
EA	Education Auditorium	C6
ED	Education Building	C5
FN	First Nations University of Canada	E4
GG	Greenhouse Gas Technology Centre (GGTC)	C7
HP	Heating Plant Building	C6
KI	Kīšik Towers	C5
LB	Laboratory Building	B5
LC	Luther College	D5
LI	Language Institute	C5
LY	Dr. John Archer Library	B5
PA	Paskwaw Tower	C5
RI	Research and Innovation Centre	B5
RC	Dr. William Riddell Centre	B6
TD	Technology Development Facility	
WA	Wakpá Tower	C5
	COLLEGE AVENUE CAMPUS	
CB	College Building	B1
DH	Darke Hall	A1
PB	Palliser Building (2151 Scarth St.)	
	INNOVATION PLACE	
2R	Two Research Drive Building	C6
5R	Saskatchewan Disease Control Laboratory	B7
6R	Petroleum Technology Research Centre (PTRC)	B7
10R	The Terrace	C7
ISM	ISM Building	B6

TO
COLLEGE AVENUE
CAMPUS DOWNTOWN
(VIA BROAD STREET)

WASCANA LAKE

University Drive North

LOT 15
LOT 14
LOT 13

First Nations Way

LOT 11

FN

LOT 12

First Nations Way

CL
AH
LY
LI
KI

Suevau Loop
Withrow Loop
Sagittaire Lane

LB
RI

Lee Gren Avenue
Lee Gren Avenue

CM
LC

LOT 16

University Drive West
Wibazuka Road

GG
PA
WA
CW

Dr. Lloyd Barber Academic Green

Sagittaire Lane

BASEBALL DIAMOND

LOT 10

University Drive East

Wascana Parkway

Buffaloberry Way

RC
ED
EA
CK

BEACH VOLLEYBALL

LOT 8

LOT 17

LOT 2

Loop
Goldenrod Loop

FIELD 5
SPORTS COURTS

LOT 3
LOT 6

Goldenrod

STORAGE COMPOUND

University Drive South

ISM
LOT H

2R
HP
EB

LOT A
LOT 4

ARTIFICIAL TURF FIELD

LOT 7

Trans Canada Highway / Ring Road

LOT 1
LOT G

6R
GG
LOT 5

cistanaw Court

Research Drive

SUBSTATION

5R
Technology Gate

10R
LOT B

FIELD 1

Innovation Loop

Innovation Loop

TO TECHNOLOGY DEVELOPMENT FACILITY

NORTH

MAIN CAMPUS

ORIENTATION & GETTING AROUND
Campus Directory Map
Bus Stop
Day Care Services
Designated Smoking Area

PARKING
Accessible Parking
Motorcycle Parking
Bike Parking
Underground Parkade
Visitor Parking (Metered)

DELIVERY AREAS
Service Area
Central Receiving

Canadian Association of Applied Linguistics
Association canadienne de linguistique appliquée
Congrès 2018 Conference

Sunday evening, May 27, 2018	dimanche soir 27 mai, 2018

20:00-22:00	**Student Reception / Réception des étudiants**
	Owl Bar & Restaurant, Riddell Centre, University of Regina
	Snacks, refreshments & door prizes! / Collations, rafraîchissements & prix de présence!

Monday morning, May 28, 2018	lundi matin 28 mai, 2018

8:00-17:00	**Greeting Table / Table d'accueil**
	Programmes, t-shirts à vendre/for sale,
	Classroom Building 126
8:30-8:55	**Welcome & Coffee / Bienvenue et café**
	Coffee, tea, juice, muffins & pastries / Café, thé, jus, muffins, & pâtisseries
	Classroom Building 126

Chair / Président.e	Eva Kartchava	Roswita Dressler	Raymond Owusu	Jennifer Burton	Paula Kristmanson	Andrea Sterzuk
Room/Salle	Lab Building 425	Lab Building 427	Lab Building 411.2	Classroom Building 247	Classroom Building 251	Classroom Building 427
Session theme/ Thèmes des sessions	Grammar / Grammaire	Assessment/ Évaluation	Listening & Speaking / Écouter et parler	Second Language Literacy / Litteracie langue seconde	Français langue seconde / French as a second language	Vocabulary / Vocabulaire
9:00-9:30	Practice makes perfect? The effect of grammar practice on task performance

Majid Nikouee & Leila Ranta | Is the Portfolio a sense-maker? Teachers' experiences with portfolio-based language assessment

Yuliya Desyatova | Can self-initiated self-repairs in L2 speech production be predicted by complex numerical span working memory measure?

Daphné Simard, Tatiana Molokopeeva & Yan Qing Zhang | Three LInguistic properties affecting text difficulty

Alan Bailin & Ann Grafstein | Using a language portfolio in FSL teacher education: Student and instructor perspectives

Stephanie Arnott & Marie-Josée Vignola | TED Talks as spoken academic English: A lexical analysis of the potential for vocabulary learning and comprehension

Rose Katagiri |
| 9:35–10:05 | The role of first language influence in the learning of second language grammar: The | The CEFR and DELF in the Canadian context: Impacts on language | Effets d'une séquence d'éveil à la métacognition en écoute sur la compréhension orale d'adultes | Culture and L2 writing: What do students think teachers can do? | Dialectic input in the adult French L2 classroom | ESL students' subsequent use of co-constructed L2 lexical knowledge |

	case of his/her in English Cynthia Lapierre & Laura Collins	teacher practice Katherine Rehner	peu scolarisés apprenant le français Carl Laberge	Subrata Bhowmik, Anita Chaudhuri; Xiaoli Liu & Erica Amery	Rhonda Chung & Laura Collins	Kim McDonough, Teresa Hernandez Gonzalez & Rachael Lindberg
10:10-10:40	Teacher's voices on form-focused grammar instruction: An international perspective Behzad Mansouri	Challenging equivalency in measures of English language proficiency for university admission Gregory Tweedie	Collaborative strategy training for self-regulated learning: Process and product Masatoshi Sato	Effects of inserted adjuncts on L2 reading comprehension of domain-specific texts Huan Liu	Gérer ou prendre en compte la diversité de la classe autour d'albums de littérature de jeunesse pour des publics allophones: Carole Fleuret & Nathalie Auger	Explicit instruction in English verb-noun collocations: A comparison study Mei-Hsing Tsai
10:40-10:55	**Break/Pause** Coffee, juice, tea, yogourt, cookies & fruit / Café, jus, thé, yogourt, biscuits & fruits Classroom Building 126					
11:00-11:30	Individual words and phrasal verbs in academic spoken English: A corpus-driven comparison of the Pha Hatem Aldohon	Assessing the usefulness of an intercultural reflection tool amongst Canadian high school students Carl Ruest	Dynamic Rating of Speech in L2-L2 Interaction Lauren Strachan, Kim Taylor Reid, Mary O'Brien Sara Kennedy, & Pavel Trofimovich	The effect of planning on English L2 speakers' integrated writing CAEL test performance Caroline Payant, Kim McDonough & Pakize Uludag	Adult immigrants' perspectives of the cultural content of an online francization program: Online questionnaires development and piloting Celia Aparecida Barros Santiago	The Road Not Taken A Journey into Otherness Farzaneh Salehi Kahrizsangi
11:35-12:05	The role of L2 pronunciation instruction in the acquisition of French grammatical gender Andrew Lee & Roy Lyster	The lexical composition of the British Columbia grade 12 provincial English exam: Accounts from offshore school graduates Claire Reynolds	A comparison of different approaches in L2 Listening Instruction: An Empirical Study Jesús Toapanta & Xavier Gutiérrez	Language Awareness, multilingual children, and Storybooks Canada Rahat Zaidi & Bonny Norton	The portfolio langagier professionnel: Addressing BC's FSL teacher shortage Meike Wernicke	The comparative effects of three reading interventions on high school ELLs' reading comprehension and fluency Kent Lee
12:10-13:30	**Lunch on your own / Dîner libre**					

Chair / Président.e)	Andrea Sterzuk	Kim McDonough	Masatoshi Sato	Meike Wernike	Katherine MacCormac	Mela Sarkar
Room/Salle	Lab Building 425	Lab Building 427	Lab Building 411.2	Classroom Building 247	Classroom Building 251	Classroom Building 427
Session themes / Thèmes des sessions	Training / Formation	Digital Technologies / Technologies numériques	Listening & Speaking	Français langue seconde / French as a second language	"Other" Languages in Schools / « D'autres » langues dans les écoles	Indigenous languages & Cultures / Langues & cultures autochtones
13:35-14:05	"We're not a language training program": Graduate program advisors & the academic discourse socialization of PhD students Tim Anderson	Developing a digitalized phoneme to grapheme conversion model for the Sinhala language Viraj Hewage	Rhythm and fluency: Durational variability as a perceptual correlate of fluency in L2 speech Yoichi Mukai David Wood & Benjamin V. Tucker	Parcours d'apprenants de français québécois langue seconde: description et orientation des stratégies autorégulées Caroline Deveau	A Storytelling approach to examining language-in-education policy in Bangladesh and Ghana Rubina Khanam & Raymond Owusu	Cultural continuity and self-determination: resolving sociolinguistic impacts on Nishnaabemwin revitalization Natalie Owl
14:10-14:40	Socialization of doctoral students into the researcher role: A qualitative study of writing a dissertation proposal Zinat Goodarzi	Young digital natives' use of ICTs for second language learning Leonor Dauzón Ledesma & Jesús Izquierdo	Processing oral instructions in a non-dominant language is cognitively demanding Edalat Shekari	« Ça n'a rien à voir avec ni ma vie ni mon avenir, donc pourquoi continuer ? » Explorer les raisons auto-déclarées du peu d'engouement pour les cours de FLS dans des écoles secondaires Steven Gillis & Alain Takam	Language policy across borders: Bilingual & heritage language education policy-making in Toronto and New York in the 1970s Jeff Bale	Indigenous languages and linguistic landscape in Canada Natacha Roudeix
14:45-15:15		Collaborative dialogue & symmetrical peer scaffolding with the use of iPads and iPods: Supporting and promoting joint thinking & learning Martine Pellerin	Learners' perceptions about L2 listening instruction Xavier Gutiérrez & Jesús Toapanta	Approche par tâches et développement de l'aisance perçue à l'oral chez des apprenants du français de niveau débutant Stéphanie Bouchard-Gervais	De l'enseignement et de l'apprentissage d'une langue internationale: qu'en pensent les enseignants qui œuvrent actuellement en Ontario? Laura Ambrosio & Brigitte Murray	L'implantation d'un programme de conscience phonologique bilingue en milieu anicinabe: une étude longitudiale visant à décrire le développement des capacités métaphonologiques Nancy Crépeau

15:15-15:30	**Break/Pause** Coffee, tea, juice, cookies, fruit, cheese, chips / Café, thé, jus, biscuits, fruits, fromage, croustilles Classroom Building 126
15:30-17:00	**Séance plenière / Keynote: Laurent Cammarata** *Vers une intégration optimale contenu-langue-littératie: défis pédagogiques, horizons nouveaux et autres vagabondages académiques* Classroom Building 126
17:00-19:00	**President's Reception / Réception du recteur** Centre for Kinesiology 122

8 :00-17 :00	**Greeting Table / Table d'accueil**					
	Programmes, t-shirts for sale/à vendre Lab Building 425					
8:30-9 :55	**Assemblée générale annuelle de l'ACLA / ACLA Annual General Assembly**					
	Réservé aux membres / For ACLA members Coffee, juice, tea, yogourt, pastries & fruit / Café, jus, thé, yogourt, pâtisseries & fruits Research and Innovation Centre 119					
Chair / Président.e	**Monica Waterhouse**	**Stephanie Arnott**	**Naghmeh Babaee**	**Joël Thibeault**	**Célia Aparecida Barros Santiago**	**Eva Kartchava**
Room / Salle	Lab Building 425	Lab Building 427	Lab Building 411.2	Classroom Building 316	Classroom Building 313	Classroom Building 417
Session themes/ Thèmes des sessions	Immigration, Integration & Acculturation / Immigration, Intégration & Acculturation	Multi & pluri linguism(e)s	Language & Power / Langue & pouvoir	Phonology & Pronunciation / Phonologie & prononciation	Pragmatics / Pragmatique	ESL & EFL / Anglais langue seconde/ étrangère
10:00-10:30	Immigrant women's English language learning experiences & gender roles from poststructuralist perspectives: A conceptual review Aghazala Ahmed & Kamini Jaipal-Jamani	Plurilingualism and pedagogy in Applied Sciences: Challenges, dilemmas, and circuit boards Steve Marshall, Danièle Moore, Connie James Lam & Pedro Santos	English medium instruction as linguistic capital in Nepal: Promises & realities Guofang Li & Pramod Sah	La prononciation française de l'immersion: Un marqueur de distinction et identité? Livia Poljak	Hindered competence: How interlocutors inhibit workplace communication Scott Douglas, Christine Doe & Liying Chen	Developing L2 students' motivation & task engagement: Enhancing ideal L2 self through imagery training Helene Bramwell
10:35-11:05	Show & tell bilingual dreams: Visual narrative of a Japanese transnational family in Toronto Takako Nomura	Toward contemporary pedagogies for multilingual & intercultural language teacher education Julie Byrd Clark & Katherine MacCormac	Enabling and Precluding Identities Among Adult Language Learners on Facebook John Ippolito	Speech sound disorders of children exposed to French and Ghɔmálá' Aurelie Takam	Exploring expressions of voice and modality in native & non-native English speaking student texts Hedy McGarrell	Listening closely to ethnographic experience: Locating researcher identity as participant listener Won Kim

11:10-11:40	The Role of the nation-state, language, and ideology: Life-stories of internationally educated professionals Zhanna Perhan	Language practices of students residing in an international dormitory in Japan: Issues of separate & flexible bilingualism Peter Longcope & Yukiko Mishina	Linguistic capital, and its merits and limitations for theorizing the intersections of language, power & inequality Dilsora Komil-Burley	American Sign Language phonological errors: Input, intake & noticing in beginning second-language signers Josée Tanner	Enseignement explicite de normes pragmatiques et propension naturelle à observer les paramètres sociaux de la communication: Effet facilitateur sur l'apprentissage? Diana Osorio, Roxane St-Hilaire & Suzie Beaulieu	Applied Linguistics Research utilization in professional learning communities established in adult ESL programs Marilyn Abbott & Kent Lee
11:45-12:15	Identity construction in personal narratives of migration Martina Podboj	Being & becoming multilingual within bilingual Canada: A multimodal narrative exploration of the identity negotiation experiences of multilingual former FSL students Katherine MacCormac		The effects of type of instruction on the L2 acquisition of tones in Mandarin Clinton Hendry & Walcir Cardoso	Conventional expressions at work: an investigation of requests presented in workplace language teaching materials Alexandra Ross	The learning of how to write an essay: Insights from an ESL learner & an ESL teacher Sung Kyung Ahn
12:15-13:30	**Lunch on your own / Dîner libre**					

Chair / Président.e	Steph Arnott	Gregory Tweedie	Jun Ma	Joseph Dicks
Salle / Room	Lab Building 427	Lab Building 425	Lab Building 411.2	Classroom Building 316
Session themes/ Thèmes des sessions	Multi & pluri linguism(e)s	Internationalisation	Identity / Identité	Teaching of French / Enseignement du français
13:35-14:05	Exploration des pratiques de littératie familiales chez des élèves hispanophones de 1re année scolarisés en Outaouais Marie Pier Bastien	Conceptualizing English-dominant language contexts within the internationalization of higher education Amanda Wallace & Roumi Ilieva	Visualizing diversity and plurilingual identities: An arts-based collaborative autoethnography Jade Kim & Takako Nomura	Secondary French immersion students' "academic" and "non-academic" vocabulary: An integrated view of language for mathematical problem solving Karla Culligan
14:10-14:40	Représentation des élèves d'immigrés iraniens en France sur leur répertoire linguistique Maryam Jabbari	Working towards communication skills: Understanding international students' L2 learning experience in China Yue Peng	Investigating identity and investment of second generation Iranian immigrants in developing Farsi Naghmeh Babaee	L'enseignement intégré du français et de l'anglais en contextes francophones majoritaire et minoritaire Isabelle Gauvin & Joël Thibeault
14:45-15:15	Le discours épilinguistique des enseignants et ses répercussions sur l'enseignement de variantes sociolinguistiques Marie Duchemin	Creating equitable classrooms - exploring the experiences of students in an international graduate program in Canada Kiyu Itoi	Interpersonal factors affecting LGBQ L2 learners' identity management within our classrooms Ashley Moore	Expériences en immersion française: d'élèves à enseignants Sylvie Roy, Katherine Mueller, & Roswita Dressler

15:15-15:30	**Pause / Break** Coffee, tea, juice, squares, brownies & cookies / Café, thé, jus, carrés desserts, brownies & biscuits Classroom Building 112
15:30-17:00	**Séance plénière / Keynote: Leila Ranta** *Can SLA make more of a difference? Grappling with the research-practice divide in relation to grammar instruction* Classroom Building 112
17:00-19:00	**Réception ACLA** Cash bar, breads & dips, charcuterie platter, & fruit & cheese platter Bar payant**,** pain et trempettes, plateau de charcuteries & plateau de fruits et de fromages Lab Café - Lab Building 142

8:00-13:00	**Greeting Table / Table d'accueil** Programmes, t-shirts for sale/à vendre Classroom Building 136					
8:30-9:00	**Light breakfast / déjeuner léger** Coffee, tea, juice, muffins & pastries / café, thé, muffins & pâtisseries Classroom Building 136					
Chair/ Président.e	**Mela Sarkar**	**Roy Lyster**	**Paula Kristmanson**	**Andrea Sterzuk**	**Laurie Carlson Berg**	**Francis Bangou**
Room / Salle	Classroom Building 136	Lab Building 427	Classroom Building 109	Lab Building 416	Lab Building 205	Classroom Building 416
Session themes/ Thèmes des sessions	EAP / Anglais à des fins académiques	Feedback / Rétroaction	Digital Technologies / Technologies numériques	ESL & EFL / Anglais langue seconde/ étrangère	Symposium	Symposium
9:00-9:30	The role of task repetition and learner reflection in planned one-way tasks in an EAP classroom Eva Kartchava	French teachers' corrective feedback: the impacts of their teaching experiences and of error type Fatma Bouhlal & Ahlem Ammar	Understanding & integrating ICT in the French language classroom Liza Navarro	(Re)conceptualizing English Learning for Adult Immigrants: The Canadian Context Jun Ma	Deux solitudes no more: 35 ans de partenariat dans la formation de futurs enseignants en français en milieu minoritaire entre l'Université Laval et l'Université de Regina Fadila Boutouchent, Laurie Carlson Berg, Cathleen Armstrong, Marie-Ève Vachon, Fernand Gervais, Anita Begrand, Louis Julé, Francis Casongo, Emmanuel Aito	Toward Extraordinary Research in Second Language Education: Deleuzo-Guattarian Perspectives Francis Bangou, Gene Vasilopoulos, Monica Waterhouse, Aisha Ravindran & Roumi Llieva
9:35-10:05	Lessons learned from an intensive CLIL EAP program James Corcoran & Bruce Russell	The activity of providing and interpreting written corrective feedback in a government-funded program Julian Heidt, Eva Kartchava, & Michael Rodgers	Uncovering the possibilities of a technology-enhanced classroom Melanie Wong	Teaching and learning with stories: Everyone has a story Hetty Roessingh		
10:10-10:40	"All these nouns together just don't make sense!" An investigation of EAP students' challenges with complex noun phrases in first-year college-level textbooks Dmitrii Priven	Willingness to Communicate and feedback for language learning: Deux facettes de la même médaille June Starkey	Disregarding linguistics: A critical study of Google Translate's syntactic/ semantic errors in rendering multiword units in English to Persian translations Parnian Shafia	EAP Learners' Classroom Engagement: How do Positive and Negative Emotions Factor in? Alireza Sobhanmanesh		
10:45-11:15	Culture and L2 writing: Lived experiences of EAP learners at a Canadian university Anita Chaudhuri Subrata Bhowmik, Enrica Amery, and Xiaoli Liu	"Sometimes you just see a circle and a question mark but you don't know why this isn't correct": Examining feedback on second language writing using critical discourse analysis Joanne Struch		Is There a Link Between Teacher's Knowledge and Application of ESL/EFL Standards? Masoumeh Zaare		

11:20-11:50	Becoming an English speaker: "ESL title is pretty embarrassing" Jennifer Burton				Symposium continues / symposium continue	Symposium continues / symposium continue

12:00-13:30	**Publishing in Applied Linguistics: A Conversation with Canadian Journal Editors** **Publier en linguistique appliquée: Une conversation avec des rédacteurs/rédactrices canadien.ne.s des revues** Joseph Dicks & Paula Kristmanson, Editors, Canadian Journal of Applied Linguistics/Revue Canadienne de linguistique appliquée. (Session chairs/Présidents de la séance) Jeff Bale, Associate Editor, International Multilingual Research Journal Laurent Cammarata, Incoming Editor, Journal of Immersion and Content-based Language Education Murray Munroe & Danièle Moore, Editors, Canadian Modern Language Review/Revue canadienne des langues vivantes Leila Ranta & Joanna White, Editors, Language Awareness Mela Sarkar, Editor, Journal of Belonging, Identity, Language and Diversity/ Revue de langage, d'identité, de diversité et d'appartenance Breads & dips, charcuterie platter, & crudité platter Pain et trempettes, plateau de charcuteries & plateau de crudités Classroom Building 109

ACLA Annual General Meeting / Assemblée générale annuelle de l'ACLA

Draft agenda / Ordre du jour provisoire

For all ACLA members / Pour tous les membres de l'ACLA

Tuesday May 29 / le mardi 29 mai 2018, 8:30-9:55

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

Room / Salle : Research and Innovation Centre 119

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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 process-verbal et affaires qui en découlent

3. President's report / Rapport de la présidente

4. Vice President's report/Rapport du vice-président

5. Treasurer's report and financial statements / Rapport de la trésorière et états financiers

6. Communications Officer's report / Rapport de l'Agente de communication

7. Journal editors' report (*CJAL*) / Rapport des rédacteurs de la revue (*RCLA)*

8. Report of the Nominating Committee / Rapport du Comité des nominations

*****

➢ Looking ahead to future Congresses of the Humanities and Social Sciences / Le Congrès des sciences humaines en perspective…

2019: University of British Columbia/ Université de la Colombie Britannique

Opportunities for Socializing & Networking   / Possibilités d'échanges sociaux et de réseautage

1) FOR STUDENTS / POUR ÉTUDIANTS

Student Reception / Réception des étudiants
20:00-22:00, Sunday evening, May 27, 2018 / dimanche soir 27 mai, 2018
Owl Bar & Restaurant, Riddell Centre, University of Regina
Snacks, refreshments & door prizes! / Collations, rafraîchissements & prix de présence!

