Association canadienne de linguistique appliquée
Canadian Association of Applied Linguistics

Congrès ACLA 2008 **2008 ACLA Conference**

WEDNESDAY, JUNE 4, 2008 LE MERCREDI 4 JUIN 2008

9:00 – 10:10	Welcome and Opening plenary/Mot de bienvenue et conférence d'ouverture **FRED GENESEE** *Two for one: The role of the first language in educating English language learners* **Forest Sciences 1005**				
10:10 – 10:30	BREAK/PAUSE				
Room/Local	Forest Sciences 1002	Forest Sciences 1402	Forest Sciences 1611	Forest Sciences 1615	Forest Sciences 1617
Session Chair/ Président(e) de la session	Lin Chen	Jesús Izquierdo	Ardiss Mackie	Ulf Schuetze	Susan Parks
10:30 – 11:00	**Marilyn Abbott** *Differences in Arabic- and Mandarin-speaker ESL reading comprehension strategies*	**Jérémie Séror** *Leaving one's mark: L2 writing feedback and unintended socialization processes*	**Jun Tian & Hossein Nassaji** *Would you like to work with your peers? Student perceptions of collaborative versus individual work*	**Helmut Zobl & Juana Liceras** *SLA from the point of view of formal features*	**Patricia Lamarre** *Montréal multilingue : An ethnographic study of the language practices of young multilinguals in a city redefined*
11:05 – 11:35	**Isabelle Denizot & Monique Bournot-Trites** *The role of cultural background knowledge in French immersion students' reading comprehension*	**Daniele Guénette** *Pre-service ESL teachers' written corrective feedback practices*	**Johannes Eckerth** *Task-based interactions in classroom and laboratory settings: same or different?*	**J. Liceras, C. Senn, C. Martinez, D. Carter, A. Alba de le Fuente, & S. Aláiz** *Null subjects in non-native grammars and the issue of fossilization*	**Juan Abrile** *What French and English mean to Hispanophone Latin Americans in Montreal*
11:40 – 12:10	**Alysse Weinberg & Sandra Burger** *The value of vocabulary instruction in university-level immersion courses*	**Ahlem Ammar** *Recasts and prompts: noticing and L2 learning*	**Jasmin Kratzer** *Task interpretation by pairs of adult immigrant ESL students*	**Dean Mellow** *Emergentist approaches to teaching and measurement: It's about time*	**Douglas Fleming** *Second language learners and hierarchical forms of citizenship: A qualitative case study*
12:10 – 1:15	LUNCH/DÎNER				

Room/Local	Forest Sciences 1002	Forest Sciences 1402	Forest Sciences 1611	Forest Sciences 1615	Forest Sciences 1617
Session Chair/ Président(e) de la session	Peter Heffernan	Tatiana Nekrasova	Patrica Balcom	Doug Fleming	**INVITED SYMPOSIUM** *Research on language and content integration* **Organizer:** Patricia Duff **Presenters:** M. Early & J. Cummins G. Williams, J. Séror, M. Guardado, W. McMichael, S. Zappa-Hollman, & S. Talmy Laurent Cammarata
1:15 – 1:45	**Danièle Moore, Cécile Sabatier, Nathalie Walsh et Diane Dagenais** *Étude du paysage linguistique et diversité : Une ethnographie des usages plurilingues dans une classe d'immersion*	**Chin-Sook Pak** *Re-examining motivational strategies for learning Spanish: The case of the service-learning classroom*	**Leila Ranta** *Exploring the L2 acquisition of multiword verbs in English*	**Farahnaz Faez** *Are you a native English speaker? Moving beyond the problematic native/nonnative dichotomy*	
1:50 – 2:20	**Sylvie Roy** *Pratiques pédagogiques en immersion tardive*	**Conttia Lai** *The influence of learner motivation on developing autonomous learning in an ESP course*	**Kimiko Hinenoya** *Is the traditional interpretation of 'the' enough? Investigating the conceptual complexity and accessibility of 'the'*	**Michael Salvatori** *Defining and identifying the proficiency of French as a second language teachers: Issues of credibility and confidence*	
2:25 – 2:55	**Muriel Peguret** *Pour une perspective actionnelle dans l'enseignement du français aux ressortissants d'immersion*	**Barbara Schmenk** *The autonomous language learner – a contradiction in terms? Reframing the concept of 'autonomy' in language learning*	**Ernest Bauer** *Toward a model of conceptual fluency: Blending in second language meaning construction*	**Alison Crump** *What are they teaching? The impact of hiring untrained Inner Circle English speakers on language ideologies in Japan*	
2:55 – 3:15	**BREAK/PAUSE**				
Session Chair/ Président(e) de la session	Alysse Weinburg	Doris MacDonald	Mat Shulze	Gladys Jean	*Research on language and content integration* (continued) **Presenters:** M. Kobayashi & P. Duff R. Lyster, L. Collins, & S. Ballinger **Discussant**: Bernard Mohan
3:15 – 3:45	**Gisèle Chevalier** *La sélection des contenus en cours de français au niveau universitaire*	**Yi Zhou** *An exploration of Gardner's socio-educational model in an informal learning context*	**Jesús Izquierdo** *Learners' attention to form in L2 multimedia applications: Developmental readiness and multimedia task types*	**David Watt & Andrea Cervatiuc** *Benchmarking English language proficiency for engineering*	
3:50 – 4:20	**Mathy Ritchie** *Développement de la compétence sociolinguistique dans la communication médiatisée par ordinateur*	**Takako Tanaka** *L2 motivation within a SCT framework: from learners' perspectives*	**Ulf Schuetze** *Online collaboration in SLA: What students really do?*	**Tracey Derwing & Murray Munro** *Engineering better communication in the workplace*	
4:25 – 4:55	**Gaëlle Planchenault** *Les compétences sociolinguistique et sociopragmatique des apprenants de FLS…*	**Roswita Dressler** *Exploring motivation in heritage language learners of German*	**Nancy Bell** *Impolite responses to failed humor*	**Gillaume Gentil, Josée Bigras, & Maureen O'Connor** *Language retention in the Canadian public service…*	
5:00 – 7:00	**President's Reception/Réception du Président de l'université hôte Life Sciences Centre**				

THURSDAY, JUNE 5, 2008   *LE JEUDI 5 JUIN 2008*

Room/Local	Forest Sciences 1002	Forest Sciences 1402	Forest Sciences 1611	Forest Sciences 1615	Forest Sciences 1617
Session Chair/ Président(e) de la session	Sandra Zappa-Hollman	Christian Colby-Kelly	Kimiko Hinenoya	Barbara Schmenk	Sylvie Roy
9:00 – 9:30	**Marian Rossiter & Katherine Rossiter** *Factors affecting immigrant youth and criminality*	**Nikolai Penner** *Tablet computers in a wireless environment in foreign language teaching*	**Marlise Horst, Joanna White, & Philippa Bell** *Crosslinguistic awareness and individual differences in young language learners*	**Tetyana Reichert** *Language choice in small group activities*	**Jane Jackson** *Identity reconstruction: A L2 sojourner's voyage through 'third space'*
9:35 – 10:05	**Xuesong Gao** *Beyond language learning strategies: What should Chinese undergraduates do to learn English within an English medium university in a multilingual context*	**Tannis Morgan & Stephen Carey** *Exploring instructors' online EOL instructional activity from a cultural historical activity theory approach*	**Keumsil Kim Yoon** *Multi-layered politeness: A study of Korean-American language behavior and cross-cultural language awareness*	**James Corcoran** *L1 in the adult EFL classroom: Framing NNES teacher beliefs and practices*	**PUBLISHING PANEL** **Susan Parks & Françoise Mougeon** Co-Editors, *Canadian Journal of Applied Linguistics* **Larry Vandergrift** Co-editor, *Canadian Modern Language Review*
10:10 – 10:40	**Lace Marie Brogden** *Un vaccin de rappel – Autoethnographic re:collections of linguistic subjectivities …*	**Caroline Riches** *From far to near: Creating online learning communities in a TESL microprogram*	**Li-Shih Huang & Adam Steffanick** *Do different modalities of reflection matter? The effects of awareness raising on adult second-language learners' oral production and strategy use*	**Miles Turnbull & Marianne Cormier** *Code switching in late French immersion science class*	
10:40 -11:00	**BREAK/PAUSE**				
11:00 – 12:00	**Plenary Session / Session plénière** **FRANÇOISE ARMAND** ***L'acquisition de la littératie en langue seconde : que sait-on de plus que votre grand-mère ne savait pas ?*** **Forest Sciences 1005**				
12:00 – 1:00	**LUNCH/DÎNER**				

Room/Local	Forest Sciences 1002	Forest Sciences 1611	Forest Sciences 1615	Forest Sciences 1617
Session Chair/ Président(e) de la session	Michel Bastien	Ahlem Ammar	Penny Moanakwena	**SYMPOSIUM** *Effects of languaging on cognition and affect: Case studies of older adults* **Organizers:** M. Swain & S. Lapkin **Presenters:** Merrill Swain Tae-Young Kim Kyoko Motobayashi
1:15 – 1:45	**Robert Papen** *Le point sur la grammaire : les idées que les (futurs) enseignants se font de ce qu'est une règle de grammaire et des finalités de son enseignement*	**Kim McDonough** *The effect of syntactic priming during learner-learner interaction on ESL question development*	**Nikta Razavi** *Afghan parents' participation in their children's schooling in Canada*	
1:50 – 2:20	**Davy Bigot** *La grammaire orale du français québécois standard : mythe ou réalité ?*	**Yingli Yang** *The effect of recasts and prompts on Chinese learners' acquisition of English past tense*	**Jean Kim** *'Experts' in their own right: The language socialization of Generation 1.5 Korean-Canadian university students*	
2:25 – 2:55	**Laura Ambrosio et Johanne Bourdages** *Littérature et compétence grammaticale en français langue seconde*	**Patricia Balcom** *The effect of input and instruction on adverb placement in L3 French*	**Ardiss Mackie** *Popular films and English language learning: ESL learners in Canada respond to their cinematic identities*	
2:55 – 3:15	**BREAK/PAUSE**			
Session Chair/ Président(e) de la session	Marie-Josée Hamel	Leila Ranta	Guillaume Gentil	*Effects of languaging on cognition and affect: Case studies of older adults* (continued) **Presenters:** Khaled Barkaoui Ping Deters Sharon Lapkin
3:15 – 3:45	**Julie Byrd Clark** *La voix de jeunes canadiens dans leur processus d'identification : les identités imbriquées dans des espaces multiformes*	**Tatiana Nekrasova** *Identifying formulaic sequences in English questions and conditionals*	**Shahrzad Saif** *Content-based instruction and the development of strategic competence*	
3:50 – 4:20	**Peter Heffernan** *Langue de dissémination des didacticiens, formateurs et linguistes de l'univers de la linguistique appliquée…*	**Lin Chen** *An investigation of lexical bundles in ESP textbooks and in electrical engineering introductory textbooks*	**Mathias Schulze** *Grammaring—an analysis*	
4:25 – 4:55	**Robert Paquet** *Bilinguisme dans les Forces canadiennes : résultats de l'approche utilisée auprès des officiers*	**Susanne Carroll** *Salience, segmentation and "chunking"*	**Mi-Young Kim** *Qualitative case study approaches and their application for second language writing research*	
5:00 – 7:00	**Wine and Cheese Reception (cash bar) for all ACLA Conference Participants** **Réception vin et fromage (bar payant) pour tous les congressistes** **St. John's College**			

FRIDAY, JUNE 6, 2008

LE VENDREDI 6 JUIN 2008

Room/Local	Forest Sciences 1002	Forest Sciences 1402	Forest Sciences 1611	Forest Sciences 1615	Forest Sciences 1617
Session Chair/ Président(e) de la session	Miles Turnbull	Johannes Eckerth	Françoise Mougeon	Yingli Yang	**CIDA-CFHSS Collaborative Program**
8:30 – 9:00	**Monica Tang** *La numéracie en immersion: le rôle du langage dans l'enseignement des mathématiques en L2*	**Valerie Wust** *What can an oral cloze test tell us about learners' knowledge of clitics in French?*	**Hedy McGarrell** *Small-group interaction in two types of environments*	**Jing Zhao & Stefka Marinova-Todd** *Phonological awareness in Mandarin-English bilingual children*	**SYMPOSIUM** *Digital literacy and teacher education in Africa: Towards collaboration with the Canadian Multiliteracy Project*
9:05 – 9:35	**Alain Thomas** *Analyse quantitative ou qualitative du vocabulaire?*	**Christian Colby-Kelly** *Mixed methods for investigating method effects in a language proficiency test*	**Michael Zuniga** *Observing pedagogical practices that facilitate negotiation for meaning in L2 classes*	**Liying Cheng, Haiyan Quiang, John Kirby, Lesly Wade-Woolley, & Miao Li** *Foreign language immersion and students' success in L1, L2 and mathematics*	**Organizers:** S. Jones & B. Norton **Presenters:** M. Kendrick, S. Andema, & B. Norton
9:40 – 10:10	**Johanne Bourdages et Marie-Josée Vignola** *Évaluation de la communication orale chez des élèves de l'élémentaire en français de base*	**Larry Vandergrift** *Explaining variance in L2 listening comprehension*	**Douglas Altamiro Consolo & Vera Lúcia Teixeira da Sylva** *Output in oral tasks: Implications for language development in EFL teacher education*	**Sandra Zappa-Hollman** *Academic literacy socialization during study abroad*	L. Oates & K. Adoo-Adeku Margaret Early Diane Potts
10:10 -10:30			**BREAK/PAUSE**		
Session Chair/ Président(e) de la session	Alain Thomas	Shirley Fredeen	Dean Mellow	Jérémie Séror	
10:30 – 11:00	**Michel Bastien, Lori Morris et Daniel Daigle** *Mise en place d'un prototype d'évaluation du vocabulaire du français en ligne…*	**Han Han & Liying Cheng** *Tracking the success of L2 students within the context of the Ontario secondary school literacy test*	**Emi Kobayashi & Masaki Kobayashi** *A language socialization study of second language task repetition*	**Cynthia Dery & Laura Collins** *The source of lexical transfer in multilingual acquisition*	*Digital literacy and teacher education in Africa: Towards collaboration with the Canadian Multiliteracy Project* (continued)
11:05 – 11:35	**Carole Fleuret, Isabelle Montesinos-Gelet et Françoise Armand** *Les différentes modalités dans le développement orthographique d'élèves créolophones du primaire…*	**Roumiana Ilieva** *Exploring adult immigrant ESL learners' engagements with Canadian culture(s)*	**John Hellermann & Kathryn Harris** *Interactionist and ethnomethodological perspectives on language learning in classroom dyadic task interactions*	**Heather Lotherington** *Towards additive multilingualism in the heterogeneous classroom*	**Presenters:** Penny Manakwena S. Jones, D. Ahimbisibwe, & B. Norton
11:40 – 12:10	**Denis Foucambert** *Effet des connaissances préalables sur les habiletés syntaxiques …*	**Sarah Cohen** *Identity texts: A tool for critical engagement with literacy, language and identity in multilingual classrooms…*	**John Plews & Kangxian Zhao** *ESL teachers' reflections on TBLT.*	**Siok Lee** *Making silent reading count towards vocabulary learning: The effects of story rewriting and using a vocabulary list*	Kate Parry Juliet Tembe
12:10 – 1:30			**LUNCH/DÎNER**		

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

Forest Sciences 1005

12:15 - 1:30

A light lunch will be served / Un repas léger sera servi

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Room/Local	Forest Sciences 1002	Forest Sciences 1402	Forest Sciences 1611	Forest Sciences 1615	Forest Sciences 1617
Session Chair/ Président(e) de la session	Monique Bournot-Trites	Juan Abrile	Jim Hu	Alison Crump	Paula Kristmanson
1:45 – 2:15	**Alysse Weinberg, Martine Peters et Nandini Sarma** *J'aime ou j'aime pas : activités technologiques dans la classe de langue*	**Klara Abdi** *Positioning heritage language students in a Spanish as a foreign language class taught within a Francophone program*	**Hossein Nassaji** *Classroom discourse and its role in the use and effectiveness of incidental focus on form*	**Stefka Marinova-Todd, Jill Petersen, Vickie Yau, & Clinton Tsang** *Narrative skills in the two languages of Cantonese-English bilingual children*	**Karla Culligan** *Retention and attrition in a Grade 11 French immersion mathematics program*
2:20 – 2:50	**Marie-Josée Hamel et Walter de Abreu Cybis** *Considérations ergonomiques dans l'élaboration d'un dictionnaire d'ALAO*	**Shirley Fredeen** *Language teaching education for Indigenous language educators*	**Nina Spada & Marilia dos Santos Lima** *Integrated and isolated FFI: Views from ESL and EFL teachers and learners*	**Lucia Rottava & Sandra Gattolin** *Language learning and cultural/context differences: characteristics observed in the oral production of English and Portuguese language learners*	**Katy Arnett** *Teacher adaptations in core French as indicators of inclusiveness and effectiveness*
2:55 – 3:25	**Catherine Caws** FrancoToile *: nouveau regard sur les interactions entre technologie et apprenants*	**Doris Macdonald** *"If English is good enough for me": Revisiting elite and folk bilingualism in the US*	**Gladys Jean & Daphnée Simard** *Inductive and deductive approaches to grammar in second language learning: Process, product and students' perceptions*	**Mareike Müller** *Pronunciation training in foreign language classes: Achievements and deficits of current research*	**Callie Mady, Stephanie Arnott, & Sharon Lapkin** *Assessing AIM: Case study of grade 8 core French in an Ontario school board*
3:30 – 4:30		**Closing Plenary/Session plénière de clôture** **CAROL CHAPELLE** *The spread of computer-assisted language learning* **Forest Sciences 1005**			

PLENARY SESSIONS

CONFÉRENCES PLÉNIÈRES

TWO FOR ONE:
THE ROLE OF THE FIRST LANGUAGE IN EDUCATING ENGLISH LANGUAGE LEARNERS

Fred Genesee
McGill University

Wednesday June 4 , 9:00 - Forest Sciences 1005

English language learners are an increasing proportion of the school-age population in Canada. Ensuring high levels of language and academic achievement in these learners is critical for their and the country's success. One of the most controversial issues in debates about how best to educate these students is the role of their first language in their formal education. While some argue for a strong and continuous role of the home language in their education, others have argued vehemently against this approach. There is extensive convergent evidence that English language learners use skills and knowledge acquired in the first language to bootstrap into English. The evidence comes from research on the effectiveness of bilingual education, correlations between bilingual proficiency and general cognitive and academic development, and bootstrapping in literacy development. These bodies of research will be reviewed and their implications for educating English learners will be considered.