2) WITH OTHER ASSOCIATIONS / AVEC D'AUTRES ASSOCIATIONS

President's Reception / Réception du recteur
17:00-19:00, Monday, May 28, 2018 / lundi 28 mai, 2018
Centre for Kinesiology 122

3) WITH ACLA MEMBERS / AVEC MEMBRES DE L'ACLA

ACLA Reception / Réception ACLA
Sponsored by the Bachelors in French Education program at the University of Regina
Commandité par le programme du Bac en éducation française de l'Université de Régina
17:00-19:00, Tuesday, May 29 / mardi 29 mai, 2018
Lab Café - Lab Building 142

Vers une intégration optimale contenu-langue-littératie: défis pédagogiques, horizons nouveaux et autres vagabondages académiques

Laurent Cammarata, Faculté Saint-Jean de l'Université de l'Alberta

La maitrise simultanée de la langue et de littératie a été clairement établie comme essentielle au développement des savoirs disciplinaires et donc à la réussite scolaire des élèves en immersion et autres contextes éducatifs (p. ex., écoles francophones en milieu minoritaire, programmes EMILE/CLIL). Les dix dernières années de recherche ont clairement révélé que l'efficacité de ces programmes éducatifs dépend en grande partie de la mise en place d'approches pédagogiques visant l'enseignement simultané, systématique et soutenu de la langue, de la littératie académique et des savoirs disciplinaires. Or, nous savons aujourd'hui que cette intégration pédagogique est très complexe à établir ce qui en fait un des grands enjeux pédagogiques actuels. Cette présentation a pour but de 1) clarifier les défis qui jalonnent le chemin vers une intégration optimale tout particulièrement en contexte immersif, 2) de décrire les résultats d'études récentes sur la thématique de l'intégration menées dans le cadre de la formation initiale et continue et 3) d'identifier des thématiques de recherche pertinentes pour les dix prochaines années.

Laurent Cammarata est professeur agrégé à la Faculté Saint-Jean de l'Université de l'Alberta. Il a une connaissance approfondie des défis liés à la formation initiale et continue des enseignants d'immersion, de langue étrangère ainsi que ceux évoluant en contexte francophone minoritaire. Co-récipiendaire 2013 du prix de recherche *Paul Pimsleur,* ses travaux portent principalement sur l'utilisation d'approches pédagogiques visant à optimiser l'enseignement simultané de la langue, de la littératie et des savoirs disciplinaires. Il a récemment dirigé un collectif sur cette thématique (Routlege, 2016).

Towards optimal integration of content-language-literacy: Pedagogical challenges, new horizons and other academic musings

The simultaneous mastery of language and literacy is clearly established as essential to the development of content knowledge and, in turn, the academic success of students in immersion and other educational contexts (e.g., Francophone schools in minority contexts, EMILE/CLIL programs). The previous decade of research has clearly revealed that effectiveness of these educational programs depends in large part on the implementation of pedagogical approaches that can simultaneously currently target the teaching of language, academic literacy, and content knowledge in a systematic and sustained way. Yet, we know that pedagogical integration is very difficult to establish, making it one of the greatest pedagogical challenges we must face today. This presentation seeks to 1) clarify some of the issues that get in the way of optimal integration, particularly in immersion contexts, 2) discuss the findings of recent studies exploring the topic of pedagogical integration within the context of initial and continuing professional development, and 3) identify relevant research topics for the next decade.

Laurent Cammarata is Associate Professor in Education at the Faculté Saint-Jean, University of Alberta. He draws on a deep understanding of challenges in the preparation and ongoing professional development of teachers in immersion, foreign languages and Francophone minority settings. Co-recipient of the Paul Pimsleur Award for Research in Foreign Language Education, his current line of research examines curricular models specifically designed to help teachers optimize the integration of content, language, and literacy in instruction. He recently edited a volume on this topic (Routledge, 2016).

Can SLA make more of a difference? Grappling with the research-practice divide in relation to grammar instruction

Leila Ranta, University of Alberta

Many would agree with the statement that grammar instruction is an important component of L2 learning and teaching. It has been a core activity of language teaching over the centuries and, more recently, an active area of enquiry among second language acquisition (SLA) researchers. But the question remains whether and how the findings from this growing body of theory and research can actually help teachers teach grammar more effectively. Indeed, the image that is commonly evoked of the relationship between research and theory, on the one hand, and on teaching practices, on the other, is that of *a divide*. In this presentation, I will first briefly review the results of recent meta-analyses of studies from the FFI literature and then discuss the problem of assuming a simple 'translation' model of research-to-practice without an intermediary pedagogical theory. This will be followed by presentation of my own conceptualization of a pedagogical framework for grammar instruction. In the last part of my talk, I will consider the question of what this all means for how we researchers think about and plan FFI studies so that they may be more relevant to language educators.

Leila Ranta is an Associate Professor in the TESL program in the department of Educational Psychology at the University of Alberta. She received her graduate training in applied linguistics at Concordia University where she was involved in several large-scale research projects dealing with the effect of form-focused instruction. One of these, a study of corrective feedback in French immersion co-authored with Roy Lyster and published in *Studies in Second Language Acquisition* was awarded the Paul Pimsleur Award for Research in Foreign Language Education in 1998. Her other research activities have dealt with the topics of L2 aptitude, fluency, and naturalistic language exposure. Leila Ranta is currently co-editor (with Joanna White) of the journal, *Language Awareness* and serves as a member of the executive of the Association for Language Awareness. She has also served as a board member of ACLA and of the Quebec and Alberta ESL teachers association.

Nombreux sont ceux qui s'accorderaient à dire que la leçon de grammaire est un élément majeur de l'enseignement et de l'apprentissage d'une L2. Cela fait plusieurs siècles que celle-ci s'inscrit au cœur de l'enseignement des langues et plus récemment elle est devenue un champ de recherche actif en acquisition des langues secondes. Cependant, la question est de savoir si les résultats issus de ce nombre grandissant de théories et de recherches peuvent réellement aider les éducateurs à mieux enseigner la grammaire, et si oui, comment. En effet, l'image d'un fossé est souvent évoquée lorsqu'il s'agit de représenter la relation entre d'une part la recherche et la théorie et d'autre part, les pratiques d'enseignement. Je débuterai cette présentation en examinant brièvement les résultats de méta-analyses récentes d'études scientifiques touchant l'enseignement centré sur la forme (ECF). Puis, je discuterai du problème posé par le fait de présumer un modèle de 'traduction' simple, recherche-vers-pratique, sans avoir une théorie pédagogique intermédiaire. Je présenterai ensuite ma propre conceptualisation d'un cadre pédagogique pour l'enseignement de la grammaire. Dans la dernière partie de mon intervention, je me pencherai sur la façon dont nous, chercheurs, pouvons envisager et planifier les études ECF pour qu'elles soient plus pertinentes pour les enseignants de langues.

Leila Ranta est professeure agrégée rattachée au programme de TESL du département de Psychologie éducationnelle de l'Université d'Alberta. Elle a suivi une formation universitaire (études supérieures) en linguistique appliquée à Concordia University où elle a contribué à de nombreux projets de recherche à grande échelle traitant des effets de l'enseignement centré sur la forme. Un de ces projets portait sur les rétroactions en immersion française. Cette étude, coécrite avec Roy Lyster a été publié**e** dans *Studies in Second Language Acquisition* et a reçu le *Paul Pimsleur Award for Research in Foreign Language Education* en 1998. Ses recherches portent aussi sur l'aptitude et la fluidité en L2 et sur l'exposition à la langue naturaliste. Leila Ranta est actuellement coéditrice (avec Joanna White) de la revue *Language Awareness* et est membre du comité exécutif de *l'Association for Language Awareness*. Elle a aussi été membre du Bureau de direction de l'ACLA et de l'Association des enseignants d'ALS au Québec et en Alberta.

Colloque: Deux solitudes no more : 35 ans de partenariat dans la formation de futurs enseignants en français en milieu minoritaire entre l'Université Laval et l'Université de Regina

mercredi, 30 mai, 9 :00-11 :50, Lab Building 205

Le symposium vise à mettre en valeur la présence d'un programme académique en français à l'université de Regina et son évolution. Ce symposium permettra d'expliciter sa teneur et son fonctionnement depuis sa création il y a 35 ans. Il comprend deux panels successifs avec plusieurs intervenants. Le symposium fournira un survol de l'éducation en français en Saskatchewan, tant au niveau historique mais au niveau des recherches récentes au sujet des enjeux actuels dans l'enseignement en milieu minoritaire francophone dans cette province des prairies canadiennes. En lien avec les objectifs de l'Association canadienne de linguistique appliquée, ce panel a pour but de décrire la situation linguistique et sociopolitique de la langue française et de l'éducation en français en Saskatchewan.

Le premier panel : Une petite histoire d'une année d'immersion en contexte francophone majoritaire

Fadila Boutouchent (University of Regina) fadila.boutouchent@uregina.ca
Laurie Carlson Berg (University of Regina) laurie.carlson.berg@uregina.ca
L'éducation en français en Saskatchewan a un avenir prometteur

L'histoire de l'éducation française en Saskatchewan a connu des moments difficiles. Pourtant, depuis la première école élémentaire à Gravelbourg en 1968 et l'école désignée de Willow Bunch en 1969, les choses ont beaucoup changé. Il est vrai que la première école d'immersion française à Regina, l'école St- Pius X a vu le jour en 1969, bien avant que les Fransaskois aient obtenu le droit de gérer leur propre division scolaire. Aujourd'hui, l'éducation en langue française ne compte pas loin de 14 écoles fransaskoises (CÉF) dans toute la province et 17 écoles des divisions scolaires publique et catholique à Regina seulement. L'abolition du français par le premier ministre J.T.M. Anderson en 1931 est un douloureux souvenir. Aujourd'hui, bons nombres de jeunes saskatchewannais et saskatchewannaises relèvent le défi de préserver le français en Saskatchewan.

Cathleen Armstrong (Université Laval) Cathleen.armstrong@fse.ulaval.ca
Marie-Ève Vachon (Université Laval) Marie-Eve.Vachon-Savary@fse.ulaval.ca

Une année de sa vie en contexte majoritaire

Les étudiants du Baccalauréat en éducation française de l'Université de Regina ont l'occasion de faire leur deuxième année d'études à l'Université Laval (Québec). Au cours de cette année d'immersion en milieu francophone majoritaire, plusieurs opportunités leur sont offertes pour progresser dans leur maîtrise de la langue française et pour enrichir leur connaissance de la culture québécoise. Ils ont ainsi l'occasion de réfléchir à leur identité culturelle et professionnelle. Une rétrospective des différentes initiatives prises au cours des vingt dernières années pour bonifier cette expérience sera offerte

Fernand Gervais (Université Laval) fernand.gervais@fse.ulaval.ca
Anita Begrand (Directrice inaugurale du Programme du Bac)
Louis Joulé (Co-fondateur avec Eddy Slater de l'Université Laval du partenariat Saskatchewan-Québec)
Laurie Carlson Berg (Université de Regina, actuelle directrice du Bac) laurie.carlson.berg@uregina.ca

Un partenariat de 35 ans entre l'Université Laval et l'Université de Regina et un avenir prometteur

Retour sur la philosophie de base de ce partenariat. Trois anciens membres de l'équipe parleraient du rationnel derrière le partenariat ainsi que de ses principaux enjeux.

Le deuxième panel : Les bienfaits de la conjugaison….des efforts en matière d'éducation en français au niveau postsecondaires en Saskatchewan

Emmanuel Aïto (Directeur de La Cité universitaire francophone, University of Regina) Emmanuel.aito@uregina.ca
Francis Kasongo (Directeur du Collège Mathieu) direction@collegemathieu.sk.ca
Claire St-Cyr Power (Professeure programme du Bac, University of Regina, finissante de la première cohorte du programme du Bac) Claire.Cyr-Power@uregina.ca

L'éducation postsecondaire en français en Saskatchewan

La présentation porterait sur comment les partenariats entre les trois post-secondaires bénéficient mutuellement tant les étudiants que les institutions diverses. Sera abordé aussi les liens avec les communautés francophones (nouveaux arrivants, fransaskois, et les communautés d'immersion française et de français de base) Les trois post-secondaires offriront un bref aperçu de leurs raisons d'être, des changements opérés depuis quelques années, des chevauchements ainsi que les particularités de chaque post-secondaire. La présentation conclurait avec un survol de succès et de défis en ce qui trait aux enjeux politique et communautaire actuels.

Adaluz Paez (Enseignante, O'Neil High School, Regina Catholic School Division) a.paez@rcsd.ca
Naomi Fortier-Fréçon (École Elsie Mironuk, Regina Public School Division, Lauréate du Prix de l'Histoire du Gouverneur Général 2017) naomi.frecon@rbe.sk.ca

Expériences de 2e et 3e cycles en français en Saskatchewan

Étudiants de 2e et de 3e cycle (Maîtrise en éducation française et des doctorants franco-parlants de la Faculté d'éducation) pour parler du programme de maîtrise et leurs expériences d'enseignement et de recherche en milieux francophones minoritaire (francophone, immersion et français de base). Le programme de Maîtrise en éducation française, financé par La Cité et offert par les membres de la Faculty of Education de l'Université de Regina, est un autre exemple de partenariat gagnant. Une 3e cohorte de finissants de ce programme est sur le point de graduer. Pourquoi relever le défi de poursuivre des études post-graduées en français ? Qu'est-ce cela ajoute-t-il à la vie personnelle et professionnelle ? Comment ces recherches contribuent-elles à la communauté? Les réponses peuvent être multiples et très enrichissantes. Cinq participants du programme de Maîtrise en éducation vont partager et discuter leurs expériences.

Symposium: Toward Extraordinary Research in Second Language Education: Deleuzo-Guattarian Perspectives

Wednesday, May 30, 9 :00-11 :50, Classroom Building 416

Francis Bangou (Université d'Ottawa) fbangou@uottawa.ca

The aim of this symposium is to generate ways of thinking differently about Second Language Education (SLE) by working with(in) Gilles Deleuze and Félix Guattari's (1987) ontology. We now live in a global world characterized by the international production of goods and services, the creation and exchange of vast amounts of information, and massive migratory flows across nations. Besides transforming societies around the world, these trends force language educators, researchers, and learners to disrupt traditional and familiar discourses, knowledge, and modes of inquiry associated with SLE. Increasingly, across research in education there is an urgent call to produce what Kuhn (1970) called *extraordinary* research which is characterized by the emergence of new paradigmatic framings of reality as well as what we can know about that reality. In the same vein, this symposium is proposed, not as a competing framework to replace existing approaches to SLE research and practice, but as a way to face, with creativity, the complex and interconnected problems currently presenting themselves in the field of SLE. More precisely, four scholars specialized in the field of SLE, will call on their experiences as language educators, citizen of the world, and researchers to explore the intersections between SLE, and research in multiple settings. Each presentation will be a singular illustration of the multitude of ways that scholars are using the work of Deleuze and Guattari to think differently about SLE, and transform research, learning, and teaching practices associated with this field.

Waterhouse, Monica (Université Laval) monica.waterhouse@lli.ulaval.ca

Rhizocurriculum in ESL classrooms: beyond the teachable moment

This paper presentation juxtaposes Deleuze and Guattari's (1987) concepts of *nomadism* and *rhizomes* with data collected under the auspices of a larger qualitative study in an English as a second language (ESL) program serving adult newcomers. The overarching aim of this theory-practice work responds to Holland's (2009) challenge to avoid models, and instead to create concepts that arise "from instances of real-life nomadism" (223), or in other words, to invent novel ways of responding to problems that present themselves in the world. Thus, several classroom-based examples of nomadism are the impetus to formulate a new concept in ESL education: *rhizocurriculum*. Data sources are classroom observations, artifacts, and follow-up interviews with teachers. This data is brought into conceptual conversation with Deleuze and Guattari's (1987) rhizome and Deleuzian curriculum theorizing (Aoki 2005, Masny and Daignault 2011) to articulate the principles of a rhizocurriculum. Finally, the practical implications of rhizocurriculum and nomad-education for teaching in ESL classes are discussed. They suggest a reconfiguration of what teaching and learning entail such that the ESL classroom becomes a site of experimentation. Experimentation as practice in adult ESL pedagogy aims to respond to "unexpected irruptions of student lived experience" (Baynham 2006, 37) in ways that exceed familiar understandings of the teachable moment (Bailey 1996). Rhizocurriculum is not presented as a prescriptive model to be followed, but as a different way of thinking about pedagogical relations which may offer more satisfying ways of responding to the vicissitudes of life in adult ESL classrooms.

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Affective Affordances, Desires, and Assemblages: A Study of International Graduates of a TESOL Program in Canada

International students are often discursively represented at higher educational institutions and in TESOL programs as displaying a fixed identity. Such homogeneous interpellations may potentially ignore other significant features and human and non-human factors that constitute the individual's subjectivity. By drawing on Deleuzian and Guattarian conceptualizations of desire and affect (Albrecht-Crane 2003; Deleuze 1994; Deleuze and Guattari 1983, 1987; Deleuze and Parnet 2007), and on post-qualitative methodologies generated by Deleuzian and Guattarian concepts (Coleman and Ringrose 2013), we consider the possibilities of altering existing representational paradigms, practices, and discourses around international education and students. We illuminate excerpts from conversations, or what, following Davies and Gannon (2012), we would like to term "molecular memories," with eleven graduates of a Teaching English as an Additional Language (TEAL) Masters program designed for international students at a university in Canada. We aim to address the experiences of international student teachers by signalling a more expansive understanding of agency, through the affective intensities, flows, and molecular flights that animate and generate the process of transitioning from students in a graduate program to practicing teachers. The purpose is to see the ways in which interruptions of existing paradigms disrupt the field of TESOL, and to critique an understanding of desire visualized and presented as lack and deficiency in the field. We would like to argue for the importance of considering Deleuzian and Guattarian concepts of desire for TESOL/TEAL programs and an understanding of the manifestations and potential of desire in international education contexts.

Vasilopoulos, Gene (Université d'Ottawa) evasi026@uottawa.ca

The Affective Force of Plagiarism: Unseen Connections in a Language Learner's Digitally-mediated Source-based Writing

In response to the presumption that affordances of digitally-mediated composition correlates to increased incidences of plagiarism (Davies & Howard, 2016), this study focuses on the production of a source-based essay by a group of English language learners preparing to transition from an English for Academic Purposes bridging program into their undergraduate studies. Drawing on Deleuzian concepts of becoming, assemblage, and affect (Deleuze & Guattari, 1987) this paper enters a student writer's assemblage to explore the complexity and highly individual process of digitally-mediated academic composition. Focusing on one piece of "data", a segment of one student participant's screen-cast video recording, rhizoanalysis (Masny, 2015) is deployed to problematize and rupture the presumed linearity, clarity, and agency implicit in pre-internet cognitive models of source-based writing (Flower & Hayes, 1981; Spivey, 1990;). At the same time, the student's searching-reading-writing practices demonstrated in the video-vignette are also consistent with second language writers over-dependence on online language resources and tool to produce legitimate, as opposed to failed, paraphrase (Stapleton, 2010; Yoon, 2016). Then, while plagiarism does not manifest in the student's writing, the overwhelming use of online tools to compensate for undeveloped grammar and vocabulary suggests a novel writing strategy that serves to avoid plagiarism. Through transcendental empiricism, this paper argues that the absence of plagiarized text in the student's writing does not negate the presence of plagiarism (as an affective force) in her writing assemblage.

Publishing in Applied Linguistics Journals: A Conversation with Canadian Editors
Publier en linguistique appliquée: Une conversation avec des rédacteurs/rédactrices canadien.ne.s des revues

Wednesday, May 30, 12:00-13:30, Classroom Building 411.2

Light lunch: Breads & dips, charcuterie platter, and crudité platter
Dîner léger Pain et trempettes, plateau de charcuteries and plateau de crudités

Joseph Dicks (University of New Brunswick) jdicks@unb.ca
Paula Kristmanson (University of New Brunswick) pkristma@unb.ca
Session chairs/Présidents de la séance
Editors, *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*

Jeff Bale (OISE/University of Toronto) jeff.bale@utoronto.ca
Associate Editor, *International Multilingual Research Journal*

Laurent Cammarata (Faculté Saint-Jean de l'Université de l'Alberta) cammarata@ualberta.ca
Incoming Editor, *Journal of Immersion and Content-based Language Education*

Danièle Moore (Simon Fraser University) danielle_moore@sfu.ca
Murray Munroe (Simon Fraser University) mjmunro@sfu.ca
Editors, *Canadian Modern Language Review/Revue canadienne des langues vivantes*

Leila Ranta (University of Alberta) lranta@ualberta.ca
Joanna White (Concordia University) Joanna.white@concordia.ca
Editors, *Language Awareness*

Mela Sarkar (McGill University) mela.sarkar@mcgill.ca
Editor, *Journal of Belonging, Identity, Language and Diversity/ Revue de langage, d'identité, de diversité et d'appartenance*

PAPER PRESENTATIONS / COMMUNICATIONS

Abbott, Marilyn (University of Alberta) marilyn.abboott@ualberta.ca
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Applied Linguistics Research Utilization in Professional Learning Communities Established in Adult ESL Programs
Professional learning communities (PLCs) present active informal forums for research mobilization as opposed to more formal passive approaches to dissemination found in presentations or lectures. A PLC is one type of community of practice that reflects key elements of high quality teacher professional development including sustained, collaborative, collegial interactions (Darling-Hammond & Richardson, 2009). According to Wenger (2009), communities of practice are "groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly" (p. 57). In PLCs, members can discuss information found in research articles, evaluate the utility of new ideas, and consider how these can be applied in the workplace. Despite the potential of PLCs to increase research knowledge utilization, very little is known about the features of PLCs that contribute to their effectiveness within adult ESL instructional contexts. To address this gap, we facilitated the establishment of and supported PLCs in nine distinct adult ESL programs over three years. Each PLC consisted of 6-12 practitioners who read and met to discuss one research article per month. To evaluate the effectiveness of this initiative, we collected qualitative and quantitative data through focus group interviews, PLC discussion recordings, and monthly online surveys. Data were analyzed vis-à-vis Guskey's (2014) professional learning evaluation framework: participants' reactions, learning, and use of new knowledge and skills; student learning; and organization support and change. Results provide a better understanding of research utilization in PLCs and have implications for shaping professional learning in TESL.

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Immigrant Women's English Language Learning Experiences and Gender Roles from Poststructuralist Perspectives: A Conceptual Review
In this paper we review the literature in the areas of language socialization, identity, and gender role shift from feminist poststructuralist perspectives. Informed by social theory and theories of language socialization, particularly in the area of Second Language Acquisition (SLA) and sociolinguistics we argue that immigrant women's access to English language resources not only increase the value of their social and cultural capital (Darvin & Norton, 2015), but also serves as a mean to increase human agency to question and negotiate existing patriarchal discourses of power within their family structure. We believe that the poststructuralist approach is useful because it takes women's experiences into account and looks at social power through the theory of subjectivity and learners' evolving identities. Immigrant women's language experiences is an important topic to examine in light of the huge influx of immigrants, especially women arriving in North America from countries that are still underpinned by a patriarchal ideology. In these countries, male dominance over women is widely accepted and patriarchal beliefs play an important role in how men and women perceive their roles based on the gender within the family structures.

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The learning of how to write an essay: Insights from an ESL learner and an ESL teacher
Writing is an essential literacy skill that is crucial to accessing higher education in Western countries. It is a challenge for language learners to learn how to write an academic essay since academic writing requires not only linguistic knowledge but also "active reception" (Lantolf, 2011) and critical construction. Adopting chaos and complexity theory (Larsen-Freeman, 1997) and Deleuzian theory of desire (Deleuze & Guattari, 1987), this study explores what the learning and the teaching of L2 writing are like and how an ESL learner develops L2 writing. The study provides a learner's perspective of pedagogic approaches to language teaching and his adaptation of these approaches to transform his L2 writing and self. It also provides a teacher's critical reflection on his teaching and understanding of L2 writing by attending to the learner's insight into language learning. For data collection, the study uses pre-interview activity (PIA) (Ellis, 1998), open-ended interview, authentic writing samples from an EAP course, and face-to-face conference between the learner and the teacher. The findings suggest that the key to the learner's improvement of writing was not to increase the difficulty level of vocabulary and the degree of complexity of sentence structure, but to maximize the learner's knowledge through the simplification of ideas, and to encourage the learner to maintain a sense of agency, through which one's productive desire is expressed.

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Individual words and phrasal verbs in academic spoken English: A corpus-driven comparisonof the PHaVE list & the Academic Word List
While there is a common conception of vocabulary as only single words, research has shown that formulaic sequences or word combinations such as phrasal verbs are also an important part of lexical knowledge (Simpson-Vlach & Ellis, 2010; Wood, 2015). Using the word families from Coxhead's (2000) Academic Word List (AWL), extensive research has been conducted to examine the lexical coverage of individual word formsin academic written discourse (Cobb Horst, 2004; Hyland & Tse, 2007), but less so in academic spoken English

(Dang & Webb, 2014). However, no attention has yet been paid to the lexical coverage of multi word lexical items, more specifically phrasal verbs, in spoken academic discourse despite their high frequency of occurrence (Gardner & Davies, 2007). This corpus-driven research addresses this gap by comparing the lexical coverage ofGarnier and Schmitt's (2015) phrasal verb list (PHaVE) andCoxhead's (2000) AWL in academic spoken English. The analysis was carried out on a 2,435,938 running–word corpus created from the British Academic Spoken English and the Michigan Corpus of Academic Spoken English corpora. The findings suggest variable, but substantial, coverage figures by the PHaVE and the AWL depending on the different evaluation criteria used, underscoring the need for learners to not only explicitly study the AWL but also the PHaVE if they are to have sufficient comprehension of academic spoken English. Findings will be discussed in terms of providing evidence for the usefulness of integrating the PHaVE list into pedagogical materials and learning syllabuses for English for Academic Purposes.

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De l'enseignement et de l'apprentissage d'une langue internationale: qu'en pensent les enseignants qui œuvrent actuellement en Ontario?

Dans le cadre de cette communication, nous présenterons un volet qualitatif d'une recherche qui s'inscrit dans un projet plus vaste commencé en 2009 (Auteur, 2011 et 2014), et qui se veut une contribution à la valorisation des programmes d'enseignement des langues classiques etinternationales (ILP) en Ontario, dans les écoles primaires et secondaires. Tout en précisant la spécificité du contexte de ce programme et l'importance de la récente révision du curriculum ILP de 2016 du Ministère de l'Éducation, nous exposerons des concepts ayant émergé à la suite de l'analyse qualitative de verbatims de groupes de discussion d'enseignants et de coordonnateurs œuvrant en Ontario. À la base de la méthodologie employée, nous soulignerons que nous avons retenu l'étude «multicas» parce qu'elle permet d'établir des liens entre les priorités de différents participants et, par conséquent, de comprendre une réalité actuelle dans un contexte particulier (Yin, 2009). Lesdonnées nous permettent de brosser un tableau descriptif qui se fonde sur les éléments suivants: les besoins et les ressources disponibles ou souhaitées, la formation des enseignants, leur compréhension des orientations pédagogiques du programme, les éléments demotivation des élèves et celle des enseignants. L'analyse thématique manuelle, effectuée selon le modèle de L'Écuyer (1987) a été comparée à la correspondance de résultats obtenus avec le logiciel d'analyse qualitative Transana. Nous ferons mention de l'importance et des limites deces résultats,tout en les situant et en les comparant avec d'autres priorités de la recherche surl'enseignement des langues internationales en Ontario.

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"We're not a language training program": Graduate program advisors and the academic discourse socialization of PhD students

This paper reports on the role of graduate program advisors in the academic discourse socialization of seven Chinese PhD students at a large Canadian research university. Academic discourse socialization refers to the processes of enculturation that novices and more experienced members of communities and social networks encounter and negotiate vis-à-vis academic language practices in school-based environments (Kobayashi, Zappa-Hollman, & Duff, 2017). There are various and well-established vessels of academic socialization that additional-language graduate students experience during study abroad, including the traversing of classroom discussions and presentations (Seloni, 2012; Zappa-Hollman, 2007), the production of scholarly written texts (Author, 2016; Zhang, 2011), the availability and use of university-supplied academic supports and resources (Author, 2017; Nam; 2008), and the ideologies and stances of instructors (Morita, 2009). This discussion adds to those conversations by presenting perspectives from both the graduate student participants in this study as well as their respective graduate program advisors in regards to the varied, and in some cases quite disparate, positions and perceptions of academic language support. Using a multiple-case study methodology, the data sources for this paper involve semi-structured interviews with the seven students and four of their graduate program advisors, written narratives from the students, and samples of written feedback the students received on their academic texts. Data were analyzed thematically (Braun & Clarke, 2006) to identify key themes related to the students' socialization. The results highlight notable discrepancies between the students' reported needs, preferences, and expectations compared to the perceptions and stances of their graduate program advisors.

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Using a language portfolio in FSL teacher education: Student and instructor perspectives
Research has documented a chronic under-supply of qualified French as a second language (FSL) teachers in Canada, and a troubling trend of teacher attrition within five years of entering the profession(Karsenti et al., 2008; Lapkin et al., 2006). This shortage is most prevalent in the French immersion (FI) context, with associated risks including "a documented link between shortage of applicants to FI jobs and the decrease in standards (particularly related to language proficiency)" (Veilleux & Bournot-Trites, 2005, p.23).
In response, this study explored the implementation of a language portfolio in a Canadian FSL initial teacher education (ITE) program, and its potential to act as a social mediating tool for language development (Donato & McCormick, 1994).This initiative reflects the push by Canadian stakeholders to adopt principles and practices from the Common European Framework of Reference (CEFR) in L2 ITE programs (Author, 2017; CMEC, 2010). Despite interest in portfolio integration abroad (e.g., Newbyet al., 2007), such implementation in Canadian

L2 ITE programs is scarce (Author, 2017).This presentation reports on the adaptation of the Canadian Language Portfolio for Teachers (Turnbull, 2011), as well as student (n = 25) and instructor (n = 1) perspectives on its implementation as part of a remedial French writing course in an FSL ITE program. Participants converged and diverged on different aspects of portfolio implementation, raising important implications for decision-making related to its use in ITE programs and its potential to motivate future FSL teachers to establish positive habits for developing their French proficiency.

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Investigating identity and investment of second generation Iranian immigrants in developing Farsi
Research shows that many immigrant children in Canada face challenges in bilingual development, that is, learning English alongside maintaining their heritage languages. Heritage languages refer to languages other than English and French or Indigenous languages. Public schools might not recognize or promote the use of heritage languages, and in some instances, students and their parents are discouraged from using their heritage language at home. Heritage languages, however, should be maintained to help immigrant students succeed socially and academically and maintain stronger familial bonds (Chen, 2010). In light of these challenges and the importance of maintaining heritage languages, this qualitative case study, informed by the notions of positioning, identity, and investment (Norton, 2013, 2001), attempted to investigate bilingual development in a Farsi school in a major city in Canada. Issues under investigation included Iranian immigrant students' perspectives on language maintenance, the availability of language maintenance resources at home, school, and in the first language (L1) community, and successes and challenges of the students in maintaining their heritage language at home, school, and in the L1 community. Data were collected through in-depth, semi-structured interviews, field-observations, descriptive and reflective field notes, and participants' journal writing. The emerging themes included (1) the importance of language maintenance, (2) language maintenance strategies, and (3) language maintenance challenges. Recommendations for children, family and community members, policy makers, and teacher for facilitating bilingual development for children are offered at the end.

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Applying Linguistics to the Problem of Text Difficulty

Since the early twentieth century, quantitative methods have been used to assess readability, that is, how easy or difficult a text is to read. So popular have these methods become that publishers use them to show that their books are appropriate for particular grade levels, the popular word processing program Word incorporates a readability formula to help writers write more clearly and one of the largest academic digital publishers, Gale, includes a readability measure in its description of articles in its databases. Nevertheless, quantitative readability formulas have repeatedly proven to be very poor measures of how readable a text is. In this presentation we contend that one major reasons for their poor performance is that they ignore all but the most superficial linguistic properties. We argue that if we are ever going to be able to develop robust readability assessment, we must look at what various linguistic disciplines, including psycholinguistics, theoretical linguistics and text linguistics, have identified as properties that can interfere with text comprehension. We will examine briefly a few of the linguistic properties which can be shown to interfere with reader comprehension: (1) extraposition and self-embedding, (2) the semantic effects of "garden path" constructions, and (3) the difficulty in processing narratives containing embedded narratives. Our goal is to show that applying linguistic concepts and insights to the issue of text difficulty can help us to develop a better understanding of what makes a text easier or more difficult to read.

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Language policy across borders: Bilingual & heritage language education policy-making in Toronto and New York in the 1970s
This paper is part of a larger historical study of the Heritage Languages Program (HLP) in Ontario. The study uses archival and oral history data to understand how ideological categories of language and race informed the conflicts over the formation and implementation of this language-education policy. The current paper focuses on the interactions in the mid 1970s between the Toronto Board of Education and state- and district-level educators in New York. Toronto officials were in regular contact with their counterparts in New York as both parties deliberated and implemented various kinds of programming designed to support speakers of minoritized and racialized languages. Data for this paper are drawn from archival records held by the Toronto District School Board regarding a work group it struck in 1975 to set board policy on multicultural and so-called Third Language programming. The paper draws on Flores (2015) as an analytical heuristic; in that paper, Flores distinguishes between liberal multicultural and race-radical orientations to bilingual education programming in policy debates in New York City in the late 1960s and early 1970s. From this perspective, this paper 1) analyzes the documents created in New York about bilingual education there and shared with policy actors in Toronto; 2) considers how board trustees, educators, parents, community activists, and other members of the work group in Toronto interpreted those documents and reports; 3) and traces the extent to which these perspectives from New York were taken up into multicultural and third-language programming here.

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Adult immigrants' perspectives of the cultural content of an online francization program: Online questionnaires development and piloting

This presentation describes the development and piloting process of two online questionnaires (Dörnyei & Taguchi, 2010) for studying adult immigrants' perspectives on the usefulness/applicability of the cultural content of an online francization program (Francisation en Ligne - FEL) in Quebec (Collin & Karseneti, 2012). Francization programs are funded French language courses for newcomers that include cultural information to facilitate integration into the new society. Notably, these programs have been investigated by few scholars mainly in face-to-face environments (Amireault & Lussier, 2008; Taché, 2009) with the exception of Martin (2016) who explored an online francization program. However, Martin only considered the FEL standard format and the perspectives of future immigrants as opposed to current temporary or permanent immigrants. To address this gap in the existing literature, the proposed qualitative study focuses on the perspectives of current temporary and permanent immigrants attending the FEL self-training format, drawing on the Intercultural Communicative Competence (ICC) model (Byram, 2014; Lussier, 2007, 2011) as a framework to operationalize intercultural competence. Two online questionnaires are administered via LimeSurvey to thirty participants of the self-training model. One is answered at the beginning of the research, and the other three months later. They explore immigrants' perceptions of the influence of the FEL cultural content on their intercultural development, social integration (Codagnone & Kluzer, 2011), and whether the self-training digital environment and characteristics (e.g., absence of teacher's feedback) influence their culture learning. Findings will yield recommendations for the design of French online teaching materials intended to promote immigrants' social integration.

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Exploration des pratiques de littératie familiales chez des élèves hispanophones de 1re année scolarisés en Outaouais

Notre article explore les pratiques de littératie familiales et décrit les connaissances initiales au regard du français de scolarisation de 10 élèves hispanophones scolarisés en Outaouais. Pour en rendre compte, une recherche qualitative a été menée. Un questionnaire et un entretien semi-dirigé avec les parents ont permis de témoigner des pratiques de littératie déclarées dans l'enceinte familiale. Pour les élèves, nous leur avons fait remplir un livret dans lequel nous avons collecté des donnés relatives à leurs connaissances du français écrit (conventionnalités de l'écrit, lettres de l'alphabet, syllabes, etc.). Les résultats montrent que certaines tendances sont observables, notamment l'implication de la mère dans les devoirs de l'enfant, et ce, peu importe sa connaissance du français. Sur le plan linguistique, si le français et l'anglais sont utilisés à la maison, l'espagnol demeure la langue qui prédomine à la maison. L'espagnol est donc la langue de socialisation et le français la langue de scolarisation des familles de notre étude, son utilisation étant quasi-strictement reliée aux activités scolaires. Relativement aux occasions de lecture, nos résultats montrent que celles-ci se font davantage en français et en anglais. Même si l'espagnol est la langue de l'identité collective, la lecture de livres à l'enfant se fait très rarement dans cette langue, ce qui confirme ainsi l'oralité de la langue comme pratique discursive. En sachant que les immigrants ont tendance à s'installer dans les grandes villes et que dans les dernières années, une vague de nouveaux arrivants semble s'installer au Québec, nous sommes d'avis que les données recueillies peuvent permettre une meilleure compréhension de leur cheminement scolaire et, donc une portée sociale.

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Culture and L2 writing: What do students think teachers can do?

The main goal of examining culture vis-à-vis L2 writing is to conceptualize an effective L2 writing pedagogy. Kaplan's (1966) doodle explanation of ESL texts is considered to be a pioneering endeavor in this regard. However, the main objective of Kaplan's analysis was not achieved because of the ensuing controversy surrounding the crude generalizations of his claim (e.g., Connor, Ene & Traversa, 2016; Atkinson & Matsuda, 2013). This has left a gap in L2 writing scholarship regarding what instructors can do to help students overcome difficulties they face due to cultural backgrounds. This presentation reports on empirical findings on this issue, exploring student views on what instructors can do to help L2 writers overcome challenges they face due to differing cultural backgrounds.The qualitative case study examined 36 EAP students at a Canadian university. Data were drawn from: (a) interviews; (b) reflective writing; and (c) surveys. Data analysis yielded six categories of support L2 writers perceived instructors could offer. According to participants, instructors could: (a) provide feedback on writing; (b) provide essay structures; (c) use exemplars; (d) utilize flipped classes; (e) help identify L1 and L2 cultural differences in writing; and (f) facilitate more writing practice.The findings underline the importance of instructors' role in unpacking various cultural underpinnings in L2 writing instruction. Also, they help conceptualize an L2 writing pedagogy integrating empirical evidence into classroom activities and materials. Implications for L2 writing instruction are discussed.

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Approche par tâches et développement de l'aisance perçue à l'oral chez des apprenants du français de niveau débutant

L'aisance à l'oral est l'un des indicateurs les plus importants pour évaluer le niveau de langue d'un apprenant (Rossiter et al., 2010). Peu de recherches font le lien entre l'approche par tâches et le développement de l'aisance à l'oral (pour exception voir Albino, 2017; Munirah et Mushin, 2015) et encore moins de recherches portent sur le développement de l'aisance à l'oral en contexte d'apprentissage du français

langue seconde (L2) (pour exception voir Préfontaine, 2013). À notre connaissance, aucune étude n'a encore tenté de déterminer si l'approche par tâches permettrait aux apprenants du français L2 de niveau débutant de développer leur niveau d'aisance perçue à l'oral. Dans cette communication, il sera question de présenter la méthodologie employée pour répondre à cet objectif de recherche. Il est projeté de mener une étude de cas multiples auprès de cinq étudiants internationaux de niveau débutant inscrits au 2e ou 3e cycle dans une université francophone québécoise. Les participants recevront 32 heures de formation basée sur une approche par tâches, telle que définie par Long (2015). Il leur sera demandé de prendre part à une tâche de narration avant la formation, après 10 heures, 20 heures et à la fin des 32 heures. Ils compléteront également un questionnaire de contact à tous ces moments. L'aisance perçue à l'oral sera évaluée par 10 juges naïfs, selon une adaptation de Préfontaine (2013). Ainsi, un lien entre l'approche par tâches et le développement de l'aisance perçue à l'oral en contexte d'apprentissage du français L2 pourra être établi.

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French teachers' corrective feedback : The impacts of their teaching experiences and of error type

The role and place of written corrective feedback in L2 classes has generated considerable interest (Bitchener & Stroch, 2016). However, compared to the highly contested effectiveness of WCF techniques, L2 teacher WCF practices are relatively unexplored (Furneaux et al., 2007).With the exception of Ammar et al. (2016), research on WCF practices was conducted mostly in English as a second or a foreign language contexts and focused either on pre-service (Guénette & Lyster, 2013) or in-service (Lee, 2004, 2008) instructors. These concerns prompted the present descriptive study, which examines WCF techniques by both pre-service and in-service instructors of L1 and L2 French in Canada. 75 French instructors of whom 40 were pre-service (22 L2 and 18 L1) and 35 were in-service (16 L2 and 19 L1) provided corrective feedback on a student text. Teachers' responses were coded for the targeted error type (e.g. syntax, morphological grammar, and vocabulary), the type of feedback provided (e.g. direct or indirect), the accuracy of error identification and the precision of the provided metalinguistic information. Preliminary results indicate that regardless of the context (i.e. L1 or L2; pre-service or in-service), instructors signal only about 50% of learners' errors. Unlike their ESL counterparts (Guénette & Lyster, 2013), they show a preference for indirect coded WCF, which was prevalent independently of the error type. Irrespective of the teaching context or the WCF technique, the metalinguistic information provided is mostly imprecise, which raises concerns about the clarity and efficacy of WCF. Implications for pedagogy and future research are discussed.

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Developing L2 students' motivation and task engagement: Enhancing ideal L2 self through imagery training

Motivation is crucial in explaining L2 ultimate attainment (Gardner & Lambert, 1972; Sternberg, 2002), and is ubiquitous throughout the language learning process (Dörnyei, 2005). Empirical research (e.g. Csizér & Kormos, 2009; Taguchi, Magid & Papi, 2009; Csizér & Lukacs, 2009; Dörnyei & Chan, 2013; Magid, 2014; Lasabagaster, 2015) suggests that both ideal L2 self and L2 learning experience (dimensions of the L2 Motivational Self System: Dörnyei, 2005) are predictors of and account for motivation. The present study explores whether visualization and goal-setting training impacts EFL learners' ideal L2 self motivation and task engagement. In other words, whether visualization with goal-setting differentially affects task-based motivation (measured through ideal L2 self concept) compared to situation-specific motivation (measured through task engagement).120 Spanish-speaking English learners at an Ecuadorian university participated. They were assigned to one of three conditions: visualization with goal-setting workshop, aural skills training workshop, or no workshop. Ideal L2 self questionnaires were completed and a story sequencing task was carried out in dyads both before and after the 6-week interventions. Performance between groups and over time compared interventions to identify the effect of visualization training on the participants' ideal L2 self and task engagement. Focus group interviews explored participant views on visualization, L2 selves, and task engagement.Preliminary analysis suggests that visualization with goal-setting positively impacted learners ideal L2 self concept and trait-based motivation. On the other hand, aural skills training fostered task engagement and situation-specific motivation. Participants in the control condition presented no gains in either trait-based or situation-specific motivation.

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Becoming an English Speaker: "ESL Title is Pretty Embarrassing"

With the growing number of international students participating in higher education, Canadian universities are becoming increasingly culturally and linguistically diverse. This diversity affects the relationships and learning that occur between English language learners and speakers. Through interviews, dialogue journals, and a researcher diary, this qualitative study concerns six South Korean students' English language experiences in a Canadian university. Using Davies and Harré's (1990) positioning theory and Norton's (2013) understanding of language and identity, this study looks at students' positioning in relation to their identity negotiations. By framing student experience through what I term moments of tension, similarities and differences across participant experiences reveal evolving and complex understandings of power in communication and English speaker legitimacy. Specifically, while the students in this study were able to exercise their individual agency, this was a limited practice because they were a part of a greater discourse outside their control that

positioned them in particular ways. The results of this study indicate student's desires to be like a native-speaker (Holliday, 2006) and despite their success in their studies, some could not escape the ESL label (Garcia, 2009). Thus, they were always in the process of becoming an English speaker. This study contributes to a body of knowledge on Second Language Education (SLE) research that draws on poststructuralism as its underlying theoretical framework. As such, the results will be of interest to teacher educators and EAP programs in universities in the Global North.

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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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Culture and L2 writing: Lived experiences of EAP learners at a Canadian university

Although culture is a contentious topic in L2 literature, one cannot deny its importance in explaining various L2 learning phenomena. The constraints associated with determining what culture actually is, however, make it difficult to investigate how it plays out in L2 learning and teaching (Atkinson, 1999; Kubota, 1999; Matsuda & Atkinson, 2008). Faced with these challenges, L2 scholars (Atkinson & Sohn, 2013; Canagarajah, 2013; Connor, Ene & Traversa, 2016) have proposed that culture be studied as it is 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 culture research and examines lived cultural experiences by L2 students vis-à-vis their academic writing. Data were collected from three different sources: (a) semi-structured interviews; (b) reflective writing; and (c) a questionnaire survey. Findings yielded three broad categories of lived experiences of culture by participants: (a) culture as the way one does things; (b) culture as lifestyle; and (c) culture as identity. Further analysis of data helped create a taxonomy of concepts that culture evoked. The findings provide insights into what culture is, as perceived by L2 learners in the context of academic writing. They help conceptualize an L2 writing pedagogy taking into consideration of multifaceted meanings of culture. Implications for teaching and learning are discussed.