Fred Genesee is Professor in the Psychology Department at McGill University, Montreal. He has conducted extensive research on alternative forms of bilingual education for majority and minority language students. His current research interests include language acquisition in pre-school bilingual children, cross-language adopted children, and the language and academic development of students at-risk in bilingual programs. He is the author of numerous professional and scientific research reports and books, including **Beyond Bilingualism: Multilingualism and Multilingual Education** *(1998),* **Dual Language Instruction: A Handbook for Enriched Education** *(2000),* **Trends in Bilingual Acquisition** *(2000), and* **Dual Language Development and Disorders** *(2004).*

L'ACQUISITION DE LA LITTÉRATIE EN LANGUE SECONDE :
QUE SAIT-ON DE PLUS QUE VOTRE GRAND-MÈRE NE SAVAIT PAS ?

Françoise Armand
Université de Montréal

Le jeudi 5 juin à 11h00 – Forest Sciences 1005

Différents flux migratoires ont fait entrer au Québec, comme dans l'ensemble du Canada, des populations aux langues maternelles très diversifiées. En conséquence, un nombre important d'élèves doivent commencer ou poursuivre leurs études dans une langue autre que leur langue première. L'intégration réussie de ces élèves au régulier représente un défi de taille pour le système éducatif. En particulier, la maîtrise de la lecture en langue seconde, qui représente un préalable nécessaire à la poursuite des études dans les différentes matières, constitue pour certains de ces élèves un obstacle important. Dans le cadre de cette présentation, nous questionnerons les différents facteurs cognitivo-langagiers (connaissance de l'oral, capacités métalinguistiques), socio-culturels (les pratiques de littératie familiales) et affectifs (motivation, représentations sur les langues), susceptibles d'exercer une influence sur cet apprentissage, notamment en ce qui concerne l'entrée dans l'écrit chez des jeunes enfants. Nous traiterons également du rôle déterminant des gestes posés par le professeur en contexte plurilingue et pluriculturel.

Françoise Armand est professeure titulaire au département de didactique de l'université de Montréal et chercheure au Centre Métropolis du Québec, Immigration et métropoles. Ses thèmes de recherche sont la didactique des langues secondes et plus particulièrement l'entrée dans l'écrit et la lecture en milieux pluriethniques et plurilingues. En lien avec l'immigration, elle s'intéresse également à l'étude des différents modèles de service d'accueil et d'intégration scolaire des élèves allophones nouvellement arrivés. Elle mène enfin, avec des collègues de Vancouver, des recherches qui portent sur l'Éveil au langage et l'ouverture à la diversité linguistique au préscolaire comme au primaire (projet ELODiL : www.elodil.com).

THE SPREAD OF COMPUTER-ASSISTED LANGUAGE LEARNING

Carol A. Chapelle
Iowa State University

Friday, June 6, 3:30 – Forest Sciences 1005

Research and practice in computer-assisted language learning (CALL) emerged in the 1980s and 1990s as a distinct area of applied linguistics by producing learning materials, holding conferences, publishing journals, convening professional organizations, and developing a body of scholarship. While the knowledge base and practices in this area have continued to grow deeper and more complex, they have also spread widely so that today it is difficult to draw a clear line distinguishing between applied linguists who are "in CALL" and those who are not. For example, many of the CALL materials for beginning level students are bundled with textbooks and workbooks. Are such companion Websites and CD-ROMs considered CALL? Should such materials be treated under the rubrics of CALL evaluation?

This paper suggests some implications of the blurred distinction between CALL and other issues of second language curriculum and materials evaluation. On the one hand, work in CALL might provide suggestions for textbook writers and publishers on evaluation because of the emphasis the field has placed on evaluation of CALL. Critics hold more stringent evaluation requirements for CALL than they do for other language learning materials and therefore the procedures for evaluation of CALL seem to be more thoroughly explored than those for other language learning materials. On the other hand, professional knowledge about language curriculum and materials predates CALL, and as a consequence, CALL developers can learn lessons about development of materials that work within a curriculum. I will suggest that the current era of "blended learning" is an ideal time to identify complementary strengths of professional practices in CALL and materials evaluation. I will draw upon examples of work attempting to bridge the worlds of English Language Teaching publication and CALL evaluation.

*Carol A. Chapelle, Professor of TESL/Applied Linguistics at Iowa State University, is a past president of the American Association of Applied Linguistics and former editor of TESOL Quarterly. Several of her books explore issues in technology and applied linguistics: **Assessing Language through Computer Technology** (Cambridge University Press, 2006, with Dan Douglas), **Computer applications in second language acquisition: Foundations for teaching, testing, and research** (Cambridge University Press, 2001), and **English language learning and technology: Lectures on applied linguistics in the age of information and communication technology** (John Benjamins, 2003). She teaches courses in technology, research methods, second language acquisition, and language assessment in the MA program in TESL/Applied Linguistics and the Ph.D. program in Applied Linguistics & Technology.*

ART INSTALLATION
ON VIEW THROUGHOUT THE CONFERENCE IN THE LOBBY OF FOREST SCIENCES BUILDING

Loretta Paoli (lorettapaoli@yahoo.ca) with translations by **Hala ElKarib**
Outlook III: An interdisciplinary investigation of bilingualism and perspective
Outlook III is a site-specific art installation designed as a 'viewing station' that invites conference delegates to listen to an Arabic-English translation on headphones, while looking out the window through two fresnel lenses framed by a mirror. The soundtrack is based upon an anecdote contributed by my collaborator and translator, Hala Elkarib.

As a graduate student working in Visual Art and Linguistics, I take an interdisciplinary approach in investigating the interaction of different languages within and between individuals, with an aim to expand our understandings of immigrant experiences and our conceptions of community. Being Canadian-born and having worked in the field of ESL instruction for many years, I've been affected by my experiences of cross-cultural and cross-language interactions.

The metaphor "understanding is seeing" is used to compare thinking in two languages to seeing through two lenses. *Outlook III* extends this idea in the form of a visual art model structured around the connection between vision and thought embedded metaphorically in the English language. In *Metaphors we live by,* Lakoff and Johnson (1980) identify this metaphor as "Understanding is seeing; ideas are light sources; discourse is a light-medium." Applying this metaphor to bilingual thought, I arrive at 'bi-visual' images such as spectacles, double vision, depth perception and perspective. *Outlook III* invites viewers to reflect on connections between vision, language, perspective, and place.

SYMPOSIA

SYMPOSIUMS

INVITED SYMPOSIUM
Research on Language and Content Integration
Wednesday, June 4, 1:15-4:55 - Forest Sciences 1617

Organizer: **Patricia A. Duff** (University of British Columbia, patricia.duff@ubc.ca)
Discussant: **Bernard Mohan** (University of British Columbia, bernard.mohan@ubc.ca)

This colloquium features trends in research on language and content integration with diverse language learners (children, adolescents, and young adults) in second/foreign language courses and in mainstream content courses in both immersion and non-immersion programs. Presenters illustrate current directions in North American research, using a variety of theoretical and methodological approaches, to examine the following themes: effective ways of integrating multiple languages and modalities in English-medium content teaching with ethnically and linguistically diverse students; ways of helping students learn complex linguistic structures associated with discourse in particular academic domains through language-awareness-building activities; collaborative projects that engage university students in a focus on both content and linguistic form through discourse socialization; the processes by which new teachers learn strategies for implementing content-based language teaching in foreign language courses; and issues of language and content integration, particularly with respect to bilingual literacy practices, in changing French immersion settings.

Margaret Early (University of British Columbia, margaret.early@ubc.ca), **Jim Cummins** (OISE/UT)
Integrating language and content in bi/multilingual, multimodal education
Economic, technological and social transformations of considerable significance are occurring, at present. Many international scholars argue that the impact of these changes require us to fundamentally rethink our pedagogies. This paper argues that two interrelated aspects of these changes have particular relevance for re-imagining learning environments in which language and content teaching are integrated. The first aspect refers to the growing cultural and linguistic diversity present in our everyday local and globally networked lives; the second aspect refers to the many new forms of digital technology that are changing the production of meaning-making, contributing, in part, to a significant increase in the use of images and other modes of representation and communication that have gained prominence, alongside the linguistic, in print and on screen.

To date, there has been limited research in language and content in second language education investigating pedagogical practices other than monolingual, linguistic ones. Drawing on data collected in Canadian classrooms, this presentation reports on multimodal, multilingual approaches to integrated language and content instruction in elementary and high school classrooms where expanded notions of academic literacies pedagogies, appropriate to the current context, were designed and enacted.

Geoff Williams (UBC, geoff.williams@ubc.ca), **Jeremie Séror** (UBC), **Martin Guardado** (UBC), **William** McMichael (UBC), **Sandra Zappa-Hollman** (UBC), **Steven Talmy** (UBC)
(University of British Columbia)
Japanese exchange students' rhetorical development of English academic texts
This is a preliminary report on a project investigating challenges faced by Japanese exchange students when structuring English academic texts. The students are part of a two-term exchange at a Canadian university, usually during their second year of enrollment at their home university in Japan. Our main purpose is to provide a research basis for pedagogy that will develop students' awareness of English language resources considered critical to writing coherent academic texts. A key assumption is that Japanese and English writers are likely to use different strategies to produce coherent text within comparable registers (Teruya, 2007). In the longer term we will test whether raising students' awareness of these differences, and familiarity with a broad range of English resources, will contribute to their ability to write texts in academic registers more effectively.

In this paper we report the outcomes of analyses of approximately 50 texts, focusing on typical 'logical' patterns used by students in inter-clausal relations found in content course research papers. Using a systemic functional framework (Halliday & Matthiessen, 2004), we describe a range of logico-semantic relations such as exemplification, addition, consequentiality and conditionality. We focus on the logico-semantic features that typified students' texts, noting those that are absent despite their recognized significance as coherence building resources in English academic discourse. We critique the current findings and outline plans for future analyses, aiming to integrate a deeper understanding of the 'natural' logic of the students' writing into the design of pedagogical interventions.

Laurent Cammarata (University of Georgia, lc@uga.edu)
Content-based instruction: Exploring foreign language teachers' learning experiences
Research has shown content-based instruction (CBI) to be effective in various language settings, yet this promising curricular approach is rarely implemented in mainstream k-12 foreign language (FL) programs in the United States today. While the existing body of research has identified important barriers to the implementation of CBI, it has neglected the problem of meaning which is key to understanding educational reforms.

This phenomenological study explored the experiences of four inservice veteran FL teachers (grades 5-12) involved in a year-long university based professional development program geared toward helping them learn how to implement CBI. Phenomenology was selected as a research approach because it is well suited to answer questions that interrogate the nature of teachers' learning experience. The main question was oriented toward meaning: What does it mean for inservice veteran K-12 FL teachers to learn CBI? What is this experience like to them? Data consisted of texts collected during phenomenological interviews. Data also included journal entries written

by participants following van Manen's (1997) guidelines for collecting lived-experience descriptions. Creation of text, analysis, and elaboration of final report followed criteria proper to phenomenological inquiry as described by Giorgi (1997) and Dahlberg *et al.* (2001).

The findings of this phenomenological research reveal that learning CBI is an experience of struggle for in-service mainstream FL teachers as they must confront their own teaching identity. The difficulties they experience underscore the need for professional development programs to create instructional scaffolds supportive of the *teacher as explorer* metaphor.

Masaki Kobayashi (Kanda University, Japan, masakik@kanda.kuis.ac.jp), **Patricia Duff** (UBC, patricia.duff@ubc.ca)
Integrating language and content through project work: A language socialization perspective
Language socialization is a theoretical perspective on learning derived from linguistic anthropology that conceptualizes the learning of content, culture, language, and ideologies as interdependent processes facilitated by mentors or peers who have the necessary expertise to assist those with less expertise. Although content-based language instruction constitutes a potentially rich context for language socialization, there has been insufficient attention paid to language socialization (or academic discourse socialization) in content-based language teaching research or to the manner in which students help to co-construct academic and linguistic knowledge through collaborative discursive activity within their learning communities.

In this presentation, we analyze students' socialization into particular linguistic and cultural practices in the context of a sheltered academic content course for international university students in Canada. Central to our analysis is the manner in which a group of Japanese English language learners were apprenticed into one particular type of activity, a final group oral presentation project in English, by using increasingly target-like language, genres, and technological tools (PowerPoint). Their learning and performance also benefited from explicit instruction, modeling and feedback by their instructor and peers, and by their informal socialization based on the observation of others' performance. We report how students' preparation for, and participation in, this collaborative content-based activity during the academic year enabled them to negotiate, internalize, and use appropriate linguistic and discursive forms and strategies for their content-based presentations.

Roy Lyster (McGill University, roy.lyster@mcgill.ca), **Laura Collins** (Concordia University), **Susan Ballinger** (McGill University)
Cross-curricular and cross-linguistic collaboration in a bilingual reading project
The social and linguistic demographics of the school board that initiated the original French immersion programs in Montreal have changed dramatically. Currently, 38% of its elementary students now claim French as their home language; only 53% claim English and 9% claim another language. It is within this context that we investigated how teachers draw on their linguistically diverse students as linguistic resources to help them learn each other's language. The goals of our research are (a) to raise teachers' awareness of the bilingual resources of their students, (b) to encourage students' cross-linguistic collaboration, and (c) to promote teachers' cross-curricular and cross-linguistic collaboration.

The participants are three English and three French teachers of three classes of 6-8-year-old children at three schools with French immersion programs. All classes have English-dominant, French-dominant and French-English bilingual children. To create opportunities for cross-linguistic and cross-curricular collaboration, the French and English teachers of each class read aloud to their students from the same story books over four months, alternating the reading of one chapter in the French class and another in the English class. Our data consist of (a) video-recordings of the read-aloud sessions interlaced with teacher-student and peer interaction about the stories, (b) interviews and stimulated-recall sessions with the teachers, and (c) focus group interviews with the children. We will report on how the children shift between expert and novice roles to support their peers in their less dominant language, and on how the language teachers who had previously worked in isolation from each other collaborated to implement this cross-curricular literacy project.

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SYMPOSIUM
Effects of Languaging on Cognition and Affect: Case Studies of Older Adults
Thursday, June 5, 1:15-4:55 - Forest Sciences 1617

Organizers: **Merrill Swain** (OISE/UT, mswain@oise.utoronto.ca)
                Sharon Lapkin (OISE/UT, slapkin@oise.utoronto.ca)
Vygotsky's writings have established the critical importance of language in the development of higher mental functions, including voluntary memory and attention. One of the processes involved in this development is languaging (Swain, 2006), the activity of using language to mediate cognitively complex thinking (e.g., problem-solving, reminiscing). Languaging has been defined as "the process of making meaning and shaping knowledge and experience through language" (ibid, p. 92). Residents in long-term care facilities often lack opportunities to engage in this cognitively demanding form of verbalization.

In four of the component papers of this symposium, the central research question is: What are the effects of languaging by older adults (ages 62-94) on their cognition and/or affect (including identity)? We present four case studies carried out in a long-term care facility in the summer/ fall of 2006. Each of the participating researchers worked with a single older adult, in 10-12 hour-long sessions spread over about two months. During the sessions, the researchers encouraged the residents to language using activities such as crossword puzzles and life history discussions. All sessions were digitally recorded and transcribed.

The fifth paper focuses on the measures we used as pre- and post-tests, including self-report, informant report and objective testing. We assess the quality of these measures in light of the findings of the researchers and their accumulated experiences with the older adults they studied.