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Dialectic input in the adult French L2 classroom

A dialect can be narrowly defined as a language variety that is phonetically distinct from another variety within the same language group (Chambers & Trudghill, 2004). Despite calls for increased linguistic variation in the French second language (FSL) classroom (Fox, 2002; Roy, 2012), the Parisian dialect is often centered as the language standard (Baker & Smith, 2010; Chiss & David, 2014), even among FSL teachers in Canada (Wernicke, 2016). Aural input must not only be relevant to learners' lives and have applications outside the classroom (Morley, 2001), it must also contain a wide variety of speakers (Thomson, 2012) and dialects (Nycz, 2015). Of the more than 4 million people living in Montreal, 53.4% identify as Francophones who come from various regions across the Francophonie (Statistics Canada, 2016); among the many varieties of spoken French found in this environment, which ones are FSL learners exposed to in the classroom? A dialect classification tool was developed to categorize all audio recordings used in the classroom along indexical (age, region, level of formality/register, etc.) and temporal (length of recording) factors in two undergraduate and two adult learning FSL settings in Montreal. In addition, a 44-item open-ended questionnaire elicited the four FSL teachers': a) attitudes towards different varieties of French; b) criteria used in selecting aural input; and c) dialectal backgrounds and experiences. A mixed methods approach will identify the varieties of spoken French found in

the four classrooms and the factors associated with teachers' decisions to privilege certain varieties as input. Suggestions for incorporating diverse input into the FSL classroom will be presented, by way of a dialect-learning game.

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Student confidence with discipline-specific academic literacies:Lessons learned from an intensive CLIL EAP program

A growing body of research is highlighting the potential and limitations of English for academic purposes (EAP) support for conditionally-admitted, plurilingual university students who use English as an additional language (plurilingual EALs) (Hadley, 2015). However, there has been little focus on the impact of such interventions on students who have already been admitted into their academic programs. This presentation outlines findings from a triangulated, mixed-methods case study investigation of an eight-week content and language integrated (CLIL) EAP bridging program aimed at preparing pre-admitted students for their university studies at a top-tier, research-intensive Canadian university. Data collection included a pre- and post-course student survey (n=18), followed by semi-structured interviews with three students (one from each program strand of Engineering, Business, and Arts & Sciences), nine instructors (six language; three content), and three course designers. Following the intervention, in-depth interviews were conducted with one student from each strand as they progressed through their first year of university studies. Triangulated analysis of quantitative and qualitative data sets point to a marked increase in student confidence with discipline-specific literacies following the intervention, confidence that appeared to remain high as they engaged with their first-year courses. Adopting an academic literacies lens, this presentation includes a discussion of these findings in light of the extant literature, concluding with recommendations for increasing the disciplinary specificity of pre-program academic preparation regardless of students' English language proficiency. This presentation will be of acute interest to all those involved in the support of plurilingual EALs as they transition into university studies.

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L'implantation d'un programme de conscience phonologique bilingue en milieu anicinabe : une étude longitudinale visant à décrire le développement des capacités métaphonologiques des élèves au premier cycle du primaire

Cette communication présente une recherche doctorale qui sera menée en milieu anicinabe au Québec où la langue autochtone est en déclin avancé et où le français est la langue de scolarisation. Dans ce contexte, les élèves doivent « maîtriser » la langue majoritaire pour s'approprier les matières scolaires, alors les enseignants disposent rarement d'outils didactiques culturellement pertinents pour les préparer à appréhender la langue de l'école.
Sous l'angle du plurilinguisme, des pratiques de littéracie familiale et des représentations des langues, l'objectif de la présente étude vise à concevoir, élaborer et mettre à l'essai un programme de conscience phonologique bilingue (français-algonquin) ainsi que de décrire le développement des capacités métaphonologiques d'élèves scolarisés au premier cycle du primaire. Nous observerons aussi les potentiels changements, d'une part, dans les pratiques pédagogiques et, d'autre part, dans les pratiques de littéracie familiales après l'implantation dudit programme. Les enseignants et les parents seront sollicités pour être partie intégrante du projet. Cette recherche contribuera à enrichir l'état des connaissances lié à l'enseignement des langues en milieu autochtone et à développer des ressources didactiques faisant écho à la culture des élèves. Elle permettra également d'outiller les enseignants, dans la perspective d'un renouveau didactique et pédagogique, ainsi que les parents dans le soutien de leur enfant dans l'apprentissage de la lecture. La présente communication présentera le programme de conscience phonologique bilingue et sa composante enrichie d'un corpus de littérature de jeunesse mettant en valeur la culture autochtone et qui servira d'amorce pour les activités proposées aux élèves.

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Secondary French Immersion Students' "Academic" and "Non-Academic" Vocabulary: An Integrated View of Language for Mathematical Problem Solving

This study explores the vocabulary used by high school French immersion students when they engage in collaborative mathematical problem-solving. The analysis is rooted in sociocultural theory (e.g., Lantolf, 2000; Swain, Kinnear, & Steinman, 2011; Vygotsky, 1978; Wertsch, 1993) in order to highlight the ways in which students co-construct linguistic and mathematical meaning through their lexical choices. Moreover, the study is inspired by work in the mathematics education field that has questioned the relevance of the dichotomization of "academic" and "non-academic" registers for mathematical problem solving, particularly for bilingual learners (e.g., Barwell, 2007; Halliday, 1978; Moschkovich, 2010; Pimm, 1987). Pairs of Grade 9 French immersion mathematics students were audio recorded while working through a mathematics problem-solving task in French that was rooted in a real-life scenario. Student interaction discourse was analyzed with a focus on use and meaning (Gee, 2014), and coded for language-related episodes (Swain & Lapkin, 1998) related to the mathematics at hand (Barwell, 2009; Moschkovich, 2007). Results suggest that students work together to generate lexical alternatives and make choices based on shared meaning. Results also show that attempts made by teachers or researchers to disentangle so-called academic and non-academic mathematical registers may prove challenging or even counter-productive, especially when mathematical problems aim to engage students in meaningful, real-life tasks. The presentation concludes by discussing the implications of a more holistic view of the mathematics register for the bilingual classroom, for the teaching and learning of both language and mathematics.

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Young Digital Natives' Use of ICTs for Second Language Learning

Numerous studies have examined different types of technologies that could enhance L2 learning among university learners, who are often digital migrants (see Golonka et al., 2014). Research on children's use of ICTs for L2 learning is scarce and has frequently explored the benefits of some ICTs in contexts with experimental or limited access to technology (Macaro et al., 2011). The current study, however, explores the use of ICTs for L2 learning among children who are digital natives and have sustained access to a wide range of technological devices inside and outside the L2 class. Furthermore, the study examines these children's attitudes and perceptions about the use of technology for L2 learning.To this end, a mixed-methods study was conducted with Grade-4 and Grade-5 children in a private elementary school in the Southeast of Mexico. Quantitative data were collected from 158 learners through a 35-question survey that examined learners' use of, attitudes towards, and preference for ICTs. Qualitative data were collected through individual interviews that were conducted with a subsample of learners who exhibited either very positive or very negative attitudes in the survey.The quantitative and qualitative analysis results reveal that, inside and outside the L2 class, learners have access to a wide range of technologies and feel comfortable using ICTs. Nonetheless, they related the use of ICTs to L2 learning in the classroom only, and under teacher guidance. In the presentation, we will discuss the variables that hinder learners' use of ICTs for language learning outside the L2 class.

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Is the Portfolio a Sense-maker? Teachers' experiences with portfolio-based language assessment (PBLA)

This exploratory study focuses on teachers' experiences with implementation of portfolio-based language assessment (PBLA) as the "authorized assessment protocol" (Pettis, 2015) in adult language training programs across Canada. While portfolio-based approaches to assessment have been attracting attention in a variety of settings (e.g., Hamp-Lyons & Condon, 2000; Little, 2005), PBLA is a unique phenomenon whose implementation process and impact need to be studied. The distinct features of PBLA include: 1) the highly prescriptive nature of the presumably standardized assessment protocol; 2) the multiplicity of additional roles that teachers are required to fulfill in order to adhere to the protocol (Mohammadian Haghighi, 2016, Ripley, 2012); 3) the contradiction between the declared purpose of PBLA as a formative assessment tool, and its de-facto evaluative function (Fox, 2014); 4) a paucity of academic literature on portfolio-based assessment in adult language learning. Since both assessment for learning and assessment for accountability are central PBLA concepts (Pettis, 2015), my research question is exploring how these two orientations interplay in the context of settlement adult language learning and teaching. Both qualitative and quantitative data are being collected and analysed: Likert scales, demographic questionnaires, and interviews with teachers are examined through the prism of sociocultural theory in order to assess the potential of a portfolio to become a sense-making tool (Kaptelinin, 2005) in adult language learning. As revealed through teachers' voices, the inherent contradictions between the accountability demands and the realities of settlement language learning and teaching may be annihilating original goals of PBLA implementation.

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Parcours d'apprenants de français québécois langue seconde : description et orientation des stratégies autorégulées

L'intérêt pour les apprenants très compétents en langue seconde (L2) est très marqué, notamment avec la littérature sur l'ultimate attainment (p. ex. Granena et Long, 2013). Notre étude vise à contribuer à cet axe de recherche à partir du point de vue des usagers expert en L2, plutôt qu'en comparant leur performance à celle de locuteurs natifs (Piller, 2002).Notre recherche a pour but de faire une rétrospective du parcours d'apprenants, maintenant usagers du français québécois, en identifiant les stratégies d'apprentissage autorégulées (modèle S2R, Oxford, 2011) mises en place pour atteindre leur statut d'expert en L2. Nous interviewerons dix locuteurs considérés comme presque natifs par des juges naïfs. Cinq de nos participants seront des spécialistes en linguistique appliquée, tandis que les cinq autres proviendront de divers domaines professionnels non associés à la langue. Nous leur distribuerons d'abord un questionnaire afin d'établir leur portait d'apprenant. Par la suite, lors d'entrevues semi-structurées, nous questionnerons nos participants sur leurs perceptions en ce qui a trait à la définition d'une compétence ultime, à l'importance de chacun des aspects de la compétence communicative (Celce-Murcia, 2007) dans leur processus d'apprentissage et à leur usage de stratégies. Nous conduirons ensuite un groupe de discussion où les principales tendances relevées dans les entrevues individuelles seront traitées. Les résultats préliminaires qui seront présentés lors de ce colloque nous permettrons d'avoir une meilleure compréhension de l'usage et de l'orientation des stratégies d'apprenants compétents de français langue seconde en contexte québécois en fonction des aspects de la compétence communicative privilégiés par ces derniers.

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Hindered Competence: How Interlocutors Inhibit Workplace Communication

In areas of Canada where English is the majority language, communicative competence in that language is a key factor for finding and maintaining employment. However, previous studies have pointed to several challenges newcomers from language backgrounds other than English may face, such as familiarity with workplace conventions, understanding accents, finding the right words, following fast-paced speech, engaging in small talk, and employing colloquial language (Dahm & Yates, 2013; Derwing & Munro, 2009; Myles, 2009). Previous studies have also shown the impact interlocutors from English speaking backgrounds can have on inhibiting successful communication through negative attitudes and poor communication skills (Subtirelu & Lindemann, 2016). Grounded in Bachman and Palmer's (2010) understanding of communicative competence, or language ability, the current study reports key findings from the British Columbia interior (n = 6) and Halifax (n = 15) related to how interlocutors may inhibit newcomers' communicative competence at work. Qualitative methods were used to carry out interviews and collect participant anecdotes and then analyze the data for emerging thematic patterns. Results pointed to the communicative competence of the participants depending on the people with whom they were communicating. Factors such as affective tension, interlocutor language use, interlocutor comprehension, time pressure, and perceived interlocutor attitudes all played a role in hindering workplace communication. It was concluded that successful workplace communication is not the sole responsibility of newcomers from language backgrounds other than English, with their interlocutors potentially benefiting from workplace training aimed at ameliorating negative attitudes and poor communication skills.

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Le discours épilinguistique des enseignants et ses répercussions sur l'enseignement de variantes sociolinguistiques

La connaissance des normes et des usages qui appartiennent à un groupe de locuteurs est une partie essentielle de la compétence communicative de tout locuteur L1 ou L2 (Hymes, 1972; Bachman, 2010). Bien que ces connaissances soient traditionnellement peu abordées par les enseignants de français L2 (Beaulieu et Dupont Rochette, 2014) le nouveau programme de francisation pour adultes au Québec (MEES, 2015) innove en la matière en traitant de la distinction entre les codes oral et écrit et en présentant des variantes orales. Notre étude vise à explorer les attitudes et croyances des enseignants quant à la variation sociostylistique. Notre étude qualitative sera menée auprès d'enseignants de francisation dans des centres de formation aux adultes de la ville de Québec. D'abord, les participants répondront à un questionnaire permettant d'établir un portrait de leur expérience en tant qu'apprenant, de leur parcours scolaire et professionnel, de leurs pratiques de classe et de leurs croyances sur la langue (Borg, 2003). Ensuite, des scénarios d'apprentissage sous forme de vignettes leur seront présentés sur les variantes orales ciblées dans le programme afin de recueillir davantage d'informations sur leur perception de ces variantes. Les données recueillies, lesquelles seront traitées à l'aide d'une analyse de contenu thématique, devraient permettre de faire ressortir les liens entre le discours épilinguistique des enseignants, les attentes du programme, les facteurs personnels et ceux inhérents au milieu scolaire. Ainsi, l'étude de ces liens nous permettra d'adresser le défi que représente l'enseignement de la variation.

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Gérer ou prendre en compte la diversité de la classe autour d'albums de littérature de jeunesse pour des publics allophones d'Ottawa (Canada) et de Montpellier (France) : opportunités et défis pour la classe

Dans le cadre de notre projet inter-site Canada-France, nous avons recours à une vision holistique de l'apprentissage des élèves allophones par l'entremise d'une approche didactique qui vise à considérer conjointement langue de scolarisation, langues familiales et diversité culturelle. Considérant que les pratiques langagières scolaires sont aussi des pratiques sociales (Blanchet, 2016, p.31), nous souhaitons explorer, d'une part, de quelle façon le recours à la diversité sous diverses formes : répertoires plurilittératiés (Dagenais et Moore, 2008 ; Moore et Sabatier, 2014, Fleuret 2013), langues (Auger 2005), expériences des élèves (Goï 2008), s'opérationnalisent en salle de classe et, d'autre part, de quelle façon les enseignants appréhendent une telle pluralité dans leurs pratiques pédagogiques. En effet, cette pluralité qui n'est plus de l'ordre de l'exception, mais bien d'une réalité tangible fait appel à une compétence plurilingue et pluriculturelle (Coste, Moore et Zarate 1997) relevant d'une didactique ascendante (Chiss, 1997), qui permet de concevoir la réalité linguistique et culturelle de la classe et de ses objets (dont l'album de littérature de jeunesse qui est notre artefact central dans ce projet) comme une ressource pour les activités de classe. Dans cette communication, nous analyserons et présenterons les données préliminaires de la recherche au regard des concepts retenus. Nous discuterons de l'organisation des séquences, des séances en classe, des contextes proposés par l'enseignant et des comportements des différents acteurs scolaires.

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L'enseignement intégré du français et de l'anglais en contextes francophones majoritaire et minoritaire

Au Québec, où le français est la langue de la majorité, les élèves commencent l'apprentissage de l'anglais langue seconde dès la 1re année (Gouvernement du Québec, 2015). En Saskatchewan, où le français est en situation minoritaire, les élèves francophones sont exposés aux deux langues sur une base régulière (Von Staden et Sterzuk, 2017) ; l'apprentissage formel de l'anglais débute en 4e année (Conseil des écoles fransaskoises, 2015). Ainsi, les élèves francophones au Canada apprennent ces deux langues même si elles occupent, du point de vue sociolinguistique, des statuts différents. Notre recherche vise la conception, la mise en œuvre et l'évaluation de l'impact de deux

séquences d'enseignement de la grammaire dans ces contextes linguistiques. Les séquences, qui prennent en considération le répertoire linguistique bilingue des élèves (Auger, 2013 ; Sabatier, 2008), portent sur les notions de complément de nom et de complément de verbe en 1re secondaire (Québec) et 7e année (Saskatchewan). Elles sont conçues en collaboration avec des enseignants selon une approche intégrée (Candelier, 2016 ; Roulet, 1980), c'est-à-dire qu'elles traitent simultanément ces notions en français et en anglais. La recherche s'appuie sur le principe que la mise en relation des différentes langues de l'école permet de développer une meilleure compréhension de chacune de ces langues (Cummins, 1979 ; Moore, 2006).Dans notre présentation, nous mettrons l'accent sur les contextes sociolinguistiques dans lesquels cette recherche est menée et nous en expliquerons la pertinence théorique. Nous aborderons la méthodologie utilisée en donnant un exemple de séquence d'enseignement qui met à profit l'approche intégrée.

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«Ça n'a rien à voir avec ni ma vie ni mon avenir, donc pourquoi continuer ? » Explorer les raisons auto-déclarées du peu d'engouement pour les cours de FLS dans des écoles secondaires à Lethbridge en Alberta

En Alberta, les inscriptions aux cours de français langue seconde (FLS) dans les écoles secondaires révèlent qu'il y a peu d'intérêt parmi les élèves à apprendre le français. Bien qu'une frange importante des élèves du secondaire ait déjà rencontré la langue française à l'école primaire, la majorité de ces élèves ne poursuivent pas l'apprentissage du FLS. À travers un questionnaire anonyme adressé à des élèves de 11e année d'une école secondaire à Lethbridge, cette étude a examiné les différentes raisons qui justifieraient ce faible intérêt, qu'elles relèvent des influences en milieu scolaire ou de celles en dehors. Peu d'élèves dans cette étude possédaient une motivation intégrative et/ou instrumentale considérable. Les données suggèrent aussi l'importance des rencontres culturelles avec la francophonie. En outre, il est possible que le FLS, tel qu'il est pratiqué, contienne en lui-même un défaut qui expliquerait, ne serait-ce qu'en partie, ce faible engouement. En tenant compte de tout cela, nous avons discuté des approches possibles visant à encourager plus d'élèves à suivre les cours de FLS.

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Socialization of doctoral students into the researcher role: A qualitiative study of writing a dissertation proposal

Doctoral students' socialization is described as "the mechanism through which the student learns how to become an independent scholar" (Gardner, 2008, p. 333). The transition from doctoral student to independent scholar begins with writing the dissertation proposal (Jansen et al., 2004). This qualitative study examines how a doctoral candidate is socialized into the researcher role while preparing the proposal. Developing a proposal is a fluid, non-linear and multimodal process (Cheng, 2014) as students need to negotiate the expectations of their supervisors, their committees, and their discipline while reconciling them with their own motives and interests (Paré et al., 2011). 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 occurring in proposal writing. The data are gathered from one doctoral candidate who is in the process of developing the dissertation proposal. In-depth unstructured interviews generate the participant's reflections on the experiences. Multiple drafts of proposals are also examined to explore how the drafts evolve gradually. The oral data are analyzed based on Bakhtin's concepts of "primary and secondary genres" to explore the nature of discourses the doctoral candidate is involved in while participating in literacy practices. The drafts are analyzed to trace the interplay of "authoritative and internally persuasive discourses" to uncover the instances of "assimilation and appropriation "(Bakhtin, 1986). The findings of the study can explain what hinders and assists doctoral candidates throughout the process of writing proposals.

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Learners' perceptions about L2 listening instruction

Learners' perceptions about their learning experiences play an influential role on the actions and behaviours that they display in their learning (Kalaja & Barcelos, 2003; Woods, 2003), and constitute an insightful source of information for program evaluation purposes (Narcy-Combes & McAllister, 2011; Norris, 2015). However, learners are rarely asked explicitly and systematically about their learning experiences (Barkhuizen, 1998). Indeed, regarding listening instruction, very few studies explored learners' perceptions about the approaches used (e.g., Graham, 2006; Vandergrift & Tafaghodtari, 2010). The present study, carried out at a Canadian University, examines Spanish L2 learners' perceptions about listening instruction in general and in relation to three specific approaches (i.e., metacognitive, awareness-raising, and conventional). Data were collected through a questionnaire (N = 240), an open-ended survey (N = 84), and focus groups (N = 41). Results show that learners perceive L2 listening ability to be a particularly challenging skill. Learners in classes frequently exposed to oral input welcomed such exposure and reported a perceived improvement of their listening comprehension skills. Conversely, those who did not receive much exposure expressed concerns about the potential impact on their proficiency and on their performance in assessment measures. Learners also acknowledged the usefulness of situationally and interactionally authentic listening materials, but found them challenging. While there was no noticeable preference for any particular approach, learners expressed positive perceptions about specific elements of those approaches. These results highlight the importance of providing systematic and regular L2 listening instruction. Implications for L2 listening instruction research and pedagogy will be discussed.

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The activity of providing and interpreting written corrective feedback in a government-funded program

Despite the general consensus that corrective feedback (CF) contributes to L2 learning (Lyster & Saito, 2010) and L2 writing (Ferris, 2010), little is known about how and why teachers provide written CF (WCF – "a written response to a linguistic error that has been made in the writing of a text by an L2 learner", Bitchener & Storch, 2016, p. 1), if and how L2 learners employ that information, and whether the mode by which the WCF is supplied affects L2 development. Informed by Activity Theory (Vygotsky, 1978), this study investigated the activity of WCF provision and interpretation in terms of the WCF mode (traditional vs. electronic), the participants' (teacher and students) orientation to it, and the expected outcomes. Investigating WCF in this way promotes contextually-informed understanding - a dimension ignored in WCF research (Bitchener & Storch, 2016) - of the role that both participants and tools play in bringing about L2 learning. As part of their end-of-term project, eight low-intermediate ESL learners in a Language Instruction for Newcomers to Canada (LINC) program in Ontario produced two drafts of a text, received WCF on each, and revised the texts. To ensure that all learners experienced both WCF modes, the teacher supplied a different method for each of the drafts. The participants were interviewed on their experiences with WCF, interpretations, and preferences for the delivery modes employed. The findings highlight the reasons for the actions the participants took in providing and interpreting WCF and the contextual limitations encountered. Pedagogical implications are discussed.

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The effects of type of instruction on the L2 acquisition of tones in Mandarin

This study explored the effects of pronunciation teaching on the L2 acquisition of the four tones that characterize the Mandarin Chinese (MC) tonal system (Qu, 2013):

T1: High and level
T2: High-rising
T3: Low-falling and rising
T4: High-falling

Research indicates that L1 and L2 acquisition of MC tones obeys a developmental sequence, thus suggesting a markedness hierarchy for tones: T1 > T4 > T2 > T3 (Zhang, 2007; where > indicates "acquired before" and "less marked than"). In a study on the acquisition of foreign /s/ + consonant onset clusters (sC; e.g., /st/ in stop), Cardoso (2011) found that students who were taught exclusively the most marked /st/ produced all sC forms more accurately than those who received instruction in all forms. This study applied similar methods to investigate the effects of type of instruction on tone acquisition among a group of L2 learners of MC. 62 participants were divided into two experimental groups and instructed in Mandarin's tonal system: while one was taught exclusively the most marked tone (T3), the other received instruction in less marked T4. Both groups were assessed on their ability to perceive and produce all four MC tones. Results corroborate the findings in Cardoso (2001), indicating that instruction of the most marked tone (T3) was more effective in improving learners' perception and production of MC tones. Our discussion highlights the pedagogical implications of our findings, particularly regarding the teaching of items that follow a developmental sequence in L2 phonology

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In any language, reliable speech recognition is a difficult problem, requiring a combination of many techniques. Computational modelling techniques have been used in the field of applied linguistics for over fifty years. This project attempts to examine the characteristic phonetics of the Sinhala language and apply them to build a phoneme to grapheme conversion model. Sinhala language's phoneme to grapheme conversion is quite straightforward. There is a one to one mapping between phonemes and graphemes, without any exceptions. The task we chose for the evaluation of our method can be regarded as straight speech recognition in which the acoustic model is perfect. In order to input Sinhala speech to a computer, the user phoneme sequences to the computer. Then the computer indexes the digitized grapheme values to the input phoneme or phoneme combination according to phoneme to grapheme (P2G) matching algorithm. The output is the most appropriate character for the input phoneme or phoneme combination.As a first step of this project we investigated on energy levels of phonemes in the Sinhala language. Using the MATLAB signal processing tool and COLEA software, we measured and analyzed basic linear fitting graphs of the energy level and coefficients of each phoneme. The second step of this research involved developing a model for phoneme to grapheme converter for Sinhala language. In addition an algorithm has been developed and implemented for the P2G process. This algorithm relied on a search grapheme which is in a phoneme database and uses it for printing.

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Enabling and Precluding Identities Among Adult Language Learners on Facebook

Drawing on the related fields of discursive psychology (Edwards & Potter, 1992) and conversation analysis (Hutchby & Wooffitt, 2008), this presentation assesses the processes of identity formation among adult ESL students taking part in a Facebook discussion group. It does so by offering a microanalysis of a twelve-turn discussion thread responding to the poll question how important is it for your children to speak and write in your first language in Canada? The focus of analysis is on the extent to which respondents adhere to the lexical priming (Hoey, 2005) in the poll, specifically, to what extent do students reiterate or resist the topic in their use of the most lexically significant items in the poll? The data suggest an intriguing pattern whereby resistance to the priming in the poll question and poll response options is most pronounced among students who demonstrate either the strongest or weakest English language proficiency relative to the rest of the group. These particular students are most likely to deploy their responses in an unscripted direction and thereby resist the poll prompt. The presentation extrapolates from these findings to infer implications of this phenomenon for the identities enabled and precluded.

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Creating Equitable Classrooms - Exploring the Experiences of Students in an International Graduate Program in Canada

Conducting semi-structured interviews with culturally diverse students in multiple cohorts of the TEAL master's program using thematic analysis, this study will examine different modes of participation and students' experiences in an international graduate program in Canada. With the growing enrolment of international graduate students in western universities, there have been studies on silence or lack of active participation of EAL students (Choi, 2015; Kettle, 2005; Morita, 2000, 2004; Tatar, 2005). While local students show their dissatisfaction with EAL classmates' insufficient participation in class (Tannen, cited in Choi, 2015), EAL students also show their frustration with L1 students' "meaningless" participation (Choi, 2015; Tatar, 2005). This shows that there may be a lack of understanding of different modes of participation among students. Besides, although there have been studies which focus on EAL students' participation examining individual students' experiences, a group of students from the same nationality, or a group of students from similar educational and cultural backgrounds (Choi, 2015; Kettle, 2005; Lee, 2009; Morita, 2000, 2004; Tatar, 2005), little attention has been given to local students' participation in multicultural classrooms. Considering that "same learner can participate variously in different contexts" (Morita, 2004), it is worthwhile to explore students' experiences in an international program from perspectives of culturally diverse students. Not only will this study allow us to understand where a potential lack of understanding of participation in the classroom comes from but also what a multicultural classroom looks like and suggest pedagogical implications to create an equitable classroom for culturally diverse students.

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Représentation des élèves d'immigrés iraniens en France sur leur répertoire linguistique

Nous nous concentrons, dans cette contribution sur les représentations des élèves immigrés issus de la diaspora iranienne en France à l'égard de leur langue d'origine (langue de la maison ou de l'environnement familial) et le français (langue de l'école et l'environnement social). Pour ce travail de recherche diverses méthodes de collecte de données ont été utilisées, dont des entrevues semi-structurées, des observations participantes, des auto- réflexions, guidées et la rédaction d'un journal de bord du chercheur.Les résultats de la recherche qualitative obtenus dans le cadre de ce travail de recherche révèlent que la majorité des sujets ne manifestent pas explicitement de jugements sur leur langue d'origine et sur la langue de scolarisation. Ils ont une conscience sociolinguistique aiguë des enjeux linguistiques environnants. Ils ont généralement tendance à reconnaître une forme d'égalité des langues d'un point de vue linguistique et communicationnel. Et ils peuvent être plus ou moins à l'aise avec l'idée de ne pas maîtriser la langue persane.

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The role of task repetition and learner reflection in planned one-way tasks in an English for Academic Purposes classroom

The role of task repetition (TR) - repeating the same or slightly altered task - has recently received much attention in research on task-based instruction. TR is viewed as beneficial to L2 acquisition because it can improve comprehension, fluency, grammatical and lexical complexity, and accuracy (Long, 2015). However, most research examining TR has used two-way rather than one-way tasks and has paid little attention to the processes such as student reflection and teacher feedback involved in TR. Research on TR using one-way tasks is warranted because they have been shown to stimulate more output modifications (Iwashita, 2001). Furthermore, when planned, one way-tasks may lead to more fluent and complex language (Skehan & Foster, 1997). Yet, investigations of one-way TR and the processes involved are rare, particularly in EAP contexts.This study examined the role of TR in planned one-way tasks in an EAP classroom and the impact of learner reflection during TR on learners' overall task improvement. Twenty-three EAP learners 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. Then, they produced a second recording and reflected on it. The two recordings were rated on five rubric-determined traits by the teacher and two independent raters. The reflections were analyzed using discourse analytic techniques (Schiffrin, 1994). The results revealed that TR led to improvements in both fluency and accuracy and that learner performance was affected by the nature of reflection during TR.

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TED Talks as spoken academic English: A lexical analysis of the potential for vocabulary learning and comprehension

TED Talks have endeavored to freely promote "ideas worth spreading". These publicly available videos have been embraced by the educational community for their accessibility and breadth of content, and have been incorporated into the English-language classroom for their value as an authentic source of spoken input. TED Talks are commonly used in English for Academic Purposes (EAP) courses in place of authentic lectures. Purported benefits of these videos are building listening comprehension skills and increasing vocabulary knowledge (Coxhead & Bytheway, 2016). The present study expands on previous research by examining the lexical profile of a corpus created from the scripts of over 500 TED Talks and the ramifications for comprehension and vocabulary acquisition. This corpus (over 1,000,000 words), composed of four sub-corpora, mirrors four commonly taught areas of EAP: Engineering, Medicine, Business, and Science. The corpus was analyzed to determine the lexical demands of the videos, the coverage of the Academic Word List (AWL), subject-specific word lists, and the frequency of occurrence of academic, technical and low-frequency vocabulary in the videos. Results indicated 4,000 word families were needed for 95% coverage and up to 10,000 word families for 98% coverage of the videos. The AWL and subject-specific lists provided 4% to 5% coverage of the sub-corpora. Potential target words occur frequently enough for possible learning, but only if learners were to view a substantial number of videos. Explanations of the findings regarding relevance for materials designers, teachers, and researchers on the use of TED Talks for EAP will be offered.

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A Storytelling approach to examining language-in-education policy in Bangladesh and Ghana

This comparative study involves two researchers examining English language policy and planning in Bangladesh and Ghana in order to explore the ways language planning and policy are enacted in postcolonial contexts. Often this issue is examined from the perspective of dominant academic discourses. The purpose of this research is to write ourselves into these dominant discourses. During colonial rule, English was imposed as the language of schooling in Bangladesh (Hamid, Jahan, and Islam, 2013) and Ghana (Adika, 2012). Since independence in 1971, Bangladesh continues to centre English in education (Hasan & Rahman, 2012). Similarly, the 2002 Ghanaian language policy of education positions English as the sole language of instruction at all levels of education (Opoku-Amankwa, 2009). In light of these realities, this paper asks, what do periphery stories help us to understand about the ways in which English continues to dominate education at the expense of local languages in Bangladesh and Ghana? Drawing on storytelling as a research approach (Kovach, 2009; Lewis & Hildebrandt, in press; Whiteduck 2013), this study interprets the oral stories of two researchers regarding their experiences of English and local languages in Bangladesh and Ghana. The preliminary collection of stories indicates that English language policy is implicit in Bangladesh and explicit in Ghana. However, both countries struggle to place local languages in education because of the ways in which English dominates local languages in classrooms. Our study aims to determine solutions for fostering equal relationship between English and local languages in classrooms in postcolonial contexts.

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Visualizing diversity and plurilingual identities: An arts-based collaborative autoethnography

With an increase of global migration since the 1980s, we live in a diverse world in which differing cultures and languages come in contact in various settings. Given this rich diversity, plurilingualism, which conceptualizes each individual as having fluid and dynamic cultural and linguistic resources, more accurately reflect the complexity of individuals today (Piccardo,2013). Accordingly, the hegemony of the native speaker model for language learners has been challenged, however, the concept of native speaker ideal still seems to prevail. Addressing this issue, this presentation explores intersecting identities of culturally and linguistically diverse (CLD) individuals and aims to challenge this native speaker ideal. We employ an arts-based collaborative autoethnography to narrate and visualize plurilingual identities and competences by drawing on conceptual parameters including multimodality (Stille & Prasad, 2015), intersectionality (Crenshaw,1989), and plurilingualism (Piccardo, 2013). Our creative representations show how "gathering" diversity within an individual to visually project out identities can aid in rendering explicit individuals' diverse resources. This process also helps plurilingual individuals to reflect on and further understand their own competencies to view them in a positive light. In this way, we highlight diversity existing within each individual which may not always be visible and challenge the monolingual ideal by explicitly showing that CLD individuals have rich linguistic and cultural repertoires as resources. These differing ways of depicting internal diversity may be utilized in supporting CLD individuals in various teaching and non-educational settings as a way of reflecting plurilingual reality.

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Listening closely to ethnographic experience: Locating research identity as participant listener

Participant observation has long been regarded as a key methodology for a range of qualitative research frameworks in applied linguistics. However, as a construct, participant observation presupposes and prioritizes visuality: it is through the eyes that phenomena—multimodal phenomena in particular—and the ethnographic milieu are experienced, interpreted, and represented. Such a privileging of the visual both in topic and method (participant observation) displaces the key insight that qualitative field work is in fact constituted by multisensory embodied practices (Pink, 2009), and that auditory experience is similarly crucial in generating ethnographic empirical records (Forsey,

2010). This presentation provides a narrative of the fieldwork experience of a differently-abled researcher in drama-based adult ESL classes. It chronicles a shift in the researcher's positioning—from participant observer to participant listener. This repositioning enabled the researcher to transform putative limitations into a fully engaged listening to the research site. The paper provides a reflexive and reflective account of 1) how the researcher's positionality changed during fieldwork, 2) how listening mediated the generation, interpretation, and representation of multimodal ethnographic data, and 3) how the account of what was heard (and felt) in lieu of what was seen could be construed as an alternative, and entirely legitimate way of developing ethnographic understanding. In terms of research methodology, it raises questions about latent ableism in multimodal research and qualitative methodology, and notes the significance of participant listening as a means for enriching ethnographic understanding. The presentation closes with important implications for researchers in applied linguistics.

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Language is an interdisciplinary phenomenon; it is anthropological, sociological and it becomes deeply political and economic in social relations. Language is an instrument for communication, but it also can be used as a tool for manipulation. It is one of the key factors in success in different social and economic realms, and it also functions as a constructor of our sense of self and our sense of the world around us. Discrepancies in language fluency present certain challenges and reproduce power relations. (Lee. 2008). Also, lower linguistic competence increases vulnerability to linguistic violence and oppression. Research suggests that systematic discrimination continues in hiring practices, where word choice, fluency, body language, and Canadian experience are highly valued (Creese & Kambere, 2003) I will explore the concept of linguistic capital and its merits and limitations for theorizing the intersections of language, power and inequality. I will employ Bourdieu's theory of capital to explore the interconnection between language, identity, and inequality. The language learning process is one of the main focuses of this study because it helps to understand complex social relationships, involving personal development and identity configuration and every learner has his or her own unique way of learning and dealing with societal power relations in this process. I will introduce two new terms routing and re-routing, a suggestion for language learning and dealing with power relations while learning a new language. Routing and re-routing in language acquisition do not just imply static routing to a certain channel, but dynamic behavior which utilizes existing, well-established methods to learn the second language as well as individually-tailored methods, sweeping to catch newly-available opportunities.

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Effets d'une séquence d'éveil à la métacognition en écoute sur la compréhension orale d'adultes peu scolarisés apprenant le français Lx

En enseignement des langues, la compréhension orale (CO) est souvent testée ou utilisée au service d'une autre compétence, mais rarement développée directement (Vandergrift & Goh, 2012). La sous-représentation de la CO est d'autant plus marquée dans le contexte de l'enseignement à des adultes peu scolarisés (p.ex., Bigelow & Tarone, 2004). Alors qu'Olson (2002) soutient que la littératie rend possible la conscience métalinguistique, les compétences réelles des adultes peu lettrés en lien avec la métacognition restent méconnues. Si le développement de la conscience du processus d'écoute semble avantageux (Cross, 2015), cette forme de métacognition n'a pas encore été étudiée auprès de ceux qui risquent le moins de l'avoir acquise (Vandergrift & Cross, 2017), puisqu'elle est une compétence scolaire (Bigelow et al., 2006). Notre étude mixte sera menée auprès d'immigrants adultes suivant des cours d'alpha-francisation à Québec. Nous proposerons au groupe expérimental une séquence d'éveil au processus d'écoute (adapté de Vandergrift & Tafaghodtari, 2010), mais entièrement orale (tel que recommandé par Bigelow et al., 2006) et comprenant de la modélisation par l'enseignante (DeCapua & Marshall, 2010). Nous mesurerons d'abord la CO des participants à partir de vlogs, puis le groupe expérimental complétera la séquence d'éveil au processus d'écoute, pendant douze séances d'une heure réparties sur six semaines. Les verbalisations des participants seront enregistrées afin d'analyser leur prise de conscience du processus d'écoute, puis un posttest et un posttest différé d'une semaine suivront afin de vérifier le développement de leur CO. Cette adaptation de recherches menées auprès d'apprenants scolarisés nous amènera à mieux comprendre les besoins des adultes peu scolarisés.

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The role of first language influence in the learning of second language grammar: The case of his/her in English

The present study addresses the debate on the role of crosslinguistic influence (e.g., Luk & Shirai, 2009) versus developmental stages in second language (L2) grammar acquisition (e.g., Goldschneider & DeKeyser, 2001). White (1998) has developed a framework suggesting that learners go through a set of eight stages in acquiring the possessive determiners (PDs) his and her in English (Spada & Lightbown, 1999; White et al., 2007). To date, studies have involved Romance speakers only, for whom difficulties may result from incongruencies in the gender agreement rule for PDs between their first language (L1) and L2 English. In French, for example, the PD is determined by the grammatical gender of the possessed (Il parle à sa mère/son père) rather than that of the possessor, as in English (He speaks to his mother/his father). This study investigated whether White's (1998) framework similarly captures the stages of PD development in L1 Taiwanese Mandarin, a language which 1) does not mark possession with PDs or 2) has grammatical gender. Eighty L1 Taiwanese Mandarin speakers (aged 7 to 13) completed: (1) a 40-item grammaticality judgment task, (2) an oral picture-description task, and (3) a stimulated recall of (1). A cross-sectional analysis examines whether PD use followed the stages in White's (1998) developmental framework. Following

White, Muñoz, & Collins (2007), a qualitative analysis of (3) identifies themes in participants' understanding of PD agreement rules. Our discussion compares findings to current research on L1 influence and developmental stages, and considers implications for pedagogy.

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The comparative effects of three reading interventions on high school ELLs' reading comprehension and fluency

To meet the academic demands of high school content courses such as science, English language learners (ELL) require more exposure to academic language than they currently receive (Wong Fillmore, 2014). Although vocabulary is a key source of difficulty for students' comprehension of science texts (e.g., Coxhead, Stevens, Tinkle, 2007), academic discourse also contains complex structures such as long noun phrases (Biber & Gray, 2011) that are problematic for ELLs to understand (Abedi, 2006). In Bernhardt's (2005, 2011) compensatory model of second language (L2) reading, grammatical knowledge plays an important role due to its strong relationship with L2 passage level reading comprehension (Jeon & Yamashita, 2014). Based on Anderson's (1993, 2007) skill acquisition theory, instruction and practice in unpacking meaning from complex noun phrases should help improve ELLs' L2 academic reading comprehension and fluency; however, the effect of this type of instruction with high school ELLs remains to be be investigated. To fill this gap, I conducted a randomized pre-post test experiment with 36 high school ELLs. Three groups (n = 12) were provided with 15 hours of instruction. Each group read identical grade 10-level science passages followed by different activities: group one answered comprehension questions; group two studied Academic Word List (Coxhead, 2000) vocabulary that appeared in the passages; group three analyzed the meaning of complex noun phrases from the passages. MANOVA was used on pre-post reading comprehension and fluency gain scores to examine the comparative effects of the three interventions. Results provide evidence to support linguistic instruction beyond vocabulary.

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The role of second language pronunciation instruction in the acquisition of French grammatical gender

Previous studies (Harley, 1998; Lyster, 2004; Lyster & Izquierdo, 2009) found that learners of French as a second language (L2) benefit from form-focused instruction (FFI) targeting morphological awareness of noun endings (i.e., sublexical cues) in the acquisition of French grammatical gender. A noteworthy finding from previous studies, however, is that L2 learners developed an interlanguage strategy of pronouncing French determiners in an ambiguous manner as hybrid forms between un and une and between le and la. Thus, the present study hypothesizes that, in order for L2 learners to demonstrate targetlike performance regarding French grammatical gender, FFI targeting pronunciation of the sounds as well as sublexical cues should be implemented in classroom instruction. To examine the hypothesis, a quasi-experimental study was conducted in intact French L2 classrooms for university-level learners. A total of 6 classrooms (25 learners per classroom) participated in the study. The following instructional conditions were implemented in 2 classrooms per condition during a total of 8 hours: (a) Instruction on sublexical cues only; (b) instruction targeting sublexical cues and pronunciation; and (c) no-FFI. To measure the effects of the instructional conditions on the acquisition of French grammatical gender, a pretest, an immediate posttest, and a delayed posttest were administrated, each of which included grammatical judgment tasks, text-completion tasks, forced-choice identification tasks, reading-aloud tasks, picture-description tasks, and determiner-noun congruent/incongruent tasks. This paper presentation will outline the study's rationale, design, and preliminary results, which as predicted, favored the condition entailing FFI on both pronunciation and sublexical clues. We will conclude by highlighting the importance of L2 pronunciation instruction in the acquisition of grammatical gender in French and its interdependence with lexical and morphological domains.

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English Medium Instruction (EMI) as Linguistic Capital in Nepal: Promises and Realities

This study was designed to explore different stakeholders' perceptions of EMI and its implementation in an under-resourced public school in Nepal. Specifically, we aimed to understand 1) how teachers were prepared for EMI implementation; 2) what were the challenges of implementation; and 3) what were students' experiences and perspectives of EMI. This study was framed by Bourdieu's (1991) linguistic capital and Bakhtin's (1992) concept of heteroglossia. Data for this study were collected using a multi-layered qualitative approach to inquiry. Interviews, focus-group interviews, and observation were data collection tools. Data analysis reveals that all stakeholders perceive EMI as a form of capital. For the school, EMI is marked as "a new TESOL methodology" to attract students; for teachers to improve their own English and therefore gain more credential; and for students to gain equal footing with their private school peers. However, EMI practice is appropriated differently by the different stakeholders. Teacher trainers view EMI as Nepal's globalization tool for the society. They hold a rigid definition of EMI and insist that content must be taught in English without actually addressing teachers' English language ability and instructional needs in the classroom. Relying on teacher translation as well as bilingual dictionaries, students struggled to comprehend English texts and hence fail to learn either English or content knowledge. Therefore, while EMI is adopted with the promise to afford linguistic capital for students, in reality, it has failed to fulfil its intention to improve both English and content.

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Effects of types of inserted adjuncts on L2 reading comprehension of domain-specific texts with intermediate Chinese English language learners

Successful readers construct coherent representations of text-based information and, by activating preexisting knowledge, determine what information to be extracted. L1 reading research revealed that inserted adjuncts interspersed throughout a text help readers formulate such representations and enhance comprehension. Research on whether inserted adjuncts aids L2 reading comprehension is limited. The present study investigated effects of two prior types of inserted adjuncts ("what", "why") and a new type of textual insert ("giving an example") on L2 reading comprehension of domain-specific texts. 108 intermediate Chinese learners of English from a university in China were randomly distributed to three treatments ("what", "why," "giving an example") and one control group. Participants completed three comprehension tasks (written recall, sentence completion, multiple choice) for four texts across subject domains (The Eye, Chain Reaction, Food Allergy, and Social Psychology). A series of ANOVA analyses was conducted to identify treatment effect. For overall reading comprehension, no significant treatment effect was found by text. For Sentence Completion, significant treatment effect was found in the Eye and Chain Reaction texts. In the Eye text, the "why" group and "giving an example" group outperformed the control group. In the Chain Reaction text, the "why" group outperformed the control group. For Free Recall, treatment effect was found in the Social Psychology text, with the control group, however, significantly outperformed the "why" group. For Multiple Choice, no treatment effect was identified. Results indicated that inserted adjuncts may have certain benefits to intermediate Chinese learners of English, depending on comprehension task and text domain.

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Language Practices of Students Residing in an International Dormitory in Japan: Issues of Separate and Flexible Bilingualism

Recent research (Creese and Blackledge, 2010, 2011; Li Wei, 2011; Pennycook and Otsuji, 2015) has begun to look at language practices by multilinguals in multilingual contexts. This research investigated the language practices of international students and domestic students residing together in a university dormitory in eastern Japan. Data was collected using observation, voice recordings of conversations, and interviews. It was found that the domestic students saw themselves as support for the international students, who were learning Japanese at the university. This view led the domestic students to take on an ideology of separate bilingualism (Creese and Blackledge, 2011) as they interacted with the international students. In other words, the domestic students believed they should interact with the international students in Japanese, so that the international students could improve their Japanese. While the recordings showed that, from the standpoint of their own production, the domestic students usually maintained this approach of separate bilingualism, there were still clear examples of unintended flexible bilingualism in the turns of the domestic students. Furthermore, as they did not try to influence the language practices of the international students, this led to some of the interactions between the domestic students and the international students being examples of flexible bilingualism, with international students sometimes responding in English or in a "mixture" of English and Japanese. This seems to indicate that the ideologies of separate bilingualism and flexible bilingualism may not necessarily be tied to interactions themselves, but may be connected with the individuals within an interaction.