Through content analyses of the transcripts and analyses of the test data, we document important changes over time, including enhanced self-esteem (Mike), increased cognitive activity (Agnes), increases in linguistic complexity (Lawrence) and identity construction (Mary). Overall, we establish the value of languaging by older adults in terms of their enhanced cognitive/affective functioning. These findings have implications for volunteers and staff in long-term care facilities, and for socioculturally based theories of the co-construction of cognition, affect and identity.

Tae-Young Kim (Seoul National University, tykimtesol@gmail.com)
Languaging in life history interviews: A case study of Lawrence
I analyze the discursive patterns of an older male participant, diagnosed with Parkinson's disease, from a Vygotskian sociocultural theory perspective. This population has, in general, been considered as having degenerative communicative patterns and considered as a subfield of dementia or trauma studies, not a subfield of applied linguistics.

The participant, Lawrence (age 62), was interviewed 12 times within a period of three months. Each interview focused on Lawrence's life history. In the interviews, if necessary, I included languaging (cognitively demanding form of verbalization) activities (Swain, 2006). I analyzed Lawrence's discourse patterns in terms of the number of T-units (Dijkstra, Bourgeois, Allen, & Burgio, 2003) and the number of words in each T-unit. The number of T-units in languaging activities was divided into two categories: the life history recounts having personal meanings to the participant and those which the interviewer thought important to the participant.

The results show that 1) the interview topics that Lawrence perceived as relevant significantly affected his verbal behavior; and 2) the interviewer-interviewee's dyadic relationship became a flexible one, and this flexibility enhanced Lawrence's sense of agency. The study suggests that interviewers should introduce languaging activities relevant to the participant's own interest and negotiate the typical power relationship between interviewer and interviewee.

Kyoko Motobayashi (OISE/UT, kmotobayashi@oise.utoronto.ca)
Contexts of cognitive change: A case study of Mary
This paper addresses moments of cognitive change of a Canadian 74-year old woman, Mary (pseudonym), in her interaction with a Japanese female graduate student, Kyoko. The data are transcripts of a series of interactions where Mary is doing linguistic tasks with Kyoko. Twelve meetings took place in Mary's room in a long-term care facility over a period of two months.

In this paper, the discussion will focus only on the relationship between identities of the participants and moments of Mary's cognitive change. Based on a guiding research question that is "What kind of languaging happens in which relationship?", this paper discusses several episodes in which Mary's languaging occurs, focusing on the types of relationships/identities negotiated there. First, we discuss Mary's languaging and cognitive changes such as memory retrieval and shifts in opinion from negative to positive. Second, we explore shifting and multiple identities that Mary and Kyoko constructed, such as: a research participant and a research assistant; an English native speaker and a non-native speaker; a Canadian and a Japanese/non-Canadian; and an older adult and a younger person. Finally, this paper argues that languaging differs depending on the participants' identities or positions constructed in the course of interaction.

Khaled Barkaoui (OISE/UT, kbarkaoui@oise.utoronto.ca)
Examining the quality of measures of cognition and affect for older adults: Two case studies
We adopt a case study approach to examine the quality of three measures of cognition and affect for older adults. The study is part of a project that examined the role of producing meaningful language in delaying memory loss and cognitive deterioration in older adults. Each of two researchers met individually with one older adult over a 10-week period. During these meetings, the participant engaged in cognitively demanding tasks and in the production of cognitively rich speech through sustained interaction with the researcher. As one means of assessing cognitive and/or affective changes experienced by participants as a result of these interactions, we used a pre/posttest design with three outcome measures of cognition and affect (Multifactorial Memory Questionnaire, Geriatric Evaluation by Relatives Rating Instrument, and Mini-Mental State Examination) that were selected for their suitability for the project, technical qualities, and practicality. The measures used three different methods, self-report, informant report, and objective testing respectively.

To assess the validity of the three measures, we asked each researcher to examine and report how (a) their participant's interactions as revealed in the transcripts of the meetings and (b) their own experience with the participant compare with (c) the responses to the three measures before and after the intervention. The researchers were also asked to (i) explain how and why they think the transcripts of the meetings support or refute the results of the three measures and (ii) indicate and explain the changes in cognition and/or affect each data source was able (or unable) to reveal. The results of these analyses and their implications will be discussed in the presentation.

Ping Deters (OISE/UT, pdeters@oise.utoronto.ca)
Good days and bad days: A case study of Agnes
This paper describes a qualitative case study of the impact of languaging on the cognitive ability of a 94-year-old resident of a long-term care facility. The researcher conducted ten audio-recorded hour-long sessions with the participant, Agnes, over a two-month period. During the sessions, Agnes engaged in a variety of language-related activities such as reading and discussing newspaper articles and other texts, recounting her life history, and exchanging opinions on various topics of interest.

The findings, from pre- and post-testing, including a Mini-mental State Exam administered by a facility social worker, as well as from discourse and content analysis of the verbatim transcripts, provide evidence of an increase in cognitive ability over the two-month period. In terms of languaging, comparison of the transcript data over time shows an increase in the length and complexity of utterances, as well as an increase in fluency of speech as indicated by a decrease in the length and frequency of pauses in the participant's utterances. Furthermore, analysis of the transcript data provides evidence of improvement in episodic and semantic memory. However, such improvement did not occur smoothly, as Agnes' health affected her engagement in languaging. In addition, the data show that engaging

in languaging with an elderly long-term care home resident who is not accustomed to such extended social interaction, requires much effort for both interlocutors.

Sharon Lapkin (OISE/UT, slapkin@oise.utoronto.ca)
The impact of languaging on affect: A case study of Mike
We argue in this paper that languaging can have a positive impact on the affect of an older adult. Evidence comes from transcripts of 12 one-on-one sessions between Mike (pseudonym) and a researcher, and from Mike's spouse.

Relevant literature suggests that having a sense of purpose, a sense of usefulness, as well as satisfying relationships with others, contribute to the psychological well-being of older adults (Ryff, 1989; Stevens, 1993). For individuals living in long-term care facilities, opportunities to participate in meaningful activities and develop or maintain social relationships are often limited (Drageset, 2003). The physical and interpersonal losses that often accompany a move to a long-term care facility may result in social isolation and negative affect. Languaging presents a unique approach to facilitating a sense of usefulness and fostering meaningful interactions with others. As Imai (2007) suggests, knowledge co-construction within the ZPD "is not just purely an intellectual and cognitive transaction, but emotional as well" (p. 21).

In this paper we analyze selected excerpts from the one-on-one sessions (over ten weeks) between a researcher and Mike (age 72). We illustrate how intersubjectivity between them is established through their languaging (as evidenced in qualitative changes in the interactions between Mike and the researcher), and provide evidence that Mike's self-esteem increased over time.

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SYMPOSIUM
Supported by the CIDA-CFHSS Collaborative Program
Digital literacy and teacher education in Africa: Towards collaboration with the Canadian Multiliteracy Project
Friday, June 6, 8:30-12:10 - Forest Sciences 1617

Organizers: **Shelly Jones** (shelleykjones@gmail.com)
Bonny Norton (University of British Columbia, bonny.norton@ubc.ca)
In recent years, the Canadian government, through CIDA, has contributed to the substantial international, multi-stakeholder investment in Africa to implement and develop telecommunications infrastructure that will eventually enable even the most remote villages to gain access to connectivity at increasingly affordable rates (GAID, 2007). However, the potential of digital literacy and ICT (information and communications technologies) to serve as an educational tool in newly-technologized countries such as Uganda, Botswana, and Ghana remains largely unexplored (Braga, 2007; Hawkins, 2002; Mwesige, 2004). Studies have identified the need for empirical data for examining access to and uses of ICT and digital literacy by particular groups in local contexts (see e.g., Mutonyi & Norton, 2007); understanding ways in which to integrate in- and out-of-school digital practices (see e.g., Jhurree, 2005); and developing software to promote and support digital practices and professional development programmes for teachers (see e.g., Chivanga, 2000). With a view to promoting language and literacy education in Africa, and developing stronger links between Canadian and African scholars (see www.renafrica.org), this symposium will explore collaborative possibilities between teacher-training institutions in Africa and the UBC-based Multiliteracy Project, which has created innovative, adaptive, open-source software to support teachers' use of ICT in Canadian classrooms. An important focus of the symposium is a consideration of the existing technologies and digital literacy programmes and teacher training practices in Uganda, Botswana, and Ghana, and the ways in which technologies in both local and global sites can support language and literacy education in Africa and the international community.

Maureen Kendrick (UBC, maureen.kendrick@ubc.ca), **Sam Andema** (Kyambogo University, Uganda, andemasam@yahoo.co.uk), **Bonny Norton** (UBC, bonny.norton@ubc.ca)
Digital literacies, local knowledge, and teacher education in Africa: An emerging model from Uganda
Our programme of research highlights the potential of the Internet to enhance access to information and transform the educational experiences of learners, teachers, and teacher educators in Africa. In particular, we are investigating how web-based educational resources can enhance teacher education in language and literacy teaching as we view teacher educators as the interface between policy and practice. The web-based resources we are using are those made freely available by the Canadian Multiliteracy Project and the International Reading Association (IRA), in addition to locally available resources. Our research questions are as follows: (i) to what extent do web-based materials serve the needs of teacher educators in Africa? (ii) to what extent can these materials be adapted to meet the needs of teachers in unequally resourced primary and secondary schools? (iii) how can teacher educators best share their insights with curriculum planners and policy-makers in diverse regions of Africa, as well as the international community? In this presentation we focus on a qualitative case study involving collaborations with teacher educators and pre-service teachers in both urban and rural contexts in Uganda (see e.g., Barton & Hamilton, 1998; Hammersley, 1993). We will present preliminary findings from this research and discuss the extent to which the research provides a model for responding to the United Nations' Millennium Development Goal of forging new global partnerships that will reduce digital inequities between nations, and enhance educational opportunities for teachers and students internationally.

Lauryn Oates (UBC lauryn.oates@gmail.com), **Kate Adoo-Adeku** (University of Ghana, kadeku2006@yahoo.com)
Digital resources for teachers and teacher educators in Africa: A review of existing tools
This paper undertakes a broad survey of existing resources, projects, and tools that have been developed for teacher education in Africa, to better understand the current digital environment facing the teaching profession and to identify replicable and adaptable initiatives for particular

teacher training and development contexts. Resources considered include on-line manuals, resource databases, professional networking websites, on-line trainings and modules, and wiki-based opportunities for teachers' own contributions to the available resources; as well as an examination of opportunities for curriculum reform and policy change to support teachers' access to internet-based tools. Attention is given to the potential openings which information communications technologies (ICTs) in the hands of teachers can offer education, and how ICTs might be used to advance the education benchmarks of the Millenium Development Goals for Africa. We report on initial findings from our own research in Uganda and Ghana, focusing on digital literacy and teacher education with specific regard to language education (including mother tongue). We also examine the context of teachers' digital literacy in Africa, including the state of technological infrastructure accessible to teachers, outreach needs to better engage teachers in ICTs, and the specific needs of teachers in under-resourced learning environments. This research responds to the need to better harness the power of ICTs for teacher training, and to enhance educational practice by adapting and enriching existing tools for local contexts.

Margaret Early (UBC, margaret.early@ubc.ca)
The Canadian Multiliteracy Project: Challenges and Possibilities
This presentation will provide an overview of the history of The Multiliteracy Project (MP), its challenges and achievements, and possible directions for the future. Further information can be found on the website at www.multiliteracies.ca. The MP, funded by a SSHRC grant on Initiatives for the New Economy, aims to increase the academic literacy attainment that education systems focus on, and also to extend current conceptions of literacy beyond traditional print-based literacy to the multiple forms of literacy that are increasingly relevant across the economy and throughout our culture. By working with more than fifty teachers, four school boards, a teacher's union, NGOs, and academics from five Canadian universities, this UBC-led initiative seeks to understand student literacy practices in and outside of school, to explore innovative classrooms in which teachers are already engaging in multiliterate practices and to investigate how educational systems influence the multiliteracy practices of schools. The project found that by engaging teachers as co-researchers, rather than as participants and/or subjects, opportunities were generated for sustainable changes in teacher practice while simultaneously enriching the quality of data available for analysis. The collaborative conversations engendered in the process led to knowledge sharing among teachers as well as teachers and researchers, including knowledge about effective technology use in student literacies development. The project has led to new questions related to assessment and accountability which is currently being undertaken and is the basis of a planned intervention study currently being designed which continues and expands on the work of this research alliance.

Diane Potts (UBC, djpotts7@hotmail.com)
Multilingualism and the internet: Supporting student literacies development
This presentation brings together two themes of interest in the continuing professional development of educators in Botswana, Ghana and Uganda – the advancement of pedagogical practices which capitalize on students' rich multilingual resources, and the expansion of teachers' and students' digital literacies in service to their larger communities. The contribution of internet and communication technologies (ICT) to heritage language maintenance and development is at best ambiguous. Those studies that exist have primarily focused on the digital literacies practices and linguistic choices of diasporic communities (see Aizlewood & Doody, 2002; Lee, 2006; Tyner & Kuhlke, 2000; Van Den Bos & Nell, 2006). This is despite the increasing recognition of multilingualism's value to the health and well-being of developing nations, and the placement of language maintenance within the larger frame of human rights (Canadian Heritage, 2003; Commission of the European Communities, 2005; UNESCO, 2003. Drawing on research into alternative forms of educational accountability, this study analyzes how one elementary classroom employed the digital affordances of an open-source, knowledge mobilization software to author multilingual texts for parents and community members. The texts, which employed video, photography and images of student work as well as writing, were designed to support discussions between students and caregivers, and caregivers and the teacher about the learning taking place in the classroom. The presentation will discuss the investment of the teacher and students in developing digital skills when such practices were embedded in purposeful activity, and the possibility for similar projects in the African context.

Penny Moanakwena (University of Botswana, moanakwena@mopipi.ub.bw)
Using ICTs in communication and study skills in Botswana Colleges of Education
Botswana's Long Term Vision 2016 envisages that by 2016 "all schools will have access to a computer, and to computer-based communications such as the internet", this being a way of recognizing the demands placed upon the country for the creation of information driven societies. Information literacy has the crucial role of empowering citizens to *seek, evaluate, use* and *create* information, effectively to achieve their personal, social, occupational and educational goals. The Communication and Study Skills Departments of the Colleges of Education offer training in basic computer skills for all the teacher trainees. It is expected that on taking up teaching positions after completion of their training, the teachers will be well prepared to harness the information and communication technologies to enhance learning achievement. The presentation will look into *Maitlamo,* the framework for the provision of ICTs within the broader national context of Botswana, and implications for the learning environments. A profile of ICT developments in the colleges will be provided and an analysis of their utilization made. The presentation will further provide an analysis of the Communication and Study Skills Computer Awareness Module considering relevance for developing the necessary skills for supporting a culture of literacy across subject disciplinary areas, exploring alternative ways of learning offered by ICTs and promoting greater ICT usage. Lessons of good practice would be highlighted and relevant recommendations made.

Shelley Jones (UBC shelleykjones@gmail.com), **Dan Ahimbisibwe** (Uganda Martyrs University, danielahimbisibwe@yahoo.co.uk), **Bonny Norton** (UBC, bonny.norton@ubc.ca)
Digital literacy and educational opportunities for young women in rural Uganda
"Through [ICT] education I got knowledge of searching information and other enjoyful things...Education has given the image of my future in that I started thinking what I will do." (Ugandan secondary schoolgirl, 2006). This paper will discuss a case study conducted in

2006 that explores 12 secondary schoolgirls' experiences with digital literacy - broadly understood as competence with computer technology and the Internet and the ability to seek out and critically assess specific, reliable sources of information - in a rural Ugandan context. Young women's formal education is severely compromised by sociocultural inequities, extreme poverty, health concerns (e.g., HIV/AIDS, early pregnancy), and exploitation and abuse within the school environment, (Kakuru, 2006; Mirembe & Davies, 2001; Sperandio, 2000), and the purpose of the study featured in this presentation was to explore ways in which digital literacy can compensate for, or mitigate these deficiencies and problems. Digital literacy has the potential to provide a pedagogical modality that supports independent learning, free access to information, and knowledge-sharing (Snyder & Prinsloo, 2007) that young women deem relevant to their lives and necessary for making informed choices about their education and futures (Hawkins, 2002; Ochieng, 2000). Data sources for this study include questionnaires, focus group discussions and journal writing. Preliminary findings indicate that these young women ardently embrace new learning modalities and believe that ICT-based education and competency is critical to their socioeconomic and academic futures, their health, and their ability to engage with the wider world (Jones & Norton, 2007).