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(Re)conceptualizing English Learning for Adult Immigrants: The Canadian Context

Canada, as one of largest immigrant-attracting countries, has welcomed 28,000 immigrants in 2010 (Haque 2014). However, studies reveal that an increasing number of immigrants suffer from unemployment and underemployment (Guo 2009, 2013a, 2013b; Ng and Shan 2010). And the lack of host country's language proficiency (English or French in Canada) is considered as one of the causes for this challenging situation. English learning plays a significant role in better integrating into the Canadian society as well as the local labor market (Gibb 2008; Boyd and Cao 2009; Guo 2015). This paper is focused on adult immigrants' English learning and aims to (re)conceptualize English learning in the neoliberal agenda through reviewing journal articles since the year of 2005. The journal articles were reviewed based on three topics: 1) the relationship between official language proficiency and immigrants' integration in host societies; 2) challenges and barriers faced by skilled immigrants in Canada and 3) the influence of lifelong learning discourse on immigrants' life in Canada. Through analysis, English learning is (re)conceptualized in the discourse of lifelong learning. English learning and proficiency is not only a symbolic capital to measure whether the immigrants can better involve in Canadian society, but also an irreducible part of "Canadian experience" (Sakamoto et al., 2013), which forces the adult immigrants to continue investing in this learning process in their lives. The (re)conceptualization of English learning can provide insights for English educators and ESL researchers an alternative perception on adult immigrants' English learning.

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Being and becoming multilingual within bilingual Canada: A multimodal narrative exploration of the identity negotiation experiences of multilingual former FSL students

Recent census data reveals that linguistic diversity is on rise with19.4% of Canadians reporting that they speak more than one language (Statistics Canada, 2017). Despite statistical evidence which indicates that Canadian society is rapidly evolving into a vibrant multilingual

landscape, recent studies reveal that the ideologies and discourses shaping Canada's bilingual framework and French as a second language (FSL) programs remain in a homogenous bilingual, bicultural state which limits the possibilities of negotiating multiple forms of belonging (Byrd Clark, 2010, 2012; Mady, 2012). Although previous studies have brought attention to this issue, few studies have examined its impact on the identity negotiation experiences of multilingual FSL students born abroad and raised in Canada. This paper adds to the conversation by sharing preliminary findings from a multimodal narrative inquiry study which examined how a diverse group of multilingual former FSL students employed different discourses of identity and semiotic modes to construct multimodal narratives documenting their past experiences in FSL education. Framed within a critical postmodern framework, and employing a multimodal narrative design, data was collected from visual, oral, and written sources and analyzed using a combination of social semiotic multimodal analysis (Jewitt, 2014; Hodge, 2017) and discourse analysis (Bakhtin, 1981; Foucault, 1970, 1972). The findings from the study have important implications for the future of FSL education and teacher preparation by revealing, from the multilingual student's perspective, the increased need to ensure that FSL pedagogy and teacher education are inclusive of the unique identity and language learning needs of multilingual learners.

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Teacher's voices on Form-Focused Grammar Instruction: an International Perspective

With a focus on providing grammar instruction through meaning-based and communicative activities, some research studies have focused on the legitimacy and contribution of Isolated versus Integrated Form Focused Instruction (FFI) in classrooms. One way of approaching and measuring this attitude has been researching teachers' cognition, beliefs about, and preferences for these types of form-focused instruction. In line with some previous studies (e.g. Spada et al., 2009; Loweven et al., 2009; Graus & Coppen, 2015) and acknowledging a distinction between integrated form-focused instruction and isolated form-focused instruction (Spada & Lightbown, 2008) this study investigated teachers' beliefs about and preferences for the types of grammar instruction within a communicative language teaching and learning framework. Adopting a mixed method approach, responses provided by 270 EFL teachers from various countries were analyzed both quantitatively and qualitatively. The analysis of quantitative questionnaire data and qualitative written and interview data revealed a high degree of congruence in participants' beliefs about and preferences for integrated form-focused grammar instruction over isolated form-focused grammar instruction. However, participants also acknowledged the importance of isolated form-focused instruction to be included in a communicative classroom to ease the process of learning when it is needed. The findings also showed that various variables such as contextual, pedagogical, social, educational, ideological, and individual differences contribute to the shaping of beliefs toward grammar instruction in teachers influencing their classroom practices. The implications of findings and recommendations for future research were also discussed regarding the findings of the current study.

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Plurilingualism and pedagogy in Applied Sciences: challenges, dilemmas, and circuit boards

We present data from a study of plurilingualism across the disciplines at Simon Fraser University. A plurilingual team of researchers collected data from classroom observations/recordings in different faculties, interviews with 12 students and 5 instructors, and analysis of students' writing. We use the terms "plurilingualism" and "pluricultural competence" with reference to learning spaces and practices characterized by an interconnectedness of linguistic and cultural repertoires, agency of teachers and learners, and classroom environments where students' plurilingualism is perceived as a resource for learning rather than a barrier (Beacco & Byram, 2007; Coste, Moore, & Zarate, 1997, 2009; Gajo, 2014; Lin, 2013; Marshall & Moore, 2013, 2016; Moore & Gajo, 2009; Piccardo & Puozzo Capron, 2015).We present selected data from Applied Sciences classes, where as advocates of plurilingual pedagogies across the disciplines, we learned the complexities involved in applying (or not) such approaches in classes that assessed learners according to their ability to construct circuit boards or to write in the genre of the discipline. We answer two questions:

- What challenges and dilemmas do post-secondary students and instructors face in linguistically-diverse Applied Science classes?
- To what extent can the theory and pedagogy of plurilingualism serve teaching and learning in these classrooms?

Students described an array of plurilingual practices in and around their learning while instructors described pedagogical dilemmas, as well as plurilingual pedagogies that they employed in their classes. We conclude by considering implications for linguistically-diverse post-secondary classrooms.

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ESL students' subsequent use of co-constructed L2 lexical knowledge

Despite the empirical evidence that peer interaction facilitates L2 learning, many instructors still have doubts about the relationship between the knowledge generated during pair activities and each student's application of that knowledge in subsequent tasks. Therefore, the current study explored whether ESL students discussed lexical forms during prewriting tasks and whether the students used those forms in a subsequent writing task.The data set consisted of eight prewriting activities carried out by 26 ESL intermediate level students at a community centre in Montreal over a 6-week semester. As part of the regular curriculum, after discussing a topic in pairs, individual students wrote short texts related to the same topic. Transcripts of the audio-recorded pair discussions were analyzed in terms of the lexical forms that students discussed and the strategies they used to resolve their issues. The student's paragraphs were analyzed to determine whether each student in a pair used the lexical forms that had been discussed. Preliminary results revealed considerable variation in the number of lexical forms and in the strategies employed by the students across the eight tasks. The variation was attributed to factors such as the topic, source text difficulty, and student interest. Factors that affected whether students subsequently used a lexical item in a written paragraph included their role in the collaborative episode (information seeker or provider), the strategies employed (provision or co-construction), and relevance (related to their ideas in the writing topic or tangential). Implications for the use of prewriting activities are discussed.

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Exploring expressions of voice and modality in native and non-native English speaking student texts

Voice and modality, including hedges and boosters, are meta-discursive resources of particular importance to writers of academic texts in their expression of stance and position in the management of writer–reader relations. The pragmatic importance of such resources has been documented (e.g., Biber, 2006; Hyland & Guinda, 2012; Lancaster, 2014) for native (NS) and non-native (NNS) English speakers and is considered especially challenging to master for the latter, yet few studies explore these challenges. Building on previous research that suggests notable cross-cultural and cross-linguistic differences in the use of hedges and boosters in academic discourse, this exploratory study investigates the use of such discourse markers in course assignments written by 45 graduate students. The participants, 15 NS and 30 NNS (15 each NS of Mandarin and Arabic) contributed a paper they had written for one of their regular course assignments. These assignments provided a small corpus of argumentative papers on the same topic, for the identification and analysis, based on Hyland's framework, of all modals, hedges and boosters used in the texts. Comparisons show some similarities between NS and NNS use of these resources; they also show striking differences, not only between NS and NNS writers but among NS writers (who self-identified as "inexperienced academic writers"). The presentation will conclude by highlighting how the current study confirms some and differs from other previous findings to suggest implications for writing development.

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Trumped Up: A critical discourse analysis of US executive orders on immigration

A key function of critical approaches to language analysis is unveiling the power structures behind the production, dissemination, and social effects of discourses (Fairclough, 1989; Pennycook, 1994). The administrations of Barack Obama and Donald J. Trump issued executive orders that are shaping the access to higher education of young adults. To tease out the implications to higher education access among US immigrants lacking permanent lawful status, I use a combination of critical approaches, including Critical Applied Linguistics (Pennycook 2001, 2004) and Critical Discourse Analysis (Fairclough's 1985, 1989, 1995). Drawing on that combined CDA/CAL framework, I examine two executive orders within their wider social contexts of articulation and dissemination. I use Fairclough's tripartite analysis to map the exclusion from participation in higher education among US immigrants who lack legal status. To analyze how these discourses of exclusion function, I also use current literature on higher education access among that population and immigration educational studies (Gonzales 2016, 2010; Lopez, 2015; Perez et al., 2010). My analysis aims to examine how legal, political, and media discourses work to create areas of inclusion and exclusion in higher education spaces (van Dijk 2002, 2003). The focus is on Central American and Mexican immigrants, but findings are relevant to other immigrant pursuing degrees at US institutions, and more broadly, in other international contexts where vulnerable immigrants or refugees aspire to widened access to university education.

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Interpersonal factors affecting LGBQ L2 learners' identity management within our classrooms

The educational experiences of lesbian, gay, bisexual, and queer (LGBQ) students in L2 classrooms remain far from desirable. This includes being ignored by heteronormative teaching materials (Gray, 2013; Paiz, 2015), having to censor one's life during basic communicative tasks (Moore, 2016), and teachers assuming that LGBQ students' attempts to index their sexuality are lexical errors (Liddicoat, 2009). In this paper I shall present the results of an empirical qualitative study that answers the question; "How do the characteristics and behaviours of teachers and other students affect the ways LGBQ students manage their sexual identities in second language classrooms?" Situating my analysis within Layder's (2006) general theory of social domains and drawing on identity management theory (Clair et al., 2005; King et al., 2017) and Wenger's (1998) framework of participatory trajectories, I use constructivist grounded theory (Charmaz, 2014) to examine the experiences of sixteen LGBQ learners of Japanese as a second language. My analysis shows that LGBQ learners' management of their sexual identity is affected by their participatory trajectory within the class (inbound or insider), which enables them to access different kinds of information about those around them (age, nationality, religion, socio-political beliefs, etc.). I also show that a teacher's ability to

demonstrate not just reactive, but also proactive inclusive teaching practices is a key factor in improving the educational experiences of LGBQ second language learners. Evidence from the data suggests that proactive inclusive teaching practices remain extremely rare and I will conclude by offering concrete suggestions for their implementation.

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Rhythm and fluency: Durational variability as a perceptual correlate of fluency in L2 speech

While much attention has been paid to the importance of speech rhythm in achieving fluency, fewer studies have used rhythm to measure the degree of fluency. In the present study, we first quantified speech rhythm using rhythm metrics, which measures durational variability of vocalic and consonantal intervals. We then examined durational variability as a perceptual correlate of fluency in L2 conversational speech. Twenty-three native English speakers rated 195 utterances of Japanese ESL speakers from 1 (very fluent) to 9 (very disfluent), including 90 utterances of native speakers as a control. Random forest analysis, a tree-based machine learning method (Breiman, 2001), revealed that durational variability and speech rate can predict L1 and L2 speech difference (0% error rate), as well as 3-level ratings (i.e., High, Medium, Low) of fluency (24% error rate). Variable importance ranking indicated that speech rate is the most important predictor for the perception of fluency. In short, durational variability, as well as speech rate, hold promise as quantitative correlates of perceived fluency in developing objective testing instruments for fluency evaluations. The present study has potential for the development of automated assessments of fluency, i.e., a computer-assisted fluency rating system.

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Understanding and integrating ICT in the French language classroom

Technology is now a way of life for students at all age levels and in order to engage them, language instructors are faced with understanding and integrating the latest technologies in the classroom (Kramsch, 2013). Unfortunately, research has shown that although there are technological resources available for language instructors to incorporate language elements such as culture into the classroom, many instructors are still hesitant to use technology (Blake, 2013; Godwin-Jones, 2013).This presentation presents how the TPACK model (Technological, Pedagogical and Content Knowledge) can be effectively applied within a French language learning context and argues for the integration of information and communication technologies (ICT) in French immersion (Herring, Koehler, & Mishra, 2016; Shulman, 1986; Shulman, 1987). The TPACK model "attempts to identify the nature of knowledge required by teachers for technology integration in their teaching, while addressing the complex, multifaceted and situated nature of teacher knowledge" (Koehler, 2012, p. 1). The model highlights the importance of cross-examination between three forms of knowledge (technology, pedagogy and content). This presentation will show how TPACK can work in French immersion across the three forms of knowledge and what would be changed to make it work because only by correctly using the TPACK model alongside available resources can effective integration of technology occur in the classroom (Chai, Koh, &Tsai, 2011; Koh, Chai, & Tsai, 2010; Kihoza, Zlotnikova, Bada, & Kalegele, 2016). Ultimately this paper presents a thoughtful and effective approach to using the TPACK model in a French immersion classroom.

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Practice makes perfect? The effect of grammar practice on task performance
Proponents of task-based language teaching are quick to acknowledge the importance of form-focused instruction (FFI) for the development of both accuracy and fluency (Ellis, 2009). But teachers often express their uncertainty about when and how to include FFI in task-based lessons. We believe that the concept of transfer-appropriate processing offers a solution to this problem. To be transfer-appropriate, the processes of learning should bear some resemblance to the processes involved in performance. With respect to grammar instruction, practice needs to include not only an accuracy focus but also fluency-oriented features such as those found in real-world communication (Segalowitz & Lightbown, 1999). This presentation describes a study of the impact of practicing the English simple past prior to completing a communicative task. The communicative task was the Alibi Game in which participants construct an alibi for the time when a crime was committed. Pre- and post-test measures of past tense use on oral narratives and an elicited imitation task provide evidence of L2 development. The adult participants in the study were randomly assigned to a Task-only, Traditional or Transfer-Appropriate Practice group. The Task-only group did not practice before the main task while the Traditional group completed gap-fill grammar exercises. In contrast, the practice activities for the Transfer-Appropriate group focused on oral production and included a gradual increase in processing demands as well as opportunities for repetition of verbs. Discussion will focus on the rationale and design of transfer-appropriate grammar practice activities as well as some preliminary findings from the study.

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Show and tell bilingual dreams: Visual narrative of a Japanese transnational family in Toronto

This arts-based autoethnography explores intersecting identities in heritage language education, and particularly, experiences of a Japanese immigrant mother in Toronto in her child's heritage language and cultural practices. The importance of this study is that the voice of a Japanese-speaking mother is heard directly from her own visual narrative, instead of through the assumptions of a legitimate speaker in Canadian society. The objective of this study is to analyze how intersecting identities influence my experiences of linguistic and cultural dominance and capital. Research questions include: How Japanese mothers with children involve in Japanese heritage language programs approach their role in their children's heritage language education? and what practices these Japanese mothers accord heritage language education in their children's education and in their own lives? The conceptual framework that I use for this study is the concept of intersectionality. I use written narratives along with my drawing to reflect my heritage language practices for my child. Drawings can give voices to the traditionally marginalized people, encourage expression, and demand attentions, and make knowledge accessible to wider audiences, which can make a social change possible (Mitchell et al., 2011). My visual narrative reveals how I value my Japanese linguistic capital and gender capital for my child, and my child's bilingual abilities. The study applies that one's identity is constructed through the intersection of multiple categories, which are sources of not only decapitalization but also alternative perspectives.

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Enseignement explicite de normes pragmatiques et propension naturelle à observer les paramètres sociaux de la communication : Effet facilitateur sur l'apprentissage?

L'intérêt pour le développement de la compétence pragmatique en contexte formel d'apprentissage d'une langue seconde (L2) ne cesse de s'accroître (Bardovi-Harlig, 2017). Les recherches indiquent que l'effet de l'enseignement explicite sur le développement pragmatique est médié par des facteurs contextuels (p.ex. : l'importance du réseau social) et individuels (p.ex. : le désir d'adopter les comportements pragmatiques cibles) (Taguchi, 2012). Parmi les facteurs individuels, la sensibilité aux paramètres sociaux entourant la communication (dorénavant SPS), laquelle contribue au développement pragmatique des enfants monolingues (Ochs & Schieffelin, 2016), ne semble pas à notre connaissance avoir fait l'objet d'études. Pour combler cette lacune dans la littérature, la présente étude exploratoire vise à examiner le lien entre la SPS et l'utilité perçue d'interventions explicites sur les normes pragmatiques en français. Vingt-trois étudiants inscrits dans un cours universitaire avancé de français ont participé à l'étude. Suivant les recommandations de Yates et Major (2015), 4.5 heures d'enseignement sur les normes pragmatiques entourant la pratique de la jasette et celle des requêtes à l'écrit ont été offertes aux participants. Ces derniers ont ensuite répondu à un questionnaire sondant leurs perceptions sur cette intervention et explorant leur SPS (adaptation de Dewaele et Li, 2013 et Shirazi et Nadoushani, 2016). Les données ont été analysées à l'aide de statistiques descriptives et d'analyses de corrélation (Pearson). Les analyses préliminaires révèlent 1) 21/23 participants ont rapporté avoir fait usage des notions pragmatiques enseignées et 2) que de faibles liens corrélationnels sont observés entre cette utilité perçue et la SPS. Les tendances relevées seront commentées à la lumière des commentaires des participants.

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Cultural continuity and self-determination: Resolving sociolinguistic impacts on Nishnaabemwin revitalization

Historic Trauma Transmission Theory (HTTT) posits that historic trauma resulting from colonization and 'ongoing oppression' impacts Indigenous people and can be resolved through educational intervention as well as application of traditional healing methodologies that are unique for Indigenous communities (Braveheart, 1998; Brave Heart, Chase, Elkins & Altschul, 2011). Historic trauma negatively impacts both Indigenous languages [IL] (Chacaby, 2011; Gresczyk, 2011; Juutilainen, Miller, Heikkila & Rautio, 2014; Mead, 2014; Noori, 2011; Owl, 2016; Shields, 2014), and Indigenous Language Education (ILE) through Euro-Canadian hegemony as evidenced by barriers such as: lack of formal inclusion of Elders and mother tongue speakers (Anderson & Richards, 2016; Grescyzk, 2011; Jourdain, 2013); the imposition of the official Western language model (Battiste, 2013; Chacaby, 2011; Hermes & King, 2013; Jordain, 2013; Shaul, 2014; Willmott, Taitt, Corbiere, & Corbiere, 2016); standardization (Owl, 2016; Shaul, 2014); lack of well researched and documented Nishnaabemwin (Grescyk, 2011; Owl, 2016; Shaul, 2014); lack of well researched and documented internal variation in one community of speakers (Owl, 2016); and lack of spiritual understanding of the language (Jourdain, 2013; Owl, 2017). The above issues as well as the increasing number of Indigenous second language learners of IL and the increasing urban Indigenous population who may not have access to traditional intergenerational transmission of IL, have also contributed to the need for ILE solutions such as digital storytelling that can ensure cultural continuity and self-determination, two social determinants of health that positively impact Indigenous peoples (Loppie Reading & Wien, 2009), and thereby help resolve historic trauma.

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The effect of planning on English L2 speakers' integrated writing CAEL test performance

Integrated writing tasks are widely used in L2 academic proficiency tests (Cohen, 2009). However, L2 writers with developing reading and writing abilities experience difficulties with the comprehension of source texts, identification of important ideas (Plakans & Gebril, 2013),

and integration of ideas into their texts (Gebril & Plakans, 2013; Sutherland-Smith, 2005). Although researchers have investigated the benefits of prewriting planning (Grabe & Kaplan, 1996; Hayes, 1996), few have examined the benefits of planning time within the context of assessment. Therefore, this study compares English L2 writers' performance on an integrated writing task from the Canadian Academic English Language (CAEL) Assessment under different planning conditions. English L2 writers (N = 105) enrolled in EAP classes were assigned to one of three planning conditions. The control condition followed the current CAEL instructions, which encourage writers to take 15 minutes of the total time (45 minutes) to plan, but do not require planning. In contrast, two experimental conditions required planning time prior to writing, but varied in terms of its length: mandatory 15 minutes or self-selected planning up to 15 minutes. Following planning, writers in both experimental groups had 30 minutes to write their essays. All participants were interviewed about planning and academic writing. The texts were scored for the CAEL writing band and analyzed in terms of complexity, accuracy, and fluency. Preliminary findings suggest complex relationships among linguistic measures, writer perceptions, and band scores. Implications for the use of planning time for assessment purposes will be discussed.

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Collaborative Dialogue and Symmetrical Peer Scaffolding with the use of iPads and iPods: Supporting and Promoting Joint Thinking and Learning

Drawing on sociocultural theories that emphasize the role of collaborative dialogue and symmetrical peer scaffolding (Fernández, et al., 2001; Mercer & Littleton, 2007) in the context of second language (L2) learning (Snyder & Ohta, 2005 ; Swain et al., 2002), the paper present data that have emerged from a classroom-based study with young language learners in the L2. The study was concerned with collaborative dialogue and symmetrical peer interaction in the L2 (French) among young language learners while using mobile technologies (e.g., iPads and iPods). More specifically, the study investigated how the use of oral language in the L2 while using mobile technologies supports and promotes peer scaffolding and joint thinking and learning in the target language and across the curriculum. The data include video recordings of students engaged in collaborative activities in the L2, while of learning content in subjects such as science and mathematics, as well as, digital artifacts produced by the learners with the use of diverse educational applications. A coding process based on qualitative research approaches was used in the data analysis. The findings demonstrate that the collaborative oral dialogue in the L2 acts as a mediated collaborative tool during symmetrical peer interaction, to support and promote shared thinking and joint learning. Moreover, the outcomes of the study reveal how the use of mobile technologies provides a space for the emergence of an intermental development zone (IDZ) (Mercer, 2000) to support collaborative dialogue and joint knowledge building in L2 learning.