Kate Parry (City University of New York, kateparry@earthlink.net)
Literacy in print and on screen: Ways of using libraries in Uganda
Over the past decade there has been a remarkable growth of community libraries in Uganda. These libraries are concerned primarily with print literacy, but a few of them have computers, and more would be interested in having them. This presentation will focus, first, on the community library movement and describe how, through the newly founded Uganda Community Libraries Association, it provides a powerful network for the development of literacy, whether in print or on screen. Second, the presentation will outline the ways in which these libraries are being used and the preferences demonstrated by library users with regard to print literacy. Third, it will consider the extent to which computers are available in these libraries and will discuss both how they are used and how their use is constrained. Finally, it will report preliminary findings on the use of an eGranary at one particular library. Produced by the Widernet Project at the University of Iowa this eGranary is a hard disk containing over 10 million documents, among which are 40,000 books, 200 journals, 120 cd-roms, and access to 1,000 different websites including the entire Wikipedia. The producers have developed software that allows the material to be searched in the same way as it can be on the internet, with what they describe as "user-friendly interfaces for easy navigation". An eGranary has recently been donated to the Kitengesa Community Library in southern Uganda, and the presentation will describe how library users have responded to it over the first few months.

Juliet Tembe (UBC/Islamic University in Uganda, juliet_tembe@yahoo.co.uk)
ICT and teacher development: Perspectives from Uganda
Since the introduction of Universal Primary Education (UPE) in Uganda in 1997, dramatically increased enrolment in primary schools has created new challenges in the provision of education. Large classes with limited resources are amongst the challenges that compromise the quality of education provided. Therefore among UPE's priorities is the need to create learner friendly environments, avail curriculum and ensure its efficient use in the classroom, and provide instructional materials. To this end, Uganda's Ministry of Education and Sports recognises the unique opportunity for ICT to address these needs. Connect-ED has supported activities to improve the quality of education. It prepared a multimedia, online teacher training curriculum based on a student-centered learning approach and the Ugandan core curriculum. Connect-ED has enabled teachers and student teachers to integrate information and communication technologies (ICTs) into the classroom. These online resources enrich the learning environment and supplement traditional classroom materials. Therefore revising the curriculum, making it accessible via computer, and training teachers in ICT use is expected to begin the process of improving educational quality. However, an understanding of ICT and mastering the basic skills and concepts in order to integrate and infuse ICT meaningfully requires a cadre of professionals with a sound ICT background (UNESCO, 2002). Teacher development is thus important for successful implementation of ICT curriculum. It is an ongoing process given the rapid technological developments in ICT. Collaboration with the Canadian Multiliteracy Project would thus lead to adaptation of the high quality learning materials to meet local circumstances.

CONFERENCE PAPERS
(in alphabetical order by first author)

COMMUNICATIONS
(en ordre alphabétique selon le premier auteur)

Abbott, Marilyn (University of Alberta, mabbott@ualberta.ca)
Differences in Arabic- and Mandarin-speaker ESL reading comprehension strategies
Much L2 reading strategy research has focused on the development of reading strategy classification schemas and reading strategy surveys designed to measure perceived strategy use (see Anderson, 1991; Block, 1986; Carrell, 1989; Phakiti, 2003; Purpura, 1997; Schueller, 2004; Young & Oxford, 1997). However, little research has examined the impact of linguistic and cross-cultural differences on strategic reading habits. This introspective case study will attempt to fill this void by comparing the reading strategies that Arabic and Mandarin speaking immigrants employ when reading and answering 32 multiple-choice and constructed response reading comprehension items. As Parry proposed (1993), the knowledge of strategies and when to use them is likely influenced by individuals' experience of text, their written language, and the social process of learning to read. Therefore, it is predicted that there will be differences in the types and frequencies of reading strategies employed by learners from these distinct cultural/linguistic groups. To test this hypothesis, verbal report data will be collected from 8 Arabic and 8 Mandarin speaking intermediate ESL students in their language of choice. Only those students who are literate in their L1, who have reached a language threshold in English, and who have not resided in Canada for more than two years will be selected. The verbal report data will be transcribed, translated where necessary, segmented, coded, and checked for interrater agreement. The findings of the study will be discussed in light of previous reading strategy research and some preliminary

implications for reading strategy instruction, strategy training studies, and test development practices for these two groups of English language learners will be suggested.
Wednesday, June 4, 10:30-11:00, Forest Sciences 1002

Abdi, Klara (University of British Columbia, writeklara@yahoo.com)
Positioning heritage language students in a Spanish as a foreign language class taught within a Francophone program
Teaching heritage and foreign language students in mixed "foreign" language classes often creates interesting expertise and identity negotiations. Furthermore, these identities change in different contexts (Davies & Harré, 1990; He, 2004; Norton, 2000; Pavlenko & Blackledge, 2004). Yet few studies have examined how Spanish as a Heritage Language (SHL) and Spanish as a Foreign Language (SFL) students can be taught together effectively (Dunlap, 2003; Potowski; 2002) nor analysed student interactions and identity construction in such settings (Webb & Miller, 2000). In this paper, I will explore how one SHL student positioned herself and was positioned by her classmates and teacher with regards to her ethnic identity. Having a mixed Mexican and French heritage and being taught Spanish within a Francophone program made this student's positioning quite complex. The data for this paper comes from a larger qualitative multiple-case study of three classrooms. Data collection included audio taped classroom observations, questionnaires and interviews. The analysis examines the classroom interactions and positionings of SHL students, SFL students, and their teachers in three secondary Spanish 11 classes in Western Canada. Analysed from a language socialization perspective (Bayley & Schecter, 2003; Duff, 2003; Schieffelin & Ochs, 1986), the findings suggest that students are positioned in different ways by their teachers and classmates, and either resist or accept such positionings on a moment-by-moment basis. As found in other studies in immersion (Duff, 1995) and HL (He, 2004) contexts, the classroom socialization processes are not unidirectional and teacher-led but rather multidirectional, involving teacher-student and student-student negotiations.
Friday, June 6, 1:45-2:15, Forest Sciences 1402

Abrile, Juan (McGill University, juan.abrile@mail.mcgill.ca)
What French and English mean to Hispanophone Latin Americans in Montreal
Some studies conducted in Latin America (e.g., Friedrich, 2003; Niño-Murcia, 2003) point out that English symbolizes a key to upward socioeconomic mobility, employment opportunities and immigration, mainly to the U.S. Yet, one may wonder whether English is considered as essential by those Latin Americans who immigrated to and settled in a city such as Montreal where French is the official language yet French-English bilingualism has market value (Lamarre et al., 2002; Lamarre & Lamarre, 2006). Drawing and building upon this line of research, this small-scale project explored what French and English mean to two Hispanophone Latin American immigrants residing in Montreal. Data from the participants were obtained during a semi-structured focus group interview conducted in Spanish, which was transcribed and then translated into English. The transcripts were coded and analyzed according to three themes that emerged from the data: *Asset*, *Colonialism*, and *Resistance*. The results show that despite acknowledging English as the world's most important language—chiefly for business and international communication, the participants associate English with American colonialism. For these participants, having learned and using French represents a means of resisting the hegemony of English and a form of supporting Quebec's claim for sovereignty.
Wednesday, June 4, 11:05-11:35, Forest Sciences 1617

Ambrosio, Laura (Université d'Ottawa, lambrosi@uottawa.ca), **Bourdages, Johanne** (Université d'Ottawa, bourdage@uottawa.ca)
Littérature et compétence grammaticale en français langue seconde
La littérature et la grammaire reprennent une place délaissée dans l'enseignement des langues secondes. Effectuée auprès d'une population d'étudiants universitaires inscrits à un cours de grammaire en français langue seconde de niveau intermédiaire, la présente recherche avait pour objectif de vérifier s'il y avait amélioration de la compétence grammaticale de l'imparfait et du passé composé par l'intégration d'extraits de littérature. Cette étude en apprentissage des langues secondes a été réalisée dans l'optique d'une approche à la fois globale (whole language) et axée sur le contenu (content-based), en adoptant un format d'étude de cas de nature exploratoire et pré-expérimentale. Trois questions de recherche ont guidé notre démarche en examinant l'amélioration d'un contenu grammatical particulier, la perception des étudiants face à l'intégration de textes littéraires et les liens que les étudiants établissaient entre l'utilisation de la littérature et leur perception de la compétence grammaticale. Deux groupes d'étudiants ont eu à compléter des activités de vérifications grammaticales basées sur des extraits de littérature (groupes littérature), alors qu'un groupe poursuivait le programme régulier sans modification aux activités pédagogiques utilisées par le professeur (groupe régulier). Tous les étudiants ont subi les tests grammaticaux et ont répondu à un sondage au début et à la fin de la recherche. Les résultats des tests grammaticaux et du sondage ont été analysés au moyen d'outils statistiques. Un nombre limité de participants a participé à des groupes de discussion dont les interventions ont été transcrites et analysées selon des indicateurs prédominants.
Le jeudi 5 juin, 2h25-2h55, Forest Sciences 1002

Ammar, Ahlem (Université de Montréal, ahlem.ammar@umontreal.ca)
Recasts and prompts: noticing and L2 learning
The present study is guided by the following questions: can L2 learners notice recasts?; how does the noticeability of recasts compare to that of other corrective feedback (CF) techniques (e.g., prompts, defined as techniques that push the learners to self correct)?; and what is the relationship between noticing and learning? In examining these questions, the present study investigates the noticeability of recasts and prompts with a view to determining the relationship between noticing and learning. Corrective feedback in the form of recasts or prompts was provided by two intensive ESL teachers in response to their students' problems with morphosyntax, namely questions, simple past and third person possessive determiners, and phonology. Teacher-student interaction was videotaped. Noticing was assessed

through stimulated recall protocols during which students watched clips of the video-taped interaction and were asked to verbalize their thoughts about some of the CF episodes. The retrospective protocols were tape-recorded and analyzed in terms of the extent to which students were able to notice the feedback. Through a pre-test, administered one day before the treatment started, and a post-test, administered one day after it ended, students' learning of the target features was assessed to determine the effects of the two feedback types in relation to noticing. A complex pattern of results emerged with respect to noticing and learning. Among other things recasts were found to be less noticeable than prompts. The noticeability of CF as well as its effectiveness depended on the grammatical feature being targeted.
Wednesday, June 4, 11:40-12:10, Forest Sciences 1402

Arnett, Katy (St. Mary's College of Maryland, kearnett@smcm.edu*)*
Teacher adaptations in Core French as indicators of inclusiveness and effectiveness
Teachers in today's core French classrooms are most concerned about how to respond to the increasingly diverse student population (Lapkin, McFarlane, and Vandergrift, 2006). While there are certainly many facets of diversity that could impact the classroom experience—gender, race, ethnicity, socioeconomic status, and linguistic, to name a few—most conceptions of "diversity" within the second/foreign language (SL/FL) teaching realm often begin with considerations of students with special needs, particularly learning disabilities. (Arnett, 2003; Mannavaryan, 2002). The results from the Lapkin et al., (2006) study, however, are somewhat alarming, as Canada is now fully entrenched in the "age of inclusion." (Hutchinson, 2002). To perhaps allay some of this concern, this paper will report on the results of the observation component of a case study a Grade 8 core French teacher who had been found to be an effective inclusive educator. This component of the study used a modified version of the Teacher Adaptations in the Language Classroom (TALC) observation scheme (Arnett, 2003) to identify strategies and techniques the teacher employed to respond to the needs of her diverse student population. The data were coded to determine the frequency of the interventions, in light of known exceptional needs in the classroom--auditory processing challenges, ADD/ADHD, dyslexia, giftedness, and physical disabilities—and the fact that nearly two-thirds of the students spoke English as a Second Language. Further data analysis revealed correspondence to known indicators of effective SL/FL teaching, thereby potentially indicating a positive relationship between student diversity and effective, inclusive SL/FL teaching.
Friday, June 6, 2:20-2:50, Forest Sciences 1617

Balcom, Patricia (Université de Moncton**,** patricia.balcom@umoncton.ca), **Bouffard, Paula** (Concordia University, bouffard@alcor.concordia.ca)
The effect of input and instruction on adverb placement in L3 French
This study investigates the effect of input and instruction on the L3 acquisition of adverb placement in French by Arabophones who were high-intermediate to advanced L2 learners of English. Trahey and White (1993) showed that francophone learners of English provided with positive evidence were able to learn the English S-Adv-V-O order but still accepted the French order, S-V-Adv-O. In this study, we hypothesize that the S-V-Adv-O order in L1 Arabic will facilitate subjects' learning it in the L3, French, but that subjects may have difficulty rejecting the S-Adv-V-O order due to influence from L2 English. Subjects were two intact classes of students at United Arab Emirates University. All were true beginners, never having been exposed to the French language prior to registering in the course. After a pre-test consisting of a sentence-completion task and a judgement task, the treatment group received input and instruction in adverb placement, while the control group did not. Both received instruction on negation. Post-tests were administered four weeks after the pre-test. Preliminary results show that treatment had a positive effect on subjects' learning of adverb placement in L3 French, which might have been facilitated by the fact that the L1—Arabic—also allows S-V-Adv-O order. Subjects in the treatment group were also quite successful at rejecting S-Adv-V-O in French, while the controls continued to accept that order, likely due to influence from English.
Thursday, June 5, 2:25-2:55, Forest Sciences 1611

Bastien, Michel (Université du Québec à Montréal, michel.bastien@microbe.ca**), Morris, Lori** (Université du Québec à Montréal), **Daigle, Daniel** (Université de Montréal)
Mise en place d'un prototype d'évaluation du vocabulaire du français en ligne adapté au monde scolaire québécois
Mesurer le vocabulaire n'est pas une tâche aussi simple qu'il n'y parait : la conception du vocabulaire, le but du test et le type de tâche à réaliser ont des impacts sur les résultats obtenus (Read et Chapelle, 2001; Read, 2000). De plus, l'approche privilégiée fera en sorte qu'un vocabulaire cible plutôt qu'un autre sera sélectionné. Le vocabulaire cible lui-même pourra alors affecter les résultats, tout dépendant de la population (Morris, en préparation). Pour mesurer le vocabulaire, il importe donc d'utiliser un instrument dont les dimensions ci-mentionnées sont cohérentes et explicites. Au Québec, il n'existe pas, à notre connaissance, un tel instrument adapté aux populations qui fréquentent l'école québécoise. Pour tracer un portrait exact de la connaissance du vocabulaire des élèves québécois et pour assurer la validité d'une étude et la comparaison entre les études, un tel outil mérite d'être développé. Dans cette communication, nous présentons un prototype d'évaluation du vocabulaire du français en ligne adapté au monde scolaire québécois. Après avoir discuté du cadre de développement proposé par Read et Chapelle (2001) et avoir exposé des exemples d'autres tests disponibles actuellement (Meara, 2006; Alderson, 2005; Qian et Schedl, 2004; Read, 2000; Singleton, 1999), nous présenterons 1) les concepts retenus qui sont à l'origine de l'outil à développer, 2) les critères de sélection du vocabulaire cible, 3) les caractéristiques formelles de l'outil souhaité et 4) les retombées du développement, de la validation et de l'utilisation de l'outil dans les milieux scientifiques et professionnels.
Le vendredi 6 juin, 10h30-11h00, Forest Sciences 1002

Bauer, Ernest (McGill University, ebauer@videotron.ca)
Toward a model of conceptual fluency: Blending in second language meaning construction
SLA inquiry has recently focused on applied implications of meaning-based linguistic theories. (Lantolf, 2006),(Ellis, 2006). One implication is that language proficiency requires conceptual competence in order to acquire language forms. But what does conceptual fluency (Danesi, 1995) entail? Cognitive psychology and cognitive linguistics models of conceptual combination might provide taxonomies to address this question. L1 conceptual combination research focuses on interpreting novel English noun-noun compounds (NNC's). Cognitive psychologists show that such interpretations involve construal using stored and online concepts (Murphy, 2002). Cognitive linguists describe in richer detail the networks created when blending NNC's - as part of their general theory of human cognition (Fauconnier/Turner 2002). In our study, we took findings from both methodologies to study L2 conceptual blending - to investigate the nature of conceptual fluency. Using NNC's as a focus for interpretation and creation and 4 language groups (English, French, Arabic, Mandarin [n = approx. 14 each]), our five-task study asked: Is there evidence of cultural or linguistic factors in the participants' construals? What differences in construal can be discerned between the L1 and L2 groups? Quantitative analysis indicated that cultural factors influenced interpretation for some tasks but not others; Non-occidentals exhibited different construal patterns from occidentals. Qualitative analysis revealed that while francophone groups opted for cultural frames in their construals, they tended not to build meaning in relation to their own spheres of experience, as did anglophones. Arabic speakers showed different construal patterns along gender lines. Implications for L2 learning and teaching are discussed.
Wednesday, June 4, 2:25-2:55, Forest Sciences 1611

Bell, Nancy (Washington State University, nbell@wsu.edu)
Impolite responses to failed humor
Implicit in sociolinguistic research on humor is the idea that the humor has succeeded; that is, it has been found funny by at least some participants. Attardo (2005) notes the examination of failed humor as an important gap in current research, observing that analysts tend to ignore or simply dismiss the issue. This presentation addresses this neglected area, reporting on research that focused specifically on responses to failed humor. Data were collected through elicitation, with 134 responses to the following joke obtained: What did the big [inanimate object] say to the little [inanimate object]? Nothing. [Inanimate objects] can't talk. Investigators recorded the exact words of the response to the joke and participants' demographic information in writing as soon as was practicable. Of these responses, 44% (n=59) were found to be "impolite" following Culpeper (1996), whose description of impoliteness strategies was also used as a basis for classifying the responses. Most responses used offensive, positive impoliteness strategies. Given that failing at humor is already humiliating, why might these interlocutors have opted to further punish the tellers with aggravated face attacks? Impolite responses represent attempts by hearers to defend their identity/face claims and to socially sanction the teller so that such behavior is not repeated. Such responses are further possible due to the egalitarian relationships that obtained between most participants. Finally, although humor derails conversation, this is normally tolerated because of the pleasurable payoff. Here, the joke may have been perceived as merely aggression, because the disruption is without entertainment value.
Wednesday, June 4, 4:25-4:55, Forest Sciences 1611

Bigot, Davy (Université du Québec à Montréal, davy_bigot@yahoo.fr)
La grammaire orale du français québécois standard : mythe ou réalité ?
Selon Cajolet-Laganière et Martel (1995), il existe une norme du français typiquement québécoise qui n'est ni basée sur le français populaire québécois, ni sur la norme du français de France. Concernant la prononciation, plusieurs études démontrent qu'il existe effectivement un modèle standard québécois (Cox, 1998; Reinke, 2005). Sur le plan lexical, de nombreux ouvrages dictionnairiques ont été également publiés (Boulanger et Rey, 1992; Meney, 1999; Villers, 2003), mais ils ont tous fait l'objet de diverses critiques.