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Working towards communication skills: Understanding international students' L2 learning experience in China

According to Ministry of Education (MoE)'s statistics, the number of international students in China in 2016 has amounted to 4.4 million (MoE, 2017). For most of the international students, the first major task is studying Chinese as a second language (L2) for their social and academic life. However, studies examining students' studying abroad experiences have been centered on Western countries and especially English speaking countries, leaving the population of international students in China largely overlooked (Li, 2015). Through purposeful sampling, the qualitative study included 17 students from 12 countries who were enrolled in different streams of Chinese (L2) programs at a Chinese university. Data were collected from semi-structured interviews focusing on their language learning experiences, and were analyzed inductively to generate codes, patterns and themes. Findings indicated that many students experienced major gaps between their expectations about "L2Land" (Coleman, 1998) and realities in and outside of class, particularly towards the goal of advancing communication skills. However, most of the learners were highly motivated; based on their personal beliefs about learning Chinese and available resources, many of them executed learner autonomy to take various coping strategies for reaching out their objectives. The study has implications to better understand international students' needs and challenges of learning Chinese, and thus informs educators to better facilitate their learning.

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The Role of the Nation-State, Language, and Ideology: Life-stories of Internationally Educated Professionals

This ethnographic sociolinguistic research examining the effects of transnational flow of resources and ideologies on positioning and professional establishment of Internationally Educated Professionals (IEPs) from Ukraine in Canada explores issues of power and ideology in both the source and the destination country. In particular, the role of the nation-state as both the push and the pull factor for migration: Ukraine as a pushing force driving IEPs out of the country and Canada as a pulling force which, according to participants' expectations, will provide both professional and lifestyle satisfaction.The pre-/post-immigration experiences of six Ukrainian families are explored in terms of their positioning within their home country, their reasons for immigration, and the resources they mobilize to initially qualify for immigration to Canada. These initial resources, values, ideologies and imagined understandings of the professed Canadian future play roles in how these immigrants eventually make sense of the receiving country, its opportunities and pitfalls, and how they prepare to navigate their professional lives within the new environment. These imagined opportunities are then compared to the reality the families face after having moved to Canada, with a focus on language and ideology of the nation-state. Within a critical sociolinguistic framework (Heller,2001), this research shows how Ukrainian and Canadian nation-states, through their institutionalized sites of discursive production

(Heller&Duchene,2012), secure control over production and circulation of resources, namely, what knowledge, skills, or language count as legitimate. Thus, only those whose voices are privileged obtain access to the available resources and have opportunities for professional satisfaction.

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Identity construction in personal narratives of migration

William Labov's influential work (1972, 2013) and its later interpretation in sociolinguistics and discourse analysis have put forward what is now a widely accepted notion of narrative as primal linguistic means for organizing life experiences in a meaningful and coherent way. Additionally, narratives have become a privileged methodological tool for investigating how identities are constructed and negotiated in an ongoing process of meaning making (Schiffrin, 1996; De Fina, 2003; Bamberg et al., 2007). Here identities are understood from a social constructionist and poststructuralist perspective as dynamically constituted in talk and other social practices, rather than essential properties of a person. Therefore, the role of linguistic processes and strategies is fundamental in the creation, negotiation, and establishment of identities.This paper presents preliminary results of research on identity construction in narratives of personal experience told by females who emigrated from Croatia to Canada and various Western European Countries in the 2010s. Narratives told by migrants are particularly productive sites for analysis of identity work since the experience of migration deeply affects one's sense of self and belonging to larger communities. Following the notion of positioning (Bamberg, 1997), the main objective of this analysis is to investigate linguistic devices and strategies that narrators use to position themselves with respect to the story world, the interactional process of narration, and dominant discourses about migration. Since these three levels of positioning connect the local, interactional and wider, social contexts, this approach gives deeper insight into the interconnectedness of language, migration, and identity.

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La prononciation française de l'immersion : Un marqueur de distinction et identité ?

La question de l'identité linguistique des étudiants apprenant le français en Colombie-Britannique suscite l'intérêt de nombreux chercheurs dans la mesure où il s'agit de chercher à savoir si leur accent est un marqueur identitaire distinctif, au sens des recherches sur les relations ethniques intergroupes (Gumperz & Cook-Gumperz, 1982; Rampton, 2005, par exemple). En effet, Coury (2000 et 2002) suggère que les étudiants de l'immersion française (IF) utilisent le français comme marqueur de distinction spécifique pour se distinguer des autres locuteurs utilisant la langue française.Pour notre contribution, nous nous baserons sur une recherche de maîtrise qui a comparé la prononciation d'étudiants apprenant le français pour voir s'il est possible de distinguer les étudiants d'IF des étudiants issus du programme de FLS. Dix-neuf locuteurs (treize étudiants issus d'IF et six de FLS) et des évaluateurs, experts issus du département de français composent notre échantillon. Ils ont réalisé des sondages (un pour les locuteurs et un pour les évaluateurs), deux tâches de répétition différée des textes oraux improvisés (Munro et al., 1999) et des évaluations notées sur l'échelle de Likert à cinq et à sept points. Les résultats montrent qu'il est tout à fait possible de distinguer les étudiants de l'immersion française de ceux issus du programme FLS. Les évaluateurs pouvaient en effet identifier des différences significatives entre locuteurs lors des tâches de répétition différée. Ces résultats suggèrent ainsi que la définition de l'identité linguistique des parlants français en Colombie-Britannique perturbe certaines frontières traditionnelles. Dès lors c'est une réflexion plus large sur les catégorisations linguistiques de « francophone » et « francophile » qui se trouvent interrogées.

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"All these nouns together just don't make sense!" An investigation of EAP students' challenges with complex noun phrases in first-year college-level textbooks

Complex noun phrases (CNP), defined as phrases where a noun is the head modified by preceding or following lexical items, are a major vehicle of academic written discourse (Biber & Gray, 2016; Halliday, 1988/2004). However, in spite of the view in the literature that they pose significant challenges to English language learners (Chan, 2004; Herczeg & Himelfarb, 2008; Maxwell-Reid, 2015; Roberts & Felser, 2011), they are often overlooked in preparatory English for Academic Purposes (EAP) programs in postsecondary institutions in the English-speaking world (Liardét, 2013; 2016; Swierzbin, 2014). This mixed methods study aims to investigate 1) to what extent CNP present syntactic parsing challenges for upper-level college EAP students, and 2) whether there is a perceived need for direct instruction in CNP in preparatory EAP programs for the purposes of reading comprehension. Research points out that syntactic parsing ability is a strong indicator of reading comprehension success (Alderson, 2000; Jeon & Yamashita, 2014; Shiotsu, 2010). A special CNP proficiency test was administered to 70 upper-level college EAP students within a 6.0 - 6.5 IELTS band and to a control group, and the results were compared with those obtained from semi-structured interviews with 7 of the test-takers. The results obtained from the statistical analyses and the interviews indicate that CNP present significant challenge for syntactic parsing for EAP students who are ready to enter postsecondary English-language programs, and that direct instruction in CNP may be beneficial for improving their reading comprehension. Some teaching implications of the findings are also addressed.

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The CEFR and DELF in the Canadian Context: Impacts on Language Teacher Practice

The theoretical framework informing this talk is the Common European Framework of Reference, or CEFR (Council of Europe, 2001), which is "a comprehensive, transparent, and coherent framework of reference describing levels of language proficiency." (Piccardo, 2014, p. 7) Its action-oriented vision of language is reflected in the Diplôme d'études en langue française (DELF), the CEFR-informed French proficiency that is growing in popularity in Canada. (Vandergrift, 2015). This talk presents the findings of a government-funded project in which 103 FSL teachers from across Ontario responded to an online survey reflecting on their instructional-planning practices, teacher practices, and assessment and evaluation practices before and after CEFR/DELF-related professional learning using a 0-5 point Likert scale. Quantitative analysis calculated the average frequency of the teachers' self-reported use.Three major conclusions emerged. As a result of their professional learning, the teachers report, first, substantially reorienting how they present language in their classrooms. Second, they report making greater use of strategies and materials grounded in authentic, everyday uses of the language. Third, such changes are reportedly being taken up in a consistent and wide-reaching fashion across teacher groups in ways that match the overall results. In sum, the research has found that CEFR/DELF-related professional learning is having a powerful, positive impact on the reported practices of Ontario FSL teachers across the spectrum in ways that reflect the principles and spirit of the CEFR. These changes are well poised to further strengthen student proficiency and confidence in French and improve the effectiveness of FSL education in Ontario.

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The lexical composition of the British Columbia grade 12 provincial English exam: Accounts from offshore school graduates

Considering the increasing popularity of offshore schools in China (Parkes & Han, 2015), there has been little research on the high stakes exam (Schuetze & Lin, 2008) all grade 12 native Chinese speaking students are required to take to graduate from Chinese-British Columbia offshore schools (CBCOS), the British Columbia (BC) grade 12 provincial English exam (BC Ministry of Education, 2017). This exam is of interest for two reasons. Firstly, the majority of CBCOS students are in the Chinese educational system prior to entering the BC system in grade 10, meaning they take the exam after only three years in this system. Secondly, the exam comprises of 40% of their final grade 12 mark (BC Ministry of Education, 2017). Given much of the literature that has found vocabulary contributes to language proficiency (Nation, 2001; O'Keefe, 2012; Schmitt, 2008), this study analyzed the lexical constitution of the exam. Thirty native Chinese-speaking offshore school graduates identified unknown words within *sections of* a past exam, which were compared against the it's lexical profile. It was found that the majority of unknown words were mid- and high-frequency words as defined by Nation (2013), which may have interfered with text comprehension. Participants also identified reasons for not knowing a word based on an adapted version of the Vocabulary Knowledge Scale (Paribakht & Wesche, 1993) that included context and culture as possible explanations. It was found that the majority of unknown words resulted from cultural differences and limited exposure. Quantitative responses were further corroborated in semi-structured interviews with 5 participants. Findings suggest that the vocabulary levels of Chinese native speaking students could affect their understanding of parts of the BC grade 12 provincial English exam.

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Teaching and learning with stories: Everyone has a story

The power of storytelling as an instructional strategy is gaining increased attention among classroom practitioners, researchers and academics. Storytelling is a cultural universal (Brown, 2000) and hence, an accessible genre of discourse for all students. With the changing demographic landscape present in current elementary classrooms across Canada and internationally, storytelling reaps additional benefits for promoting the goals of inclusion among diverse learner profiles (Colby & Lyon, 2004). In particular, when the stories belong to the children themselves as the authors and tellers of the stories (XXXXX, 2011), we create learning environments for literacy and language development that are culturally responsive, inclusive and rich as a source for seeing the world from multiple perspectives not possible through the purchase of commercially prepared materials. Among English language learners (ELLs) these texts, sometimes written bilingually and referred to as identity texts, validate students' identity and support the crucial connection to home language and literacy practices (Cummins, Bismilla, Chow, Cohen, Giampapa, Leoni, Sandhu, & Sastri, 2005).
Extending my previous research (XXXXX, 2016), an updated literature review provides additional insights into these shifting instructional mandates and offers practical ideas for using storytelling in the contemporary classroom. An illustrative sample of a co-constructed story between a student and (myself) teacher highlights the many ways in which storytelling benefits all learners and can bridge to the development of academic literacy learning, a crucial need for English language learners in these settings (August, Carlo, Dressler, & Snow, 2005; DiCerbo, Anstrom, Baker, & Rivera, 2014).

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Pragmatic formulas: An investigation of requests presented in workplace language training materials

The importance of acquiring second language (L2) pragmatics has been highlighted by models of communicative competence (e.g. Celce-Murcia, Dörnyei & Thurrell, 1995). In consideration of input necessity (Williams & VanPatten, 2007), a prevalent concern in teaching pragmatic formulaic language (formulas) involves a lack of authentic input in pedagogical materials (Bardovi-Harlig, 2017). Studies have documented discrepancies between formulas presented in language textbooks and elicited or naturally occurring speech (e.g. Pablos-Ortega, 2011). However, research has typically focused on English for general purposes (e.g. Schauer & Adolphs, 2006). Within the

workplace, awareness of formulas may help L2 speakers mitigate difficult speech acts such as requests (Wigglesworth & Yates, 2007). Although Bardovi-Harlig, Mossman and Vellenga (2015) reported on formulas presented in textbooks for spoken academic discourse, there is a need to investigate pedagogical materials for spoken workplace discourse. The present study aims to address this gap in the research. This mixed-methods study identifies formulas used to perform the speech act of requests in both English as a second language (ESL) workplace language textbooks and elicited data, gathered using an oral discourse completion task (ODCT). Using Trosborg's (1995) taxonomy of request realization strategies as an analytical framework, 53 request formulas were identified in 11 ESL workplace language textbooks. Subsequently, 35 Canadian native English-speaking (NES) participants completed a 24 item aurally-delivered ODCT. Responses were audio-recorded, transcribed and analyzed. Discrepancies were found in types and frequency between request formulas in textbooks and responses elicited from the ODCT. Explanations of the findings and pedagogical implications will be discussed.

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Indigenous Languages and Linguistic Landscape in Canada

Since the Truth and Reconciliation Commission (TRC) of Canada (2015), the population is more aware of an Indigenous presence but what does it really mean around us in our Linguistic Landscape. According to Landry and Bourhis (1997), linguistic landscape is ''the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration'' (p. 25). During this presentation, I would like to show where Indigenous Languages stand in our public landscape in Canada and what it means for Indigenous Peoples to see their languages back on the land. Indigenous culture and languages were hidden for years in Canada which made it invisible to Canadian eyes. It is now time to recognize, see, feel and hear these languages and start to reflect about the place these languages have in our society. Linguistic Landscape reflects who is there. In fact, being able to see Indigenous languages in Canada recognize the presence.

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Expériences en immersion française: d'élèves à enseignants

L'immersion française au Canada existe depuis plusieurs années et a permis à plusieurs jeunes d'acquérir des compétences élevées en français (Lindholm-Leary & Genesee, 2014). Plusieurs d'entre eux ont même choisi de devenir enseignant dans leurs provinces respectives. Le 24 janvier 2017, Radio Canada publiait un article sur la pénurie des enseignants au Manitoba. Canadian Parents for French qui se réunissait à Canmore, Alberta en octobre 2017 discutait également du sujet. Les participants ont soulevé le commentaire suivant : les anciens de l'immersion ne veulent pas travailler en immersion en raison de leur compétence linguistique; plusieurs ne croient pas que leur français est adéquat. Afin de mieux comprendre le rôle que les compétences langagières jouent pour les futurs enseignants de l'immersion, nous en avons interviewé une vingtaine sur leurs expériences comme élèves de l'immersion pour ensuite mettre l'accent sur comment ils perçoivent la préparation d'un futur enseignant de français en immersion. Les entrevues se sont déroulées avec des étudiants de 1ère et 2e année en éducation dans une université de l'ouest. Dans le cadre de cette présentation, nous allons révéler ce que disent les futurs enseignants sur leurs expériences et sur les compétences nécessaires pour réussir dans la profession et comment, selon eux, on peut y parvenir.

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Assessing the usefulness of an intercultural reflection tool amongst Canadian high school students

Research shows that in order to develop intercultural competence (IC), people must reflect upon their intercultural experiences (Pedersen, 2010). Such reflections may be accomplished with the Autobiography of intercultural encounters (hereafter, Autobiography), a tool developed by the Council of Europe (Council of Europe, 2016). While the Autobiography is grounded in IC theory (Byram, 1997; Byram, Barrett, Ipgrave, Jackson, & Méndez García, 2009), its applicability (that is, how users complete it) and usefulness (its potential to develop IC) have not been studied extensively, especially amongst adolescent users. In this research, I analysed 22 Autobiographies of Québec and BC high school students to assess if the Autobiography have them reflect on their intercultural exchange and potentially develop their IC. In a first step, the Autobiographies are analysed quantitatively to measure completion levels by participants. In a second step, Autobiographies are analysed qualitatively using codes based on IC theory to assess if they embed elements of IC. While the results show that the Autobiography can be moderately useful for some of the participants, it also shows that its usefulness is limited; many questions are left unanswered and answers linked to IC components could be more abundant. If educators are to use the Autobiography with the goal of developing their students' IC, it would be important that the given tool allows such an outcome. The present study identifies some of the Autobiography's weaknesses and provides suggestions for improving it that should help in reaching its intended goal.

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Enhancing the English language content of university nursing programs in Quebec: English language needs assessment for training purposes

This presentation reports on the second phase of a larger investigation into the role of the nursing programs (in Quebec universities) in preparing prospective nurses for performing, in English, the professional tasks identified as "Reserved Nursing Activities' (RNAs) (Nurses Act, 2015). The study adopts a sequential mixed-methods design (Creswell & Plano-Clark, 2011) and is conducted with a variety of stakeholders (students, in-service nurses, program directors, practicum supervisors), using multiple instruments (literature review, document analysis, questionnaires, focus group interviews). Phase I results revealed that the degree and quality of the English language exposure in the nursing programs in Quebec's eight major Francophone universities do 'not' correspond to the complexity and variation of the linguistic tasks necessary for performing the RNAs in English. Building upon these findings, in phase II, a comprehensive language needs assessment was conducted to: 1) specify the existing gaps in the English language training of the nursing students; 2) identify the language tasks 'necessary' for performing the professional tasks fundamental to the successful completion of RNAs, and specify the linguistic constructs required for completing them; and 3) identify courses/practicums whose contents are most compatible with the use of RNAs in interactional contexts. Seventeen program directors/professors/practicum supervisors and 124 nursing students responded to an online survey designed based on Bachman & Palmer's (2010) Model of Language Knowledge. The results indicate a gap between the perceptions of the students and those of the administrators. The findings of the study have implications for enhancing the English language content of Quebec nursing programs.

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The Road Not Taken: A Journey into Otherness

This paper reviews the findings from a hermeneutic, existentialist study on L2 metaphor understanding. The study uses the hermeneutic notions of understanding as 'interpretation' and 'fusion of horizons' or the dialogue of Self and Other by Gadamer (1993) and the principality of Being suggested by Mulla Sadra (al-Asfar in Kamal 2006, Nasr, 1996) and Heidegger (Being and Time, 1927) to investigate students' metaphor understanding experiences. While the dominant cognitive approach to metaphor understanding (Lakoff & Johnson, 1980) mainly attends to universal experiences, the combined hermeneutic, existentialist approach considers the temporality, multiplicity and individuality of metaphor understanding. Findings from a PhD research on students from various linguistic and cultural backgrounds at a main Canadian university are included. The study used in-depth individual interviews with thirteen students who reflected on the meanings of the metaphorical poem The Road Not Taken (Frost, 1916). Students also answered questions about their understanding of self, home, and home language before and after their transition to Canada. The findings show that different words and expressions are viewed metaphorically by different students. Not all the words which were considered as metaphor were recognized metaphorically by all students (for example road or colors). In case of common metaphors (e.g. 'yellow wood'), there was wide diversity in students' interpretations, reflecting their different backgrounds, various past and current experiences and transitioning understandings, their present self-understanding and their temporal mood. The observed multiplicity in students' understanding of metaphors provides insights for considering Otherness in our multilingual, international classes.

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Collaborative strategy training for improving comprehensibility

Peer interaction has proven beneficial for developing communicative competence. However, research has increasingly revealed crucial weaknesses of peer interaction, such as ignoring communication breakdowns and distrusting each other's linguistic abilities (Sato & Ballinger, 2016). Hence, the current study implemented strategy training designed to facilitate collaborative interaction and examined its impact on strategy use and L2 development. In this quasi-experimental study, the participants were 11th grade English learners in Chile (N = 42). The learners were divided into three groups. Learners in Group A (n = 14) were given strategy instruction and paired communicative tasks, while Group B (n = 14) engaged in the tasks only. Group C (n = 14) served as the control group. The experimental groups were given a series of tasks designed to elicit authentic, communicative interaction over seven lessons (over 5 hours). In addition to the tasks, Group A was given collaborative strategy training—Appeal for Help, Comprehension Check, and Asking for Clarification. Interactions during the tasks were audio-recorded (15 hours) to identify strategy use. L2 development was measured via comprehensibility of oral production. The learners were given sentence reading and picture description tasks. Four native speakers rated the recorded speeches using a 7-point Likert scale.The results showed that only Group A increased the frequencies of strategy use (except for Asking for Clarification) over time. In addition, the learners in Group A improved their comprehensibility significantly more than those in Groups B and C. Group B outperformed the control group as well.

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Disregarding linguistics: A critical study of Google Translate's syntactic/semantic errors in rendering multiword units in English to Persian translations

Translations rendered by Google Translate (GT) have been found to be error-prone when translating medical communication language (Nguyen, Reide, & Yentis, 2009; Patil & Davies, 2014). These issues are especially frequent when Persian is either the source or the target

language. The foundation of these errors has been attributed to GT's utilization of a word-by-word translation and disregard for formulaic nature of language. The aim of the research then was to investigate the role of multiword units (MUs) of formulaic language in machine translation. This was done through categorization and classification of non-transparent MUs in a lexical database. To do this, medical-specific corpus (3, 021, 495 words) was created to identify a list of 40 non-transparent MUs. This research used AntConc (Anthony 2016), and adopts framework by Simpson-Vlach and Ellis (2010) for the n-gram criteria of the MUs in each of the sub-corpora (i.e. Written and Spoken). The MUs are 3, 4 and 5-grams, with a minimum frequency of 10, and a minimum range of 3. These identified MUs were translated through GT, and results used to create the lexical database. A comparison of GT's results with the manual translations for the MUs suggest that GT does not make use of FL in approximately 60% of the data. The findings have implications for improving the accuracy of MT algorithms and reducing processing time. This intra- and interdisciplinary research invites a collaboration among applied linguists, computational linguists, and programmers building a stronger bridge within linguistic fields and between the two disciplines.

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Processing oral instructions in a non-dominant language is cognitively demanding

The results on the costs and benefits of bilingualism are mixed. We examined potential depletion of cognitive resources when bilinguals perform simulated real-world activities in the L2 compared to the L1. Specifically, we studied remembering and following instructions in unbalanced bilinguals with high second language proficiency. We tested two groups. A group of thirty participants with Persian as L1 had very high level L2 English. A second group of 38 L1 Mandarin speakers had somewhat poorer L2 skills. Participants listened to sequences of five spoken instructions, and either carried them out, or verbally recalled them in serial order. We used operation span and non-word repetition to assess subjects' phonological and general working memory capacity. The results showed an advantage in both performance and verbal recall when the tasks were presented in L1. An interaction between operation span, proficiency, and task performance revealed proficient bilinguals to have larger operation spans and better performance in L2. Following instructions in a non-dominant language appears to consume internal cognitive resources, with trade-off between processing and storage functions of working memory being more evident in less proficient bilinguals.

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Can self-initiated self-repairs in L2 speech production be predicted by complex numerical span working memory measure?