La grammaire orale du français québécois standard n'a, jusqu'à présent, bénéficié que d'un intérêt très limité. Selon Barbaud (1998), l'élite québécoise utilise à l'oral des structures morphosyntaxiques beaucoup trop divergentes (structures empruntées aussi bien au français québécois populaire qu'au français international) pour pouvoir élaborer une véritable norme du français québécois. À ce jour, il n'existe aucune description de cette norme grammaticale basée sur l'examen d'un corpus sociolinguistique. La position de Barbaud (1998) n'a donc pas encore été vérifiée de façon empirique.

Nous proposons, dans cette communication, une étude sociolinguistique de dix variables grammaticales typiques du parler vernaculaire québécois (exemple : la prononciation de *tous/tout* en /tut/, etc.). Notre corpus est contemporain et constitué de cent dix locuteurs, tous membres de l'élite sociale et culturelle du Québec placés en contexte de communication formelle. Nous démontrerons qu'en général, le parler soigné de l'élite sociale et culturelle québécoise n'est pas très éloigné du français 'standard', tel que décrit par les grammaires comme le *Bon usage* de Grevisse, *a contrario* de la position de Barbaud (1998).
Le jeudi 5 juin, 1h50-2h20, Forest Sciences 1002

Bourdages, Johanne (Université d'Ottawa**,** bourdage@uottawa.ca), **Vignola, Marie-Josée** (Université d'Ottawa, mvignola@uottawa.ca
Évaluation de la communication orale chez des élèves de l'élémentaire en français de base
Ce projet porte sur les effets d'une méthode utilisée depuis le début des années 2000 dans les classes de français de base (*Core French*) un peu partout au Canada. Cette méthode appelée *AIM* (*Accelerative Integrated Method*) a pour but d'amener les apprenants vers une compétence en français langue seconde (FLS) beaucoup plus élevée qu'avec d'autres approches dites communicatives (Maxwell, 2001). Cette méthode permet aux élèves d'utiliser le FLS en contexte par le biais d'histoires, du théâtre et de la musique. La grande particularité de cette méthode est l'utilisation systématique de gestes correspondant aux mots de vocabulaire enseignés.

Malgré l'enthousiasme suscité par *AIM*, peu d'études scientifiques indépendantes ont été faites dans le but de vérifier son efficacité. Dans ce projet, les habiletés orales d'élèves de 3ᵉ année de l'élémentaire inscrits dans un programme de français de base régulier ont été

comparées à celles d'élèves de la même année qui utilisent la méthode *AIM*. La cueillette de données a été faite par des entrevues individuelles qui ont été enregistrées, transcrites, codées et analysées selonun instrument conçu pour le projet. Les résultats permettront de vérifier si *AIM* représente une méthode pour l'enseignement du FLS qui s'avère un moyen efficace pour améliorer la communication orale. De plus, ce projet contribuera à la recherche sur les programmes de français de base car, mis à part les recherches sur le français intensif (Germain et Netten, 2004), peu d'études ont été faites sur ces programmes qui desservent pourtant la majorité des élèves anglophones canadiens.
Le vendredi 6 juin, 9h40-10h10, Forest Sciences 1002

Brogden, Lace Marie (Université de Régina, lace.brogden@uregina.ca)
Un vaccin de rappel – Autoethnographic Re:collections of Linguistic Subjectivities / Linguistic Booster Shots – Dérives autoethnographiques au service de la linguistique appliquée
Dans son ouvrage *Sorry, I Don't Speak French…*, Fraser (2007/2006) quête, « que faire pour que le Canada puisse relever son défi linguistique avec succès ? » (p. 374) Anglophone œuvrant dans le domaine de l'éducation en situation linguistique minoritaire, je reprends la question de Fraser au niveau d'une politique individuelle : comment est-ce que je vis l'actualisation de mon développement linguistique continu au quotidien?
     This paper uses autobiographical fragments to assemble a bricolage (Kincheloe, 2005, 2001) of inquiry around ongoing negotiations of language/learning for an experienced language teacher educator. Auto/biographies, Nunan and Benson (2005) remind us, "are a form of storytelling and stories are increasingly recognized as a legitimate way of knowing the world" (pp. 150-151). When studying language learning and teaching, they note "language learning practices and attitudes towards language learning are unstable and change over time" (pp. 155-156). I argue this attention to stages is particularly useful when grappling with negotiations of linguistic subjectivities with/in adult speakers.
     Cette communication adopte une notion d'*architextes* (Genette, 2004/1979) au sein de la dualité linguistique canadienne. Je cherche à interroger des pratiques langagières personnelles et professionnelles. Ces pratiques, souvent implicites dans le travail du quotidien (de Certeau, 1990), servent à interroger des subjectivités linguistiques des franco-parlants qui oeuvrent en situation linguistique minoritaire. La contribution de cette recherche se veut une analyse postmoderne des notions de « perfectionnement » et de « pratiques » langagières en vue de complexifier les actes de re:production linguistique.
Le jeudi 5 juin, 10h10-10h40, Forest Sciences 1002

Carroll, Susanne (University of Calgary, carrolls@ucalgary.ca)
Salience, segmentation and "chunking"
Nick Ellis (1996, 2003) claims that "chunking" of language necessarily results in hierarchical representations and structure dependency. "Chunks" are supposed to be salient segments of language, often larger than the word, somehow linked to intonation contours. The details of how "chunks" of language are carved out of the continuous and variable speech signal are not, however, addressed. What Ellis calls "chunking", others call phonetic and phonological analysis, both of which require language-specific acquisition. In my talk I will discuss problems of segmentation, well-known to phoneticians, which cast doubts on Ellis' overall claims. I will briefly review L2 studies on "first exposure" which suggest that adult L2ers show an initial sensitivity to dynamic pitch, and other research on salience and focal accent which reveals that perceptual salience does not explain segmentation. I will then lay out a solution to the segmentation problem which requires an a priori disposition to link continuous phonetic cues like dynamic pitch to discrete, abstract linguistic units (intonated phrases, prosodic words, or syllables). The conclusion will be that without far more "built in" and language-specific knowledge than Ellis allows for, second language acquisition won't get beyond "the blooming buzzing confusion" that L2 speech presents.
Thursday, June 5, 4:25-4:55, Forest Sciences 1611

Caws, Catherine (University of Victoria, ccaws@uvic.ca)
FrancoToile: nouveau regard sur les interactions entre technologie et apprenants
FrancoToile est un répertoire numérique de courtes vidéos de francophones du monde entier. Chaque vidéo est accompagnée d'une transcription annotée permettant à l'utilisateur d'avoir accès à des références culturelles ou linguistiques pour mieux comprendre le contenu du message. L'intérêt du projet réside en partie dans la diversité de nos locuteurs qui vivent ou non en milieu francophone. L'idée d'inclure une diversité sociale et géographique est venue d'un besoin d'offrir aux apprenants un lieu où ils peuvent analyser des opinions diverses sur des sujets d'actualités pour mieux comprendre les variations culturelles qui caractérisent la francophonie mondiale. Sur le plan de la recherche, le projet *FrancoToile* vise deux objectifs clés. Le premier objectif est de créer une base de données numérique à partir d'un corpus oral varié. Le deuxième objectif est d'étudier les stratégies mises en oeuvre par l'apprenant lors de son exploitation du système. Le fondement théorique de notre recherche repose sur la théorie de l'activité, notamment sur les procédés cognitifs médiatisés par des facteurs externes tangibles (Turner et McEwan, 2004; Blin, 2004).Lors de cette communication, nous présenterons la structure du prototype actuellement disponible sur la Toile et les résultats initiaux de notre recherche. Cette recherche se base sur une évaluation du système auprès des utilisateurs (données d'ordre qualitatif et quantitatif) et sur une analyse de ces données à partir du modèle théorique défini plus haut. Sur le plan didactique, cette évaluation nous permettra de discuter des exploitations/utilisations possibles en terme d'activité (motif de l'utilisation), d'action requise et de conditions d'utilisation. Enfin, cette communication nous permettra de réexaminer la notion de "compétence" pour expliquer notamment la primauté donnée au développement des compétences multiples ou transversales.
Le vendredi 6 juin, 2h55-3h25, Forest Sciences 1002

Chen, Lin Chen (Carleton University, lchen7@connect.carleton.ca)
An investigation of lexical bundles in ESP textbooks and in electrical engineering introductory textbooks
The importance of formulaic language in both spoken and written English is now widely recognized (Sinclair, 1991, Wray, 2002). Biber, Johansson, Leech, Conrad and Finegan (1999) made an important contribution to the study of formulaic language with their definition of "lexical bundles" as "sequences of word forms that commonly go together in natural discourse" (p.990). An emerging area of interest in the study of formulaic language is the comparison of pedagogical language with real-world language with the purpose of examining whether the language available in pedagogical texts reflected the language available in natural contexts (Biber, 1999; Römer, 1996).However, little research has been done that explores differences of lexical bundles and their corresponding discourse functions between English for Specific Purposes (ESP) textbooks and Electrical Engineering (EE) introductory textbooks used by undergraduate students. To explore those differences, I have initiated a corpus-based study to identify the lexical bundles and their discourse functions in two corpora, the first made up of language extracted from ESP textbooks and the second from EE introductory textbooks used in tertiary settings. I will follow Biber et al. (1999) by using the frequency- and distribution- based criteria to identify lexical bundles, and apply the functional taxonomy later developed by Biber, Conrad, and Cortes (2003) to the analysis. Knowing the differences of lexical bundles and their corresponding discourse functions between ESP textbooks and EE introductory textbooks will help English instructors improve their awareness of the use of lexical bundles in a specific discipline and thus take a critical view toward ESP textbooks at hand.
Thursday, June 5, 3:50-4:20, Forest Sciences 1611

Cheng, Liying (Queen's University, liying.cheng@queensu.ca), **Quiang, Haiyan** (South China Normal University, zhugin@pub.guangzhou.gd.cn), **Kirby, John** (Queen's University, kirbyj@queensu.ca), **Wade-Woolley, Lesly** (Queen's University, wadewool@queensu.ca), **Li, Miao** (Queen's University, 5ml39@queensu.ca)
Foreign language immersion and students' success in L1, L2 and mathematics
Research has demonstrated that second/foreign language immersion is an effective means of facilitating primary school students' language proficiency, literacy, and cognitive development, without undermining competence in their first language (Cummins, 1999; Swain, 1996). Studies on French Immersion (e.g. Lapkin et al., 2003; MacCoubrey et al., 2004) demonstrate that students' language development can be transferable across languages. In addition, those students manifest superior competence in French relative to students in regular programs. They also demonstrate academic success in English and in other academic subjects. Despite the fast growth of English Immersion in China, only limited research has been conducted to evaluate students' academic success (Qiang & Siegel, 2004). This study answered two primary research questions: what advantages do immersion students have over non-immersion students in reading, writing, speaking, and listening comprehension of English (L2), and when do these advantages become apparent? To what extent, if any, is there a negative impact of English immersion on performance in Chinese (L1) and in mathematics? This study was conducted with a group of Grade 2 ($n = 411$), Grade 4 ($n = 445$) and Grade 6 ($n = 187$) students in both immersion and non-immersion programs in three schools in China. *Cambridge Young Learners English Tests* for listening, and reading & writing were employed as the L2 measure. School-issued achievement measure in L1 (Chinese) and in mathematics were also employed. The findings have informed us about students' academic success in their L1, L2 and mathematics and whether the students enjoy similar academic success as students in the French Immersion program in Canada.
Friday, June 6, 9:05-9:35, Forest Sciences 1615

Chevalier, Gisèle (Université de Moncton, gisele.chevalier@umoncton.ca)
La sélection des contenus en cours de français au niveau universitaire
Un large consensus s'est dégagé ces dernières années en sociolinguistique, qui privilégie une approche didactique du français en milieu minoritaire au Canada et, plus précisément, au Nouveau-Brunswick, selon laquelle la maîtrise du français peut et doit se faire dans le respect des sentiments identitaires des apprenants et ce, en tenant compte de la variation linguistique, du « déjà-là » et de leur fonctionnement diglossique et bilingue (Boudreau et Dubois; Boudreau et Perrot, Landry et al., Péronnet; Kasparian). Reste à préciser les contenus linguistiques. Nous réfléchissons sur la manière de concilier cette philosophie, à laquelle nous adhérons, avec les exigences de réussite dans les études universitaires, et sur la façon de la mettre en œuvre dans les cours de français langue maternelle en milieu minoritaire. Nous allons présenter la première étape d'une recherche-action qui vise à délimiter un ensemble de notions linguistiques et de savoirs procéduraux spécifiquement adaptés aux besoins des francophones minoritaires (DIEPE 1991; PISA 2000; 2003; PIRS Écriture 2002) mais également à leurs compétences acquises (dépouillement du Corpus oral et écrit de Moncton 2007), qui répondent aux exigences de la formation universitaire, et qui soient présentés dans une démarche cohérente. Nous proposons celle de Picoche (2003) qui s'articule sur la notion de réseau actanciel.
Le mercredi 4 juin, 3h15-3h45, Forest Sciences 1002

Clark, Julie Byrd (OISE/UT, jbyrdclark@oise.utoronto.ca)
La voix de jeunes canadiens dans leur processus d'identification : les identités imbriquées dans des espaces multiformes
Cette communication vise à mieux comprendre l'impact de la mondialisation et des idéologies linguistiques sur la construction identitaire, en définissant ce que constitue l'identité d'un/e canadien/ne plurilingue et pluriethnique. J'examine ces processus d'identification vis-à-vis les discours au sujet du plurilinguisme et de la citoyenneté à travers la voix de 4 jeunes d'origine italienne dans l'espace urbain, global et multiculturel de Toronto, qui sont actuellement étudiants universitaires effectuant des études en français et qui voudraient devenir professeurs de français. Je situe la recherche dans une approche post-structuraliste combinée avec une analyse du discours, comme moyen interdisciplinaire de faire des recherches sur la construction identitaire. Cette présentation est basée sur une ethnographie sociolinguistique de deux ans. Mes analyses sont le résultat d'une cueillette de données, obtenue à travers de multiples méthodes (des observations en salle de classe, 45 entrevues audio et vidéo semi-dirigées, des focus groups, etc.) dans plusieurs sites. Mes données illustrent les relations complexes qui se tissent entre les langues, les façons de s'identifier et la construction des identités et

révéleront un discours sur le statut du français, comme capital symbolique et comme marqueur identitaire de qui détient le droit de se définir comme citoyen(ne) légitime du Canada. Ce travail révéla l'importance de nouveaux espaces discursifs au sein desquels il est possible de gérer les tensions dans les rapports d'être/devenir, mais aussi de permettre l'émergence d'identités imbriquées, ce qui crée la possibilité de remettre en question les modalités du statu quo identitaire au Canada ou ailleurs.
Le jeudi 5 juin, 3h15-3h45, Forest Sciences 1002

Cohen, Sarah L. (OISE/UT, scohen@oise.utoronto.ca)
Identity texts: A tool for critical engagement with literacy, language and identity in multilingual classrooms and ESL teacher education
This paper documents the work of two teachers who brought a focus on linguistic and cultural diversity into their literacy pedagogy while teaching in English medium schools. Drawing on a dialogic research model that engages researchers and participants in collaborative critical dialogue (Hones, 2002), case study methodology was utilized to carry out this 18-month project. Questions regarding teacher identity, role definition, and student engagement were addressed. The dual language identity texts (Cummins, 2004) that formed part of teachers' classroom practice are used to analyse knowledge construction and identity investment opportunities for students through this work. Two frameworks informed the theoretical design of this study: the Multiliteracies framework (Cazden et al., 1996) that suggests a shift from English only and text-based literacy to reflect the diversity of students' lives, and Cummins' (2001) Development of Academic Expertise framework that foregrounds the teacher-student relationship, highlighting the interaction between identity investment and cognitive engagement in language and literacy learning. This study contributes to the field of second language education by demonstrating the role that students' first language skills can play in the service of learning English. It is also suggested that students' first language skills can be extended into the sphere of literacy as a result of their affirmation within the classroom and that family involvement in school literacy will be amplified (Cummins et al., 2006). Connections are drawn between the use of identity texts in the multilingual classroom and their application to teacher education in the area of ESL and Bilingual Education.
Thursday, June 5, 3:15-3:45, Forest Sciences 1402

Colby-Kelly, Christian (McGill University, d.colby@elf.mcgill.ca)
Mixed methods for investigating method effects in a language proficiency test
Qualifying L2 oral performance has been a challenge for language testers and teachers alike, and Cresswell (2007) has asked what philosophical assumptions the choice of qualified methods implicitly acknowledges. I attempt to answer this in the context of the employment of mixed methods in a study of oral performance in an L2 interview test. Lazaraton (1996), McNamara and Roever (2006), Young (1995, 2000, 2002), and Wigglesworth (1997) reported method effects on discourse when topics were changed. Thus, the present research investigated method effects on discourse and asked the research question: *Is there a difference in speech elicited by different questions in an oral proficiency interview test?* The participants included 27 examinees, 8 raters, and 1 ESL teacher. One hundred and fifty-two questions from 27 tests were transcribed and qualitatively grouped into 30 categories by raters. A clear consensus was identified into *easy* and *difficult* categories. Examinee responses to 11 *easy* and 10 *difficult* group questions underwent conversation analyses of fluency (by type-token ratio; frequency of silent and filled pauses, repetitions, and self-repairs), accuracy (by verb morphology and lexical use), and complexity (by clause subordination). The results demonstrated those candidates tested with *easy* and *difficult* category-questions showed significant differences in two aspects of response fluency, but none in accuracy or complexity. Based on this, recommendations were made for test development and rater training. This study also shows how mixed methods, incorporating both qualitative and quantitative analyses, can inform and contribute to a broader picture of method effects on L2 learner discourse.
Friday, June 6, 11:05-11:35, Forest Sciences 1402

Consolo, Douglas Altamiro (State University of São Paulo, dconsolo@terra.com.br), **Teixeira da Silva, Vera Lúcia** (State University of Rio de Janeiro, veraldasilva@yahoo.com.br)
Output in oral tasks: Implications for language development in EFL teacher education
In this paper we report on a study conducted among undergraduate students of English Language and Literature in a state university in the metropolitan area of Rio de Janeiro, Brazil, based on studies conducted by Gass (1997), Long (1996) and Pica (1994) about interaction; on studies by Swain (1993, 1995) about the Output Hypothesis in oral production, and on studies by Brown (2001), Harmer (2001), Swain (2001) and Willis (1996) about the use of tasks in the process of language teaching and implications for SL/FL acquisition. Data have been collected in lessons of a subject called "Oral and Written Expression in English Language", in which students engage in classroom tasks in pairs or small groups. The oral tasks have been either adapted from ELT materials or especially designed for the study. Results reveal that the students' involvement in pair work and small-group activities contributes for (a) the enhancement of their confidence to speak in the foreign language, (b) a considerable degree of autonomy and less dependence of the class teacher to accomplish the proposed tasks, and (c) an improvement of both quality and quantity of students' oral production. The following research instruments have been used: a written questionnaire combined with an interview; reflexive diaries produced by the class teacher and by some students; audio and video recordings of the oral tasks conducted in class, and an oral test - the TEPOLI (Consolo, 2004; Consolo & Silva, 2007), which was designed to test the oral proficiency of graduating teachers-to-be and EFL teachers.
Friday, June 6, 9:40-10:10, Forest Sciences 1611

Corcoran, James (OISE/UT, corcoran@oise.utoronto.ca)
L1 in the adult EFL classroom: Framing NNES teacher beliefs and practices
While English Language Teaching (ELT) teacher practice of excluding or ignoring the L1 is common practice in private, Brazilian ELT (Rajagopalan, 2005), research points to the benefits of both teachers and students using the L1 as an effective tool in the L2 learning process (Cummins, 2008; Ellis, 2006; Swain & Lapkin, 2000). This study explores the issue of why Brazilian NNES EFL teachers of

adults include, exclude or ignore the L1 from all classroom practice (student/teacher use). This study ultimately makes connections between NNES teacher belief formation, pedagogical practice and the market demand surrounding L1/TL use. Two private EFL schools in Northeastern Brazil provide the sites for this concurrent mixed-methods research. Data collection and analysis is based on a triangulation of data approach (Creswell & Plano-Clark, 2007) where quantitative (online teacher and student questionnaires) techniques are complemented by qualitative (observations, semi-structured interviews, focus groups) ones. Parallel quantitative and qualitative data sets are analyzed independently, with integration at the interpretation stage. My paper presentation will discuss research findings including a comprehensive list of factors contributing to NNES teacher beliefs on L1/TL use, a contrast of stated beliefs and observed classroom practice, and teacher and student perceptions of demand for TL/L1 use in the adult classroom. This study responds to calls for further research into the area of teacher beliefs regarding the TL/L1 issue (Arnett & Turnbull, in press; Barcelos, 2006; Macaro, 2005) and adds to the growing body of literature on NNES teachers in private EFL institutions.
Thursday, June 5, 9:35-10:05, Forest Sciences 1615

Crump, Alison (McGill University, alison.crump@mail.mcgill.ca)
What are they teaching? Investigating the impact of hiring untrained Inner Circle English speakers on language ideologies in Japan
The causes and consequences of the global spread of English are well-established topics of critical discussions in Applied Linguistics (e.g., Canagarajah, 2006; Jenkins, 2006; Kachru, 1997; Pennycook, 1998; Phillipson, 1992). This study explores whether these discussions are heard by the many native English speakers who are untrained as teachers, yet hired to teach English. The context is the Japan Exchange and Teaching (JET) Programme, which hires thousands of Inner Circle (Kachru, 1997) English speakers as Assistant Language Teachers (ALTs) every year. This mixed methods study investigates attitudes of former ALTs towards the role of English in the world. It analyses the subsequent impact of these attitudes on ideologies of English in Japan. Participants are 120 ALT alumni from the five Inner Circle countries: Australia, Canada, New Zealand, the UK, and the US. The main data set comes from surveys that were distributed by email. Surveys yielded both quantitative and qualitative data. Four participants from different Inner Circle countries were then interviewed by telephone. Content analysis of the interviews strengthened the quality of the inferences of the survey data. Triangulation shows that data from the two methods are consistent. Results indicate that participants demonstrate a laissez faire (Pennycook, 2001) attitude towards the global spread of English. Furthermore, their attitudes support Inner Circle-centered ideologies of English in Japan (Kubota, 1998). Implications range far beyond the present context and into other Asian countries, where the practice of hiring untrained Inner Circle native speakers of English as teachers is widespread and generally left unchallenged.
Thursday, June 5, 2:25-2:55, Forest Sciences 1615

Culligan, Karla (University of New Brunswick, karla.culligan@unb.ca)
Retention and attrition in a Grade 11 French immersion mathematics program
French Immersion (FI) high-school students and their parents are often concerned with issues such as course selection, postsecondary options, and academic difficulty, and such concerns may lead to attrition from the program. Attrition rates are most acute at the secondary level. (cf. Obadia & Theriault, 1994; Halsall, 1994).Research shows that FI students learning mathematics in their L2 are not disadvantaged when compared to their peers in the English program. Overall, FI students' mathematics results parallel or exceed those of their English program counterparts. Furthermore, students are able to retrieve mathematical knowledge learned in their L2, and transfer and apply it in their L1 (Jappinen, 2005; de Courcey & Burston, 2000; Turnbull, Lapkin & Hart, 2001; Lapkin, Hart & Turnbull, 2003; Bournot-Trites & Reeder, 2001). Despite this, however, through my experience as a high-school FI math teacher I know that a number of high school FI students opt to study mathematics in English**.** This M.Ed thesis uses a phenomenological approach including semi-structured interviews with students and teachers at a large, urban high school in New Brunswick. The study aims to describe and understand 1) students' experiences when deciding whether to remain in, or transfer from, the optional grade eleven FI Mathematics course, 2) these students' subsequent experiences in their Mathematics course and, 3) teachers' experiences of students' decision-making process, and of teaching the grade eleven FI Mathematics course. Preliminary results will be presented.
Friday, June 6, 1:45-2:15, Forest Sciences 1617

Denizot, Isabelle (UBC**,** idenizot@interchange.ubc.ca), **Bournot-Trites, Monique** (UBC, monique.bournot-trites@ubc.ca)
The role of cultural background knowledge in Grade 3 French immersion students' reading comprehension
Although, the role of culturally conditioned background knowledge in the comprehension and recall of written text has been the focus of research in second language (L2) reading under the impetus of schema theory (Anderson & Pearson, 1984), no studies have been conducted in the context of French immersion (FRIM). The purpose of this paper is to share the results of a study that investigated how cultural background influences reading comprehension in L2 in Grade 3 FRIM. One main question guided this study: What is the relative role of cultural background knowledge as a predictor of word reading and reading comprehension compared to phonological awareness, vocabulary, syntactic awareness, verbal memory, and spelling in Grade three FRIM students? The study followed 72 Grade 3 FRIM children, tested individually. The tasks were in French and comprised word reading and reading comprehension, phonological awareness, vocabulary, syntactic awareness, verbal memory, spelling and cultural background knowledge measured by recall of two equivalent texts about lunch, in France and in Canada, and by cultural word recognition from each text (16 words). Most of the tasks (except syntactic awareness and cultural vocabulary recognition) were presented orally, in the same order for each child, and required an oral answer from the child except for the spelling task. Results from regression analyses showed that cultural word recognition predicted 28% and general vocabulary (ÉVIP) 8% of the variance of recall of the less familiar text while predicting respectively 9% and 13% of the variance of recall of the more familiar text.
Wednesday, June 4, 11:05-11:35, Forest Sciences 1002

Derwing, Tracey (University of Alberta, tracey.derwing@ualberta.ca), **Munro, Murray** (Simon Fraser University, mjmunro@sfu.ca)
Engineering better communication in the workplace
The increasing number of immigrant professionals in the labour market raises interesting questions about intercultural communication in the workplace, particularly when collaborative, project-based work is undertaken. A detailed understanding of communication in such settings requires first-hand input from employees. This empirical study investigates native English and ESL speaking employees' perceptions of the relative effectiveness of interpersonal communication in an engineering company that uses a team approach for most of their projects. Ten ESL participants were interviewed about their language experiences at work, and 24 native English individuals responded to a questionnaire about their interactions with ESL co-workers. The interviews were transcribed and analysed to determine the degree to which ESL participants felt confident using English at work, and how much they socialized with their English-speaking colleagues. The questionnaires probed native speaker perceptions and experiences of interactions with L2 colleagues. In particular, the English speakers were asked about their willingness to initiate conversations with ESL employees, their frequency of interactions, and their views on how better communication could be developed in the workplace. Both groups showed awareness of some cultural and linguistic barriers that in some cases had an impact on efficient working practices. In addition, we identified some incongruencies between native speaker expectations of ESL learners for improving their language skills and the English speakers' degree of enthusiasm for interacting with their L2 coworkers. Our findings are interpreted through the *Willingness to Communicate* framework (MacIntyre et al., 1998; McCroskey & Richmond, 1991). Recommendations are offered for ESL programs and funders.
Wednesday, June 5, 3:50-4:20, Forest Sciences 1615

Dery, Cynthia (Concordia University, cynthiadery@yahoo.ca), **Collins, Laura** (Concordia University)
The source of lexical transfer in multilingual acquisition
Cross-linguistic research has provided evidence that a number of factors can influence the source of lexical transfer in multilingual acquisition (the learning of two or more L2's). These factors include how similar the target language is to previously learned languages (typology, e.g. Cenoz, 2001; Ringbom, 1986); whether the known language has second or first language (L2 or L1) status (Williams & Hammarberg, 1998) and proficiency (Chumbow, 1981). One of the challenges in determining the relative influence of these factors is that they are often confounded, particularly in trilingual acquisition where the L1 or the L2 may be typologically similar to the L3 (e.g. Dewaele, 1998). Determining the source of lexical transfer requires a research design in which these variables are teased apart. In this study, 30 high beginner-level learners of German completed a picture description and a compare-and-contrast task in German. Fifteen were English NS's with two L2's,French (advanced) and Spanish (intermediate); 15 were French NS's with English (advanced) and Spanish (intermediate) as L2's. All had similar language use profiles. English, typologically similar to German was thus an L1 for one group and an L2 for the other. Lexical transfer was examined through code-switches (exact word transfer) and lexical inventions (non-target lexical adaptations). The results suggest that L2 status may determine the source of lexical transfer while typology may determine which L2 exerts the most influence. Post-task interviews further revealed the importance of considering the perception of language distance (psychotypology) for the language feature under investigation .
Friday, June 6, 10:30-11:00, Forest Sciences 1615

Dressler, Roswita (University of Calgary, rahdress@ucalgary.ca)
Exploring motivation in heritage language learners of German
In any given sample of students, some show more enthusiasm and commitment to second language (L2) learning than others. In my research, I compare the motivation of two groups of learners: Heritage Language Learners (HLLs) and non-Heritage Language Learners. HLLs are defined as those students whose parents or grandparents speak the L2, and those who have spent some of their childhood residing in a country where that language is spoken. This study builds upon L2 motivation research by Clément (2003), Dörnyei (2001) and Gardner (2004) and HLL motivation research by Noels (2005) and Kagan (2005). My research furthers the understanding of L2 learning motivation by examining motivation over time, while adding insight into two understudied areas: demotivation (lack of motivation) and HLLs. The three main goals of my study were to compare HLLs with non-HLLs in measures of integrative orientation, demotivation and success in German courses. Questionnaires were given to beginner German students at the beginning and end of the Fall 2007 semester. A preliminary analysis of the results indicates that the HLLs of German in my study have stronger motivation to learn the language than non-HLLs because they already have familial and cultural ties to it. In addition, they achieved higher marks in their beginner German course. However, some HLLs who scored high in measures of demotivation showed a lack achievement in the beginner course. This study reveals a difference among HLLs based on orientation of motivation and affective factors. Educators can profit from this understanding of student behaviour.
Wednesday, June 4, 4:25-4:55, Forest Sciences 1402

Dronjic, Vedran (OISE/UT, vdronjic@oise.utoronto.ca)
Investigating changes in the L1 of late bilinguals: How (not) to construct a grammaticality judgment instrument
This study investigated differences in grammaticality judgments between a group of Serbo-Croatian monolinguals living in Serbia (*n*=10) and Serbo-Croatian/English bilinguals living in Canada (*n*=16). The instrument featured 20 sentences uttered by bilinguals and 20 uttered by monolinguals. The bilingual items diverged from the monolingual standard in form, semantics, collocation, and syntax. Similar divergences had been amply documented (e.g. Laufer, 2003; Pavlenko, 2003; Jarvis, 2003) in a variety of languages and contexts. Overall, bilinguals tended to reject more sentences than monolinguals. Their tendency to reject well-formed sentences (possibly an indicator of a reduction in the available grammatical/stylistic range and/or of heightened metalinguistic awareness) was considerably stronger than their tendency to accept malformed utterances. Consistent with findings of numerous other studies, the captured changes in bilinguals' L1 system were predominantly, although not exclusively, lexical in nature. An important collateral finding of this study is that

monolinguals' judgments can be so inconsistent as to render a substantial number of both target and distracter items useless as baseline data. The grammaticality judgment task is viewed as tapping both linguistic competence and metalinguistic knowledge (Bialystok, 1979; Schütze, 1996). Examples of well and poorly constructed items will be examined, and recommendations will be made as to how to construct more effective grammaticality judgment instruments.
Friday, June 6, 11:40-12:10, Forest Sciences 1402

Eckerth, Johannes (King's College London, eckerthj@pdx.edu)
Task-based interactions in classroom and laboratory settings – same or different?
While the bulk of task-based research has been conducted in laboratory settings, recent studies have investigated the transferability of experimental research findings. The proposed paper reports on a study which combines a performance analysis with a stimulated recall methodology to better understand the impact of the setting on students' interactions. In a recent study, Gass et al. (2005) showed similar task-based interactions both in terms of frequency and distribution in both the classroom and the laboratory setting. Though their results are in contrast to results from previous research (e.g., Foster, 1998), they conclude that it is the task type rather than the setting which influences learners' interactions. Given the significance of these inconsistent empirical results, the author of the present paper conducted a replication of Foster's study. The replication study duplicates the methods of data collection and data analysis of the original study, but alters the target language (L2 German) and adds a stimulated recall methodology. Accordingly, different types of dialogic tasks have been administered in a regular L2 classroom over a period of several weeks, and stimulated recall interviews have been conducted with all of the learners. The findings show in which ways tasks can become adapted and interpreted by the learners during their collaborative task completions. Furthermore, they reveal how such interactional reconfigurations of tasks are partly driven and motivated by learners' perceptions of the tasks. In sum, the results contribute to our understanding of how the setting may impact learners' task perceptions and task-based interactions.
Wednesday, June 4, 11:05-11:35, Forest Sciences 1611

Faez, Farahnaz (University of Western Ontario, ffaez@uwo.ca)
Are you a native English speaker? Moving beyond the problematic native/nonnative dichotomy
Despite considerable discussion and controversy over the native/nonnative distinction, no satisfactory definition of the terms exists. Research that has explored issues pertaining to native and nonnative professionals to date has not moved beyond labeling the dichotomy as one that is overly simplistic and problematic. Using multiple case studies, the current research examines a wide range of linguistically diverse teacher candidates in Canada. The respondents' native and nonnative self-ascriptions and self-assessed proficiency in English was juxtaposed with those of their instructors as well as an additional informant. Within the specific social context under investigation, six linguistic categories which better represented the true linguistic identities of participants were identified. Prior definitions and models of native/nonnative identity in the literature could not adequately capture the complexity of such data and individuals' unique background and therefore created more confusion and inconsistency. This study reconceptualizes the native/nonnative dichotomy and suggests that linguistic identities should be examined in light of a socio-cultural orientation in which identities are viewed to be negotiated and co-constructed in specific social contexts rather than as a unitary and fixed phenomenon in isolation. Therefore, linguistic identities are situated, dynamic, dialogic, relational and multiple and hence should be explored in the process of their development. This reconceptualization of the native/nonnative dichotomy suggests that individuals negotiate various linguistic identities in different social contexts and for specific purposes.
Wednesday, June 4, 1:15-1:45, Forest Sciences 1615

Fleming, Douglas (University of Ottawa, dfleming@uottawa.ca)
Second language learners and hierarchical forms of citizenship: A qualitative case study
This session reports a qualitative case study that examined how citizenship was conceptualized by adult ESL learners enrolled in a LINC/ELSA program. Common threads among their conceptions were then compared to those embedded within national curriculum and assessment documents. The research sheds light on the gaps between the common experiences of these immigrants and how federal policy constructs and positions idealized conceptions of second language learners. Three separate but related fields of inquiry informed this study: *language policy* (Ricento, 2005); *critical citizenship theory* (Bannerji, 2000; Stansiulis & Bakan, 2005); and *identity theory* in second language education (Norton, 2000).