The present communication reports on a study that investigated the relationship between second language (L2) learners' self-initiated self-repairs (SISRs) and their working memory (WM). SISRs defined as revisions of speech that speakers initiate and complete (Salonen & Laakso, 2009, p. 859), are considered as traces of cognitive activity (Royer, 2002). SISRs have been associated with L2 proficiency (e.g., Kormos, 2000) and task complexity (e.g., Gilabert, 2007). More recently, cognitive individual differences, namely attention and WM, have been of particular interest. With regard to WM - the limited capacity system responsible for the temporary storage and manipulation of information (Baddeley, 2012) - two recent studies have shown conflicting results. While Mojavezi and Ahmadian (2013), who used a reading-span task to measure WM, observed a significant association between WM and SISRs, Georgiadou and Roehr (2017), saw none when using a backward-digit span. It could be argued that the use of a reading-span to measure WM taps into the same verbal processes as speech production and that the backward-digit span does not fully measure the "manipulation of information" aspect of WM. In our study, we verified the contribution of WM to L2 SISRs among 30 adult Mandarin speaking learners of French using the Highest-Number Task (Oakhill et al., 2011), a WM complex numerical span test known to measure both temporary storage and manipulation of information. We observed SISRs in a picture-based narration task. Narrations was recorded and then transcribed orthographically. SISRs were coded by two judges using a coding-scheme based on Levelt (1989). An inter-rater agreement was calculated (.96) and SISRs ratios were used for the descriptive and inferential statistics. Regression analyses show a significant contribution of complex numerical measure of WM to SISRs. Results will be discussed in light of previous studies.

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The emotional constituents of group flow in the ESL classroom

Flow- a state of complete absorption in a task- has been mainly characterized as an individual phenomenon (Csikszentmihalyi, 1990). However, more current views of L2 motivation and emotions (Dewaele & MacIntyre, 2016), point toward the timeliness of "group flow"- moments when flow takes over an entire group. Aiming to study group flow and its relationship with emotions through a triangulation of methods, participating ESL students (n=18) and one teacher-researcher completed 15 ESFs- a reliable measure of flow (Csikszentmihalyi, 2014)-upon the completion of tasks over the course of one semester. Moreover, the participants rated their positive and negative emotions in Lab watching video-recordings of their classroom performance using the idiodynamic software on occasions when group-flow did and did not occur. Qualitative data was also gathered by participants audio-recording their responses to questions that appeared on the bottom of the screen.   The graphs obtained from the idiodynamic software showed interesting fluctuations between enjoyment and anxiety at

different times in the classroom. Both these emotions went hand in hand, but group flow happened at times when anxiety was overcome by the group leading to a loss of self-awareness and stronger feelings of enjoyment. A significant relationship was also found between the emotional feelings of the teacher and the students, each highly dependent on the other, significantly impacting the experience of the group. Moreover, a complex combination of task features, group dynamics and contextual factors triggered or impeded group flow in the classroom. The details of the relationships and the contribution of this study to improving teaching practices are discussed.

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Willingness to Communicate and Feedback for language learning: Deux facettes de la même médaille

This qualitative, exploratory study examined the feedback experiences of ten undergraduate students who hope to teach (in) French and five French as Second Language (FSL) instructors in Higher Education (HE). Through a series of three interviews with each student, an on-line survey, an analysis of work samples and course documents, as well as single interviews with instructors, classroom observations and focus groups, this study investigated four areas of interest: the characteristics of instructor-led feedback activities provided to future teachers wanting to teach (in) French; the ways future FSL teachers use feedback; how feedback practices interact with individual context variables; and tasks that allow instructors to provide the best feedback. Participants were engaged with the topic of feedback. Students wanted to know how to improve, and demonstrated evidence that they thought about the feedback they were offered, even when the feedback was one-way or minimally detailed. Some students were already preparing for a future in FSL teaching by the choices they made to use French, during and outside of coursework. The findings from this study corroborate the "feedback gap" found by Evans (2013), between the feedback students receive and their capacity to use feedback to improve their work. The model of Willingness to Communicate (MacIntyre, Clement, Dörnyei, & Noels, 1998) is useful to understanding the French language proficiency development of future teachers because contextual factors alone were insufficient to understand how some of the participants in the study seemed "unstoppable" in their quest to engage with French.

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Dynamic Rating of Speech in L2-L2 Interaction

When interlocutors interact, the ways in which they speak often align (become more similar) over time, showing mutual accommodation (e.g., Garrod & Pickering, 2009). This speech alignment also happens between second language (L2) interlocutors (Trofimovich & Kennedy, 2014); however, it is not known whether or how L2 interlocutors' understanding of each other's speech also aligns over time. Possible changes in mutual understanding have important implications for how and when researchers measure L2 interlocutors' understanding of each other's speech. In the current study, longitudinal changes in L2 interlocutors' mutual comprehensibility (perceived ease of understanding speech) were examined. In a repeated-measures, within-subjects design, 20 pairs of L2 English university students (age 22-35, M = 26.34, SD = 3.18) from different first language backgrounds engaged in three collaborative and interactive speaking tasks over 20 minutes. At 2–3 minute intervals, participants were asked to rate their own and their partner's comprehensibility, communication anxiety, and collaboration using 100-millimeter semantic differential scales (7 ratings from each participant). Individual post-task interviews were conducted to explore each participant's overall experience of the interaction. Preliminary results from quantitative and qualitative data point to alignment in both comprehensibility and anxiety ratings over time, meaning that participants' ratings became more similar to each other. Our findings demonstrate the dynamic nature of comprehensibility between L2 interlocutors and suggest the need for L2 comprehensibility research to account for the effects of both interaction and time on comprehensibility measurements.

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"Sometimes you just see a circle and a question mark but you don't know why this isn't correct": Examining feedback on second language writing using critical discourse analysis

Recent qualitative research about feedback on academic writing acknowledges that it includes messages about disciplinary discourse meant to socialize students into the academic discourse community (Duff, 2010; Séror, 2009; van Heerden, Clarence & Bharuthram, 2016). The 'implicit' (Basturkmen, East & Bitchener, 2014) or 'hidden' (Hyland, 2013) nature of these messages, though, has remained relatively unquestioned. How are these messages uncovered by students who are not familiar with the discipline-specific vocabulary, variations of English, and non-linguistic notation in it? This research asks: what assumptions about knowledge and language are reflected in instructor feedback on second language academic writing? During several in-depth interviews over one term, five second language undergraduate students discussed their perceptions of feedback on their academic writing in a variety of disciplines. Then, the feedback itself was examined using Fairclough's (1995) framework for critical discourse analysis and van Djjk's (2011) critical epistemic discourse analysis. The theoretical lens for the study is *cognitive (in)justices* which draws together concepts of epistemic injustice (Fricker 2007), epistemic ignorance (Kuokkanen, 2008) and epistemology of blindness (Santos, 2007) to question how knowledge practices, particularly in North America, reflect a mono-epistemicism that excludes non-dominant knowledges. The examination suggests that certain types of feedback

could privilege some students over others based on their knowledge of language structures, academic discourse, and educational practices in North American post-secondary settings. Uncovering these unexplored assumptions about feedback provides some insight into knowledge practices involved in feedback on academic writing, and how students negotiate the high-stakes, power laden, processes of academic writing.

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Speech sound disorders of children exposed to French and Ghɔmálá'

Child speech sound disorders (SSD) are difficulties in the production and use of speech sounds, very often the consonants, without organic alteration. SSD include sound articulation disorders, speech delays and phonological disorders and are the most common difficulties among preschool year children compared to other impairment of language (e.g. Fombonne & Vermeersh, 1997). Monolingual SSD is well known (e.g. Maurin-Cherou, 1993) but little is known about bilingual children. This study assess SSD's prevalence and profile of bilingual French-Ghɔmálá' children. 1127 bilingual French – Ghɔmálá' children aged 4-8 years old participated in this study. For assessment, we followed speech-language therapist recommendation, combining informal and formal procedure so as to have a sample of connected speech, to elicit a set of single words production by picture-naming and to assess sound production in a repetition test. 68 children presented with SSD, which represents about 6% of the studied population. There was a significant difference in this rates bygender and by school level . However, the percentage by age and by sociolinguistic contexts were not significantly different. Omission and substitution were the most frequent errors (Table 3) but the Chi-square analysis reveal no significant difference by age groups. Three categories of erred consonants emerged following the classification of Shriberg and Kwiatkowski (1994). Finally, the CVC structure was the most impaired syllable in all age groups with a frequency of about 97%. The prevalence rate of 6% obtained in this study is comparable to the rate of 7.8% obtained by Fombonne and Vermeersh (1997) among French children between four and sixteen years of age. In general, Kirkpatrick and Ward (1984) place this prevalence between 4% and 6%. Many of our first grade children had failed to access the second grade, evidence supporting the causal relation between SSD and learning written language (e.g. Rvachew, 2007). Concerning the speech profile, our results are consistent with the literature both in terms of type of errors (e.g. Austin & Shriberg, 1997; Ruscello et al., 1991) and erred consonants (e.g. Maurin-Cherou (1993) for French speaking; Shriberg and Kwiatkowski (1994) with English speaking children).

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American Sign Language phonological errors: Input, intake, and noticing in beginning L2 signers.

This mixed-methods study examines phonological errors made by beginner hearing American Sign Language (ASL) learners. Participants were video-recorded as they responded to two sets of stimuli: 30 English words (drawn from common classroom vocabulary), and 30 newly demonstrated signs which the participants had not encountered previously. Participants were asked to first produce the signs that corresponded to the English words, and then to reproduce the new signs they were shown. All signs were examined and coded for errors in handshape, palm orientation, location and movement. Participants subsequently took part in individual semi-structured interviews, during which they discussed their ASL learning successes, struggles, and practice habits. Multiple variable analysis and interview coding were used to demonstrate that new learners attune more strongly to the movement parameter than expected – except in the case of repetitions. New learners have fewer movement errors when signs are first introduced and reproduced, while known signs appear to develop movement errors over time. These findings are placed within the broader field of second language acquisition by referring to theories of input and noticing. Findings are also discussed as potential evidence of the nature of U-shaped language learning as it appears in the visual language learning patterns of hearing L2 learners.

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A comparison of different approaches in L2 Listening Instruction: An Empirical Study

Although research on second language listening has been prolific over the last few decades, listening comprehension is still the least-researched skill in L2 teaching (Cross, 2015). Over these years, conventional pedagogical practices have highlighted the importance of pre-listening, extensive listening, intensive listening, and follow-up activities (Field, 2012). Furthermore, L2 listeners seem to benefit considerably from metacognitive instruction that guides learners through a pedagogical cycle that develops metacognitive knowledge and fosters regulatory skills (Vandergrift & Tafaghodtari, 2010). There is, however, a dearth of empirical studies comparing different L2 listening approaches and exploring their short and long-term effects, which would provide a better understanding of the effectiveness of different types of L2 listening instruction (Berne, 2004; Macaro et al., 2007). The present study examines the effects of three instructional approaches, (i.e., a metacognitive pedagogical cycle, awareness-raising of the factors associated with successful L2 listening, and a conventional approach) on the listening comprehension ability of intermediate-level learners of Spanish at a Canadian University. Using a pre-test, immediate post-test and delayed post-test design, three intact classes received listening instruction, each following one of the afore-mentioned approaches, over an eight-week period. The analysis of the data will address the short and long-term effects that the specific type of listening instruction had on each group of learners. In addition, the analysis will examine any potential differences between groups regarding listening comprehension ability at immediate and delayed post-test. Pedagogical implications in relation to cost-benefit ratios (Plonsky, 2011) as well as implications for future studies will be discussed.

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Explicit instruction in English verb-noun collocations: A comparison study

L2 educators have found that English verb-noun collocations pose difficulties for L2 learners. Regarding formal linguistics, English verb-noun collocations are considered arbitrary, and thereby explicit instruction has addressed form-focused instruction (FFI). However, Liu (2010) found that verb-noun collocations to some extent are semantically motivated based on cognitive semantic analyses. In this study, I propose concept-based instruction (CBI) derived from sociocultural theory and cognitive linguistics, which provides an alternative approach to teaching verb-noun collocations. Specifically, I address four target verbs (i.e., make, do, take, and get) and their relevant collocations. In CBI, students learn the conceptual meanings of the target verbs via image schemas. Since verb meanings play an important role in verbal events, verb meanings offer an orientating basis for conceptualizing a verb-noun collocation event. Therefore, students can pay close attention to the form-meaning relationships of collocations. In order to understand the effects of CBI, I compared the effectiveness of FFI and CBI for teaching L2 collocations. Seventy-three college students who were comparable regarding their English proficiency participated in the study and were randomly assigned to two experimental groups and one control group. The FFI group learned target collocations using form-focused materials, while the CBI group received concept-based instruction. Participants took pretests and posttests. The findings showed that both approaches had positive effects on teaching collocations; however, the CBI group outperformed the FFI group on posttests. This resulted from the fact that CBI, by learning verbal meanings through image schemas and conceptualization practice, leads to a deeper understanding of collocations.

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Challending equivalency in measures of English language proficiency for university admission

English is increasingly common as a medium of instruction in higher education internationally, and evidence of English language proficiency (ELP) often forms a critical part of admission applications to post-secondary study. Post-secondary institutions typically rely on standardized measures of ELP as indicators of an applicant's possession of the language skills deemed necessary for successful study. While scores from various measures of ELP - ranging from international standardized tests to institution-specific language support programs - are used to determine admission eligibility, to date little research exists demonstrating equivalency among measures. This paper presents findings from a large-scale study that considers the predictive validity of nine measures of ELP: TOEFL iBT; TOEFL PBT; IELTS Academic; CAEL; MELAB; PTE; CAE; CPE; and an institution-specific language preparation program, across multiple faculties in a Canadian post-secondary institution. The data reveal statistically significant differences between the various measures of ELP with respect to both student achievement and course completion rate. These findings call into question the presumption of equivalency across ELP measures. While institutional assumptions of equivalence are not likely conscious or deliberate, the results call for closer attention by university policy-makers to the selection procedure of ELP benchmarking measures. Additionally, the researchers recommend foregrounding of the Common European Framework of Reference for Languages (CEFR) in discussions between university admission decision-makers and language specialists. As a conceptual tool, we suggest the CEFR provides a much-needed link between ELP measures, through correlation of the various measurement scales to a series of *can do* statements.

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The portfolio langagier professionnel: Addressing BC's FSL teacher shortage

British Columbia's (BC) current shortage of French as a second language teachers (Carr 2007; Desgroseilliers, 2012; Grimmett, 2001; Sabatier, 2011) has prompted French teacher education programs to increase opportunities for immersion teacher candidates by providing targeted teaching experiences and language support. In addition to being placed in elementary French immersion practica, teacher candidates are being supported in continuing to develop their professional competencies in French through a recently created Portfolio langagier professionnel (PLP). The PLP was adapted from "Le portfolio canadien des langues pour enseignant(e)s" (Turnbull, 2011), developed by the Canadian Association of Second Language Teachers. The BC portfolio highlights professional reflective practice (Parkes, Dredger & Hicks, 2013; Strong-Wilson, 2009) by providing teacher candidates with a means to document their linguistic, intercultural, and pedagogical knowledge and experiences in order to deepen awareness of their competencies and professional responsibilities as educators. This presentation offers an overview of the content of the PLP as well as a discussion of initial findings of an ongoing study examining the uptake of the portfolio among BEd teacher candidates at UBC over the 2017-2018 academic year. Data were generated through focus group discussions and individual interviews with students, instructors, and practicum faculty advisors, as well as through students' feedback on professional development activities. Implications will be discussed as to how the portfolio can guide teacher candidates in the reflective process of becoming teachers and as well as on the benefits of a more focused approach to ongoing professional development by practicing teachers.

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Conceptualizing English-dominant language contexts within the internationalization of higher education

As universities increasingly adopt strategies of internationalization, the resulting increase in student mobility across national borders has meant that "linguaculturally heterogeneous groups of learners are no longer rare" (Smit, 2010, p. 216). However, research has not adequately addressed the linguistic implications of internationalization processes that the university is undergoing worldwide (Smit & Dafouz, 2012). While extensive research is being conducted on the consequences and challenges related to the role of English as medium of instruction (EMI) in non-Anglophone countries, especially in Europe, (Airey, 2012; Doiz, Lasagabaster, & Sierra, 2013; Smit & Dafouz, 2012), the role of English in discussions of internationalization in English-dominant language (EDL) contexts like Canada, Australia, and the UK is often "overlooked, assumed, or not considered at all" (Byrd Clark, Haque, & Lamoureux, 2012). This paper engages with Dafouz and Smit's (2016) proposed conceptual framework for English-medium education in multilingual university settings (EMEMUS), ROAD-MAPPING, to theorize English dominant language (EDL) contexts as significantly different from EMEMUS. ROAD-MAPPING is an acronym standing for the Roles of English, Academic Disciplines, Management, Agents, Policies and Practices, and Internationalization and Globalization as dimensions impacting HE in today's world. The paper will present an argument that in EDL contexts, where English is both the default language of wider communication and the academic language of teaching and learning, its dominant position entails different power dynamics for universities, their faculty, and students in institutions of HE than in EMEMUS and these need to be considered in addressing internationalization policies and practices in Anglophone settings.

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Uncovering the Possibilities of a Technology-Enhanced Classroom

Within technology-enhanced classrooms, the traditional "stand and deliver" teaching methods are of the past as these students (including English Language Learners (ELLs)) are offered opportunities to engage in multimodal meaning making. These students move seamlessly, both inside and outside of this classroom, between various learning spaces. The boundaries are blurry (Erstad, 2011) as information and shared histories of learning (Wenger, 1998) traverse (Lemke, 2004) freely between learning spaces (institutional or not). Unfortunately, there is still a clear dichotomy between institutional expectations and providing innovative learning experiences. Teachers are constrained by curricular expectations and often worry about "covering the curriculum" rather than focusing on improving pedagogy. The following ethnographic case study (Duff, 2008; Heath & Street, 2008) of a grade 6 technology-enhanced classroom provides a convicting argument for why policy makers, stakeholders and educators need to reconsider how they teach their ELLs. A community of practice (Lave & Wenger, 1991), language socialization (Duff & Talmy, 2011), multimodality (Kress, 2000) and multiliteracies (New London Group, 2000) theoretical lens is used to explore this technology-rich environment. Data collection includes field observation (classroom and online), interviews (students and teachers), artifact collection and monthly participant literacy journals collected over one school year. Thematic analysis (Marshall & Rossman, 2011; Saldaña, 2016) is used to analyze the data. Results indicate that how tasks are designed and the vision of the school and staff plays a role in the reason why students are provided with authentic opportunities to explore and engage in rich literacy practices.

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Is there a link between teacher's knowledge and application of ESL /EFL Standards?

English as a second language (ESL) teachers should not only know the language teaching concepts, but also apply that knowledge in classroom setting. Unfortunately, there are a few studies on the knowledge and application of ESL/ EFL standards by the teachers. This study aims to explore how teacher's perspective on knowledge and application of ESL/EFL standards are associated with one another. A total of 100 Iranian teachers participated in this study which took place in Iranian high schools. First, teachers filled out one questionnaire about their knowledge of ESL/EFL standards. After a one month interval, the second questionnaire about the application of ESL/EFL standards was administered. This study conducted the Pearson correlation coefficient analysis using a random sampling procedure (i.e., bootstrapping) and showed a weaker correlation between knowledge and application for factors that affect ESL students' culture and assessment procedures used to plan and adapt instruction. An increase in cultural diversity is one of the greatest challenges for teachers and it is not easy to elicit cultural backgrounds from language learners in a large class size. Undoubtedly, during a class, the teacher might not incorporate students' cultures into the curriculum. Furthermore, an administrator usually asks a teacher to use a specific assessment tool to measure students' progress and teachers cannot use various instruments and techniques to assess students' language development in classroom settings since they usually do not have real authority over an administrator. This study might help language teachers, curriculum developers and material producers to raise the quality of teaching.

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Language awareness, multilingual children and Storybooks Canada

Schools are no longer monolingual, monocultural entities. Finding ways to build on and extend young people's linguistic resources and use them to leverage learning and cultural awareness continues to challenge language educators. Scholars agree that innovative methods need to be implemented to increase literacy levels and engagement across both language minority students and those in the general student population (Cummins, 2015). In this paper we describe the affordances of Storybooks Canada (storybookcanada.ca) in mainstream multicultural elementary classrooms, arguing that Language Awareness methodologies (Hawkins, 1984), in concert with Storybooks Canada, can harness the linguistic resources of Canadian children, while promoting an appreciation for both linguistic and cultural diversity. The Storybook Canada website has been designed specifically for teachers, parents, and community members, making 40 stories from the African Storybook freely available, in print and audio, in the most widely spoken immigrant and refugee languages of Canada, as well as English and French, with links to Indigenous stories. In this paper, the authors provide a framework for a Language Awareness curriculum that incorporates a focus on linguistic similarities and differences, in print and oral forms, and metalinguistic awareness. Cummins' Literacy Expertise Framework (2001, 2011) outlines the importance of extending students' linguistic repertoires by diversifying language experiences in the classroom. We provide guidelines for practitioners to utilize Storybooks Canada as a means to scaffold students' literacy experiences while providing them with opportunities to analyze "language as an object of thought" (Laurent & Martinot, 2009) and cultural amplification (Bruner, 1966; Naqvi & al. 2012 a, 2012 b).

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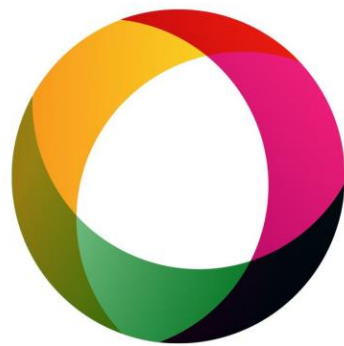P. 604 822 5788 | E. lled.educ@ubc.ca

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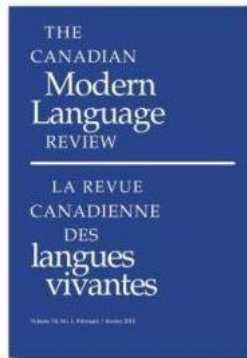
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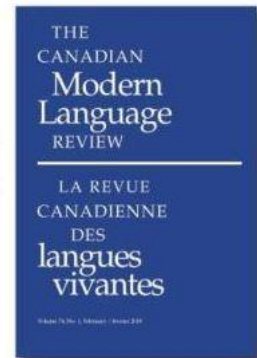
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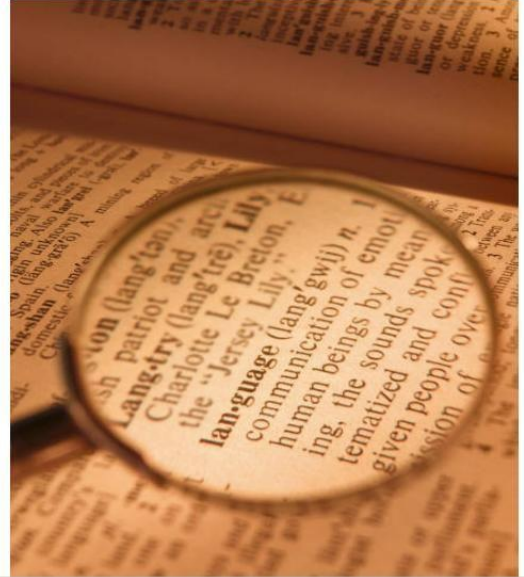
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