   In total, 114 students from all language backgrounds at the site participated in a questionnaire that helped structure a subsequent set of twenty-five semi-structured interviews of Punjabi-speaking learners focusing on citizenship. QSR software was then used to extract themes for analysis. The majority of the students conceptualized Canadian citizenship in terms of rights, adherence to law, and respect for multiculturalism. However, rights made up a very slim percentage of the curricular content found within the documents in question. Indeed, the documents conceptualized learners as highly individualized and isolated consumers. Citizenship or employment rights, such as voting or work safety, were virtually non-existent. If these rights were treated at all, they were found at the highest benchmark levels, implying that "being Canadian" was closely linked to English language fluency. The session will conclude with a discussion of implications related to hierarchical and globalized forms of citizenship and ESL programming design.
Wednesday, June 4, 11:40-12:10, Forest Sciences 1617

Fleuret, Carole (Université de Montréal, cfleuret@umontreal.ca), **Montesinos-Gelet, Isabelle** (Université de Montréal), **Armand, Françoise** (Université de Montréal)
Les différentes modalités dans le développement orthographique d'élèves créolophones du primaire scolarisés au Québec.
Au Québec, on peut reconnaître que les élèves allophones réussissent bien à l'école (MEQ, 1996). Parmi les élèves ayant des difficultés scolaires, le groupe créolophone constitue la population la plus à risque en termes de réussite scolaire (Armand, 2004). Dans notre thèse,

nous nous sommes intéressés à 11 sujets créolophones, pour tenter de mieux comprendre l'origine de leurs difficultés. Cette communication vise à présenter les différentes modalités du développement de la compétence orthographique chez ces élèves, en ce qui a trait à la construction de la dimension phonogrammique (qui correspond à la relation entre l'oral et l'écrit), dès leur entrée dans l'écrit. Pour réaliser nos observations, nous les avons suivis sur trois périodes -maternelle (mai), fin de la 1ère année (mai) et fin de la 3ème année (mai)-, et nous avons eu recours aux orthographes approchées. Ce sont des écrits qui témoignent des hypothèses de l'enfant sur la langue écrite et nous renseignent sur les conceptualisations qu'il entretient à l'égard du système d'écriture jusqu'à l'atteinte de l'orthographe normée (Ferreiro 1975; Besse, 2000; Montesinos-Gelet, 2001; Morin, 2002; Jaffré, 2003). Durant ces entretiens, les enfants tentent d'écrire les mots qui sont présentés sur des images et oralisés par l'adulte. Les résultats montrent trois modalités différentes dans le développement orthographique des sujets (développement lent, dans la moyenne et rapide). Ces différences s'expliquent, entre autres, par la connaissance qu'ils détiennent du principe alphabétique au début de la scolarisation. Par contre, les stimulations langagières favorisées par l'apprentissage formel les font progresser considérablement jusqu'en 3ème année.
Le vendredi 6 juin, 11h05-11h35, Forest Sciences 1002

Foucambert, Denis (Université du Québec à Montréal, foucambert.denis@uqam.ca)
Effet des connaissances préalables sur les habiletés syntaxiques : un nouveau regard surle modèle structural de la lecture
Le modèle structural de lecture, initié par les travaux de Koriat et Greenberg (1996, 2004), postule que lors de la lecture d'une phrase, le lecteur établit d'abord un cadre syntaxique dans lequel s'intègreront dans un deuxième temps les informations sémantiques rencontrées au cours du déplacement de l'œil sur le matériau linguistique. Les différentes expérimentations se sont pour le moment attachées à décrire finement ce modèle mais peu ont tenté d'observer et d'expliquer la variabilité interindividuelle de cette habileté syntaxique. Après un rappel du modèle théorique et des premières expérimentations mettant en relation performances en lecture et habileté syntaxique (Foucambert, 2007), nous présenterons les premiers résultats d'une recherche cherchant à mettre en lumière le rapport entre la familiarité des sujets avec le contenu des textes et l'expression de leur habileté syntaxique. Le protocole expérimental repose sur des épreuves de détections de lettres, menées sur trois textes de spécialité, choisis pour être abscons à qui n'est pas familier avec les sujets traités. Trois groupes de lecteurs adultes (N=150) seront constitués en fonction de leur expertise dans les différents domaines de spécialité. Les données obtenues seront traitées par des analyses de variances et de régressions multiples. Nous discuterons en quoi les résultats obtenus corroborent le modèle structural de lecture en consolidant le lien heuristique entre lecture et habileté syntaxique ; dans un deuxième temps, nous essaierons de montrer en quoi l'existence de ce lien nous oblige à nous interroger sur la place – quasiment inexistante – accordée aux processus syntaxiques dans l'apprentissage et le perfectionnement de la lecture.
Le vendredi 6 juin, 11h40-12h10, Forest Sciences 1002

Fredeen, Shirley (University of Alberta, shirley.fredeen@ualberta.ca)
Language teaching education for Indigenous language educators
Since the early 1970s, interest in Canadian Indigenous languages has been growing, at the same time as the use of these languages has been declining and their existence seriously threatened (National Indian Brotherhood, 1972; Kirkness, 2002; Fishman, 1996; Blair & Fredeen, 1995). One of the key constituencies of interest is speakers of the Indigenous languages who are interested in gaining the knowledge and skills required to teach their languages, either in their home communities or in urban schools.

Universities and colleges have been grappling with how best to assist (McCarty, Watahomigie, Yamamoto, & Zepeda, 1997; Burnaby, MacKenzie & Salt, 1999; Blair, Paskemin & Laderoute, 2003). The Canadian Indigenous Languages and Literacy Institute (CILLDI) at the University of Alberta has offered a range of undergraduate and graduate courses. One of these courses is foundational in a new Instructors Certificate program currently under development. In this presentation, key elements of EDEL395: Introduction to Language and Literacy Development, will be described, including a description of the students, course content, texts and materials, and methods. Challenges encountered in the development and teaching of this course will also be discussed.

Course content covers principles of first and second language acquisition (Cummins, 1991; Walter, 2004; Lightbown & Spada, 2006), second language teaching approaches, methods, and techniques (Harmer, 2001; Dalby & Holland, 2002; Richard-Amato, 1996), and a survey of bilingual education program options, including language nests and immersion (Stiles, 1997; King, 2001; Jacobs, 1998; Fredeen, 1988). Resources which are directly relevant to the Indigenous language classroom do exist (Ahenakew & Wolfart, 1998; Western Canadian Protocol, 2000; Onion Lake Cree Nation, 2007) but are scarce, and thus, a central challenge is to facilitate the course participants' adaptation and development of culturally appropriate materials. In order to do so, they draw on their own deep understandings and experiences of their own languages and cultures.
Friday, June 6, 2:20-2:50, Forest Sciences 1402

Gao, Xuesong (Andy) (Hong Kong Institute of Education, andygohteacher@hotmail.com)
Beyond language learning strategies: What should Chinese undergraduates do to learn English within an English medium university in a multilingual context
Many mainland Chinese undergraduates come to Hong Kong for better education and opportunities to improve their English. They encounter many problems as Hong Kong is a multilingual and multicultural setting. This presentation reports on a recently completed longitudinal inquiry into a group of mainland Chinese undergraduates' language learning experiences with a focus on their strategic learning efforts. Taking a sociocultural perspective, the study adopted largely ethnographic data collection methods. The inquiry helped project a holistic picture of the participants' dynamic strategy use and identified that their strategy use was closely related to the mediation of various social agents in Hong Kong. These findings lend support to an argument that their strategy use results from the interaction between learner agency and learning context. Drawing on fifteen participants' experiential narratives, this presentation first discusses challenges facing these mainland Chinese undergraduates. Then it describes how some of them overcame these challenges and found opportunities to learn English through socialization with their local counterparts in Hong Kong. It illustrates that learners' strategy

use is often a constrained choice or a choice made possible by contextual conditions, if "the element of choice" is the defining character of learners' strategic learning behaviour (Cohen, 1998, p. 4). Consequently, when supporting migrating students like the study participants, there is a need to develop their capacities to create and sustain a social learning space apart from their strategic learning capacity (Norton, 1995, Norton & Toohey, 2001).
Thursday, June 5, 9:35-10:05, Forest Sciences 1002

Gentil, Guillaume (Carleton University, guillaume_gentil@carleton.ca), **Bigras, Josée** (Carleton University, jobigras@hotmail.com), **O'Connor, Maureen** (Carleton University, moconno2@connect.carleton.ca)
Language retention in the Canadian public service: Old issue, new insights?
The issue of language retention in the Canadian public service is nearly as old as the development of language training for public servants in the 1970s (Edwards, 1976, 1977). Yet, despite renewed attention to language training and use in the public service (e.g., Privy Council Office, 2003), and despite advances in language retention and attrition studies (e.g., Hansen, 2001), little research has been conducted on federal employees' post-training L2 retention since Edwards's pioneering studies. Even less addressed is the L1 retention issue of French for work purposes among francophone employees in an English-dominant workplace. This paper will report on an exploratory, naturalistic multiple case study (Merriam, 2001) of L1 and L2 retention among anglophone, francophone, and allophone employees in one federal department in the National Capital region. Participants were recruited from full- and part-time language training programs, and interviewed on their needs, opportunities, and challenges for L1 and L2 use and retention at work as they experienced the transition from training back to the workplace (phase 1). Follow-up interviews one year after training are planned (phase 2). Participants included 20 trainees, 3 language instructors, and 8 managers and co-workers. Phase-1 interview data were coded using Nvivo and triangulated with observation and documentation of language policies, practices, and ideologies. Conditions for language retention at work will be identified within the context of the department's language economy (Bourdieu, 1982; Heller, 2002). Implications will be discussed for the design of language-training programs and work environments that are conducive to second and minority language learning, use, and retention.
Wednesday, June 5, 4:25-4:55, Forest Sciences 1615

Guénette, Daniele (McGill University and UQAM, guenette.daniele@uqam.ca)
Pre-service ESL teachers' written corrective feedback practices
This study adds to research on corrective feedback on writing (Ferris, 2006; Leki, 2003; Hyland & Hyland, 2006) by providing information on the quantity and accuracy of teacher feedback for different types of errors of form.

The association between the type of linguistic errors made by high school ESL learners ($n = 58$) and the corrective feedback techniques of pre-service ESL teachers (i.e. the *mentors*) ($n = 17$) was investigated. Each mentor was paired with four ESL learners who each wrote six English compositions over a 12-week period. These compositions were emailed to the mentor who returned them with feedback on form and comments on content. A total of 280 compositions were analyzed. Error types and their corresponding feedback (error identification, explicit correction, clarification request, elicitation, metalinguistic feedback, incorrect error identification) were coded by two independent judges and chi-square analyses were conducted to examine the association between learner errors and feedback techniques.

Qualitative data were also collected (questionnaires on error correction practices administered before and after the project, post-project semi-structured interviews, journals kept throughout the study), and analyzed using ATLAS TI. All additional feedback and comments were subjected to a content analysis. Analyses were conducted for each teacher individually and across teachers as a group.

Results show that many errors of form identified were in fact not errors and that metalinguistic feedback was often inaccurate. Great variability was found in 1) feedback techniques; 2) type of errors identified; and 3) quantity of errors identified vs. number of learner errors.
Wednesday, June 4, 11:05-11:35, Forest Sciences 1402

Hamel, Marie-Josée (Dalhousie University, marie.hamel@dal.ca), **de Abreu Cybis, Walter** (Yu-Centrik, Montréal)
Considérations ergonomiques dans l'élaboration d'un dictionnaire d'ALAO
Dans cette communication, nous discuterons de considérations ergonomiques ayant trait à l'élaboration d'outils d'ALAO (Raby 2005). Nous nous pencherons sur le cas particulier des dictionnaires d'ALAO en nous concentrant sur l'analyse contextuelle considérée comme une étape essentielle dans toute conception d'interface centrée sur l'utilisateur. Notre réflexion s'inscrit dans le cadre d'une recherche subventionnée dont l'objectif principal est l'élaboration d'un tel dictionnaire. Ce dictionnaire, axé sur la reformulation de la phrase, se destine à des apprenants de niveau intermédiaire à avancé du français langue seconde (Hamel et Milicevic 2006). Les résultats qui seront présentés sont le fruit d'une étroite collaboration avec un partenaire industriel spécialisé d'ergonomie des interfaces.Nous ferons d'abord un recensement des écrits en lexicographie pédagogique portant sur l'utilisation des dictionnaires par les apprenants de langue (Bogaards 2000, Winkler 2001, Humbley 2002, etc.). Nous procéderons ensuite à la description de l'analyse contextuelle menée dans le cadre du projet. Cette analyse a consisté en la définition d'un portrait conceptuel (Heift 2006) de l'utilisateur (l'apprenant/l'enseignant) du dictionnaire électronique, de la tâche (d'apprentissage de la langue) faisant appel à cet outil ainsi que de l'environnement (d'ALAO) dans lequel il est prévu. De manière plus précise, nous nous sommes intéressés au scénario où le dictionnaire d'ALAO est sollicité par l'apprenant pour répondre à ses besoins spécifiques d'encodage. Notre analyse contextuelle demeure informelle à ce stade, puisque basée sur des critères subjectifs de description. Malgré ses limites, elle nous a permis de cerner en amont de sa phase de développement, les exigences de convivialité du dictionnaire d'ALAO envisagé.
Le vendredi 6 juin, 2h20-2h50, Forest Sciences 1002

Han, Han (Queen's University, hhaannby@yahoo.com), **Cheng, Liying** (Queen's University, liying.cheng@queensu.ca)
Tracking the success of second language students within the context of the Ontario secondary school literacy test
The confluence of both increased number of second language students and large-scale tests within the Canadian school system has created a new and largely unanticipated educational problem – alarmingly high failure rate for these students (Derwing et al., 1999; Watt & Roessingh, 2001). While large-scale testing impacts students both significantly and differentially (Cheng, Klinger, & Zheng, 2007), particularly those students who take these tests in a language other than their first language, these second language students also face great challenges in developing academic English language to perform well in their subject areas (Chamot & O'Malley, 1994; Cummins, 1994; Herrera & Murry, 2005). This study thus investigated the impact of the Ontario Secondary School Literacy Test (OSSLT) on second language students in relation to their academic studies. The study tracked eight high school students in two small Ontario cities for over two years and closely recorded their learning experiences in linguistic, cognitive, and sociocultural aspects. We visited each student 2-4 times per year and used face to face and e-mail interviews and observations. All data was recorded, transcribed, and analyzed simultaneously. We found that students' difficulties in academic English made the major challenge for them in succeeding in the OSSLT and their subject courses, which, in turn, affected their educational plans and goals. The findings of this study have documented the multifaceted challenges faced by these 8 high school students within the context of the OSSLT and provided a fuller understanding of these students' educational achievement and success.
Friday, June 6, 10:30-11:00, Forest Sciences 1402

Heffernen, Peter (University of Lethbridge, peter.heffernan@uleth.ca)
Langue de dissémination des didacticiens, formateurs et linguistes de l'univers de la linguistique appliquée: Mise à jour
Cette recherche, qui s'avère axiologique (quel projet éducatif qui en vaut la chandelle ne l'est pas?), s'insère dans une tradition sociolinguistique et pédagogique de recherche-action (p. ex. : Paulston, 1980; Skutnabb-Kangas, 2000) ainsi que dans celle de la théorie critique (p. ex. : Pennycook, 1990). Elle remet en question notre pratique paradoxale à disséminer nos recherches et nos idées théoriques surtout en langue anglaise tandis que notre mission primordiale est la promotion de plusieurs langues et que nous encourageons plutôt vigoureusement l'utilisation d'autres langues dans les cours de langue. Le chercheur étudie cette anomalie depuis 2000 (et à partir d'autres perspectives connexes, depuis même bien avant cela) et a plusieurs publications récentes, par exemple en 2007 et en 2008 (à paraitre), qui en découlent. Ses recherches antérieures portent surtout sur les années 1990. L'objet de ses recherches actuelles est les années 2000 – présent qu'il entreprend dans le but de voir si les tendances déjà observées persistent. La méthodologie d'ordre quantitatif de cette recherche dont les résultats feront l'objet de cette communication consiste en un double compte –énumérer les articles publiés en anglais, en français et dans d'autres langues dans un échantillonnage représentatif de revues touchant à notre domaine de spécialisation et énumérer le choix de langue de dissémination des références auxquelles ces articles ont recours. Les résultats de la composante qualitative de cette recherche feront l'objet de futures communications ainsi que les résultats d'un projet plus large au sein duquel ce projet particulier s'intègre.
Le jeudi 5 juin, 3h50-4h20, Forest Scicnces 1002

Hellermann, John (Portland State University, jkh@pdx.edu), **Harris, Kathryn** (Portland State University, harriska@pdx.edu)
Interactionist and ethnomethodological perspectives on language learning in classroom dyadic task interactions
The area of second language acquisition has undergone a period of intense self-examination since the mid 1990's with calls for both theory culling (Long, 1993) and theory proliferation (Lantolf, 1996; Firth & Wagner, 1997). The research we report on was undertaken in the spirit of cooperation between SLA researchers from different theoretical and methodological backgrounds (Foster & Ohta, 2005) to work towards better understanding of the socio-cognitive processes involved in task-based classroom language learning. One researcher with a cognitivist orientation to language acquisition uses methods from an interactionist perspective (Long, 1996). One researcher with an ethnomethodological orientation to participation as acquisition uses methods from conversation analysis (Markee & Kasper, 2004). Each researcher analyzed the same data: four video-recorded 10-minute task interactions of six adult learners of English (24 interactions total) that took place in a language-learning classroom. The six learners reported having little or no previous formal schooling. The data were collected over the course of 30 weeks of participants' study at the data collection site. Two preliminary findings are analyzed in more detail. The first: even beginning learners use negotiation strategies for both meaning and form. The second: the aspects of a teacher-assigned task that a learner orients to shows the linguistic needs of that learner at that time. These findings suggest that adult immigrant learners who are very much beginners to language learning and schooling take advantage of situations for learning in dyadic classroom interactions though they define tasks differently for themselves.
Friday, June 6, 11:05-11:35, Forest Sciences 1611

Helms-Park, Rena (University of Toronto at Scarborough, rhelms@scar.utoronto.ca), **Dronjic, Vedran** (OISE/UT, vdronjic@oise.utoronto.ca), **D'Souza, Claudette** (Dalhousie University), **Moore, Ellen** (Northwestern University), **Petrescu, Maria Claudia** (OISE/UT, petrescu.claudia@rogers.com)
When native speakers cannot agree: A critical look at a test of lexical depth
Vocabulary size (*breadth*) and quality (*depth*) are the only dimensions of lexical knowledge which have received any significant attention in L2 tests. The Word Associates Test (Read 1989) examines learners' ability to identify syntagmatic (collocation) and paradigmatic (synonymy, polysemy) associations of items in the University Word List (Xue & Nation, 1984; Nation, 1990). Refinements by Read

(1993, 1994, 1995, 2000) and Qian (1999, 2002) yielded the Depth of Vocabulary Knowledge (DVK) measure, reported as a reliable predictor of reading proficiency (Qian & Schedl, 2004).

We developed a new section of the DVK, featuring items from three frequency bands: 5,000-10,000, 10,000-14,000, 15,000-20,000 levels of the BNC. Similar in format to the original, the new section is more demanding since the items are low frequency and the number of correct answers variable. Our administration of both the 2004 DVK and the newly designed section to native (*n* = 31) and non-native English-speakers (*n* = 60) highlights the authors' original concerns about developing uncontroversial DVK items. The amount of disagreement among NSs regarding the acceptability of answers is particularly worrisome.

Our presentation examines these contentious items and argues that the construct of depth of vocabulary knowledge may need rethinking. Similarly to Paribakht & Wesche (1993), we propose the testing of word syntax as a fruitful avenue to pursue, as word syntax exhibits less variability across speakers than collocation. We conclude that if collocation is to be tested, typical rather than marginal collocates must be chosen through corpus data and be piloted with NS groups of non-trivial sizes.
Friday, June 6, 9:05-9:35, Forest Sciences 1402

Hinenoya, Kimiko (McGill University, kimiko.hinenoya@mail.mcgill.ca)
Is the traditional interpretation of 'the' enough? Investigating the conceptual complexity and accessibility of article 'the'
Traditionally, the definite article *the* is characterized by '*the notion of identifiabilty'*; that is, *the* is there to pick out or individuate the referent, so the hearer can identify what is being discussed (Lyons, 1999). However, there are many cases of counter evidence to this perspective. This study draws on a conceptual interpretation of the article *the* using *the notion of accessibility* as opposed to *identifiability.* In this framework, *the* is the marker of an access path (Epstein, 2002). *The* serves not only to identify or pick out the referent, but also to connect, engage or relate a NP (noun phrase) with other entities that have any relevant relationships in discourse. The study views the article *the* through human cognition; when people think and talk, simultaneous cognitive processing is at work. Some usages of *the* require heavier conceptual processing to become accessible to the referent; the more conceptual usages are, the more complex they are for learners to process. It was hypothesized that there is a complexity order within *the* itself, associated with the degree of how accessible the referent is to the interlocutors.

Participants are eighty-three Japanese learners of English who took a written test in which 100 article prompts were answered. Data were analyzed conceptually and classified into four types of accessibility. Repeated measures ANOVA were conducted: results emerged with significance. There is indeed a complexity order, associated with the degree of accessibility. Implications relate to pedagogical approaches to teaching English articles.
Wednesday, June 4, 1:50-2:20, Forest Sciences 1611

Horst, Marlise (Concordia University, marlise@education.concordia.ca), **White, Joanna** (Concordia University), **Bell, Philippa** (Concordia University, philippakbell@yahoo.ca)
Crosslinguistic awareness and individual differences in young language learners
Can raising learners' crosslinguistic awareness benefit both first and second language development? To answer this question, we observed instruction in children's French classes to identify language features suitable for reinvestment in the English class. Then we developed a series of crosslinguistic awareness-raising activities that the English teacher implemented. Evidence of a wide range in levels of awareness at the end of the course prompted an investigation of individual factors that may explain these differences and help us design effective instruction. Our presentation reports the results of this investigation. Participants in the study were 50 beginner-level French-speaking learners of English (8-9 years) in a school program where instruction alternated between French and English on a weekly basis. Experimental activities designed to raise crosslinguistic awareness of morpho-syntactic, lexical and discourse features were introduced in French and expanded upon during the following week in English over the course of a ten-month school year. Participants wrote twice-weekly journal entries in which they responded to prompts eliciting comparisons between English and French. Responses were evaluated for evidence of crosslinguistic awareness involving age-appropriate terminology. In addition, suitable measures for young learners were administered for French and English proficiency, analytic ability and attention control. To determine their contributions to crosslinguistic awareness in this population, we correlated performance on these measures with performance on the journal-response measure. Multiple regression analyses indicated that analytic ability and attention switching capacity were the best predictors. The implications of these findings for learners' first and second language development will be discussed.
Thursday, June 5, 9:00-9:30, Forest Sciences 1611

Huang, Li-Shih (University of Victoria, lshuang@uvic.ca), **Steffanick, Adam** (University of Victoria, adamstef@uvic.ca)
Do different modalities of reflection matter? The effects of awareness raising on adult second-language learners' oral production and strategy use
This presentation reports on a study that investigated the effects of raising learners' awareness of speaking strategies as mediated by three modalities of task-specific reflection--individual written reflection, individual spoken reflection, and group reflective interaction. Researchers have established the importance and efficacy of raising learners' awareness of strategy use (e.g., Feyten, Flaitz, & Larocca, 1999; Flaitz & Feyten, 1996; Huang, 2004; Nakatani, 2005; Simard & Wong, 2004), but limited research has been conducted to address second-language (L2) speaking. Furthermore, no research has been conducted to explore how L2 learners develop their speaking and strategy use differently depending on which of the various modalities of reflection is used, even though the value of reflection, especially reflective writing, has been supported by research in such areas as L2 writing, teacher's development, and distance learning.

The present study examined 20 advanced adult L2 learners' strategic behaviours, how the strategic behaviours differed depending on which of the various modalities of reflection was used, and the relationship between participants' strategic behaviours and their oral production measured by fluency, lexical complexity, syntactic complexity, and accuracy. The findings from both qualitative and non-parametric statistical analyses provided important empirical information concerning the relationships among the strategic behaviours vis-

à-vis modalities of reflection and oral production. From a pedagogical perspective, the findings offer language learners and instructors information about task-specific strategy use and how language-learning classrooms in different contexts can incorporate pedagogical activities that enable learners to develop a metacognitive awareness of their ongoing learning.
Thursday, June 5, 10:10-10:40, Forest Sciences 1611

Ilieva, Roumiana (Simon Fraser University, rilieva@sfu.ca)
Exploring adult immigrant ESL learners' engagements with Canadian culture(s)
Nowadays, culture is widely acknowledged to play an important part in second language education (Atkinson, 1999; Byram, 1989; Courchêne, 1996; Duff and Uchida, 1997; Kramsch, 1993; Kubota, 2004; Roberts et al., 2001). This paper reports on a study of the interactions of adult immigrants with the cultural discourses that surround them in and outside their Canadian ESL classrooms. The study focuses on a group of lower-intermediate and a group of advanced ESL learners I observed in their classrooms and interviewed on their views on culture and on cultural issues in their life in Canada. How do adult immigrant ESL learners engage with Canadian culture(s)? In exploring this question, I align with Norton's (2000a) critique of acculturation theorizing in SLA (Brown, 1980; Schumann, 1978, 1986) for disregarding inequitable relations of power that may characterize the social relationships and cultural discourses second language learners engage in in their new environment. In the data analysis I draw on sociocultural (Holland et al., 1998; Wenger, 1998; Wertsch, 1998), poststructural (Norton, 2000b; Weedon, 1997) and psychoanalytical (Bracher, 1993; Butler, 1997; Fuss, 1995) understandings of the complex relationship between people and culture(s). The paper will consider whether better language proficiency leads to a more nuanced engagement with Canadian cultural discourses which could result in a lack of desire to identify with these discourses because of the sometimes unsatisfactory subject positions students occupy in them. The paper will conclude that adult immigrants' engagements with the cultural discourses thrown in their paths are complex, sometimes contradictory, and affected by the variety of their identity positions and desires.
Thursday, June 5, 3:50-4:20, Forest Sciences 1402

Izquierdo, Jesús (Universidad Juárez Autónoma de Tabasco, jesus.izquierdo@daea.ujat.mx)
Learners' attention to form in L2 multimedia applications: The role of developmental readiness and multimedia task types
Multimedia applications permit the creation of rich and diversified L2 input and output tasks integrating written and aural texts, pictures and videos (Brett, 1998). Evidence suggests that learners' attention to the L2 forms encoding meaning in these tasks plays an important role in L2 acquisition (Chapelle, 2003). Investigations have, hence, focussed on the manner in which features of multimedia applications facilitate such attention (Plass & Jones, 2005). This study expands existing research investigating the effects of multimedia task nature and learners' readiness to deal with the task L2 grammar on learners' attention to L2 forms. To investigate this, L2 learners' attention to early and late emergent French past tense forms was examined in four distinct multimedia tasks: reading, listening, video-based comprehension, and video-based written production. Using a cloze test, 54 learners were classified as developmentally non-ready or ready for late emergent past tense and exposed to one of two versions of the four multimedia tasks; task version depended on the past form required for task completion: early emergent (e.g., j'avais "have+imperfective") or late emergent (e.g., j'ai eu "I have-perfective"). Learners' attention to past tense was documented in the multimedia tasks through timing and answer-tracking features and a questionnaire administered immediately after task completion. Results from chi square analyses of questionnaire answers, time ratios and answer-tracking data suggest that developmental condition influenced learners' attention to past tense. Multimedia task nature, however, benefited learners' interest in task completion only. In light of these findings, implications for the integration of different multimedia tasks in L2 classrooms will be discussed.
Wednesday, June 4, 3:15-3:45, Forest Sciences 1611

Jackson, Jane (The Chinese University of Hong Kong, jjackson@cuhk.edu.hk)
Identity reconstruction: A L2 sojourner's voyage through 'third space'
As part of a larger ethnography of a study abroad program, this presentation explores a Chinese university student's discovery of Self and Other during a sojourn in England. Her narratives, both oral and written, illustrate the impact of intercultural contact and reflection on her evolving sense of self and L2 development. In an English-speaking milieu for the first time, she created novel forms of expression and identity through the mediational means of a second language and culture. By continually reflecting on her experiences, she became more aware of her 'being-in-the world' and others' perceptions of her. Her richly detailed narratives revealed the complex, sometimes chaotic, process of intercultural adjustment, the relationality and interdependency of Self and Other, and the potential transformation of L2 sojourners. Building on the interdisciplinary work of Bakhtin (1981), Bhabha (1994), Kramsch (1999, 2000) and Ting-Toomey (1999, 2005), this paper discusses the post-structuralist notion of an 'intercultural stance'— the creation of an intermediary zone or 'third space,' in which sojourners engage in a creative process of restructuring, opening up new possibilities to view and experience the world. L2 sojourners who are fully engaged in this journey of personal expansion can become more aware of their dialogical self and, in the process, enhance their ability to adjust and grow as they cross linguistic and cultural borders. While the paper centers on a case study of a Chinese sojourner in an English-speaking country, the session will evolve to a broader discussion of the potential identity reconstruction of L2 sojourners.
Thursday, June 5, 9 :00-9 :30, Forest Sciences 1617

Jean, Gladys (UQAM, jean.gladys@uqam.ca), **Simard, Daphnée** (UQAM, simard.daphnee@uqam.ca)
Inductive and deductive approaches to grammar in second language learning: process, product and students' perceptions
The main goal of this study was to explore how French and English-as-a-second language (FSL & ESL) secondary-school learners deal with inductive and deductive instruction as applied to grammar learning. Although a certain number of studies compared the effectiveness of inductive and deductive approaches to grammar learning (e.g., Erlam, 2003; Robinson, 1996), none looked at the process

high-school learners are engaged in while experiencing each approach. The present study follows a mixed design in which data about the process, the product and the participants' perceptions were gathered. The experimental treatment consisted of two learning units, each using one of the approaches. Seven FSL and seven ESL classes took part in the experiment. Information about the process was obtained by looking at how the participants completed the activities presented in each unit, especially how they managed the metalinguistic reflection tasks of the inductive unit. Information about the product was obtained by looking at the participants' results at a pre- and a post-test. Students' perceptions of their experience with these two approaches were gathered with the help of a preference questionnaire combined with a learning style questionnaire (an adapted version of the Cohen, Oxford and Chi's learning style survey) so that comparisons could be made between learning styles and preferences for an inductive or a deductive approach. Results related to these three dimensions of the research will be presented. It is hoped that the results of this study will add to the knowledge of acquisition processes in regard to L2 grammar acquisition.
Friday, June 6, 2:55-3:25, Forest Sciences 1611

Kim, Jean (University of British Columbia, jeankim@interchange.ubc.ca)
'Experts' in their own right: The language socialization of Generation 1.5 Korean-Canadian university students
Although 'Generation 1.5' students represent an increasing percentage of the Canadian university student constituency, there is lack of empirical studies on this population. Thus, this study is an effort to fill the gap in the literature by examining the academic, linguistic, and socio-cultural experiences of Generation 1.5 Korean-Canadian university students in Vancouver, Canada. Drawing on the language socialization framework (Duff, 2003; Schieffelin & Ochs, 1986) as well as language and identity (Norton, 2000), the study investigates the language socialization processes through which Korean-Canadian university students negotiate and establish their roles and identities as 'Generation 1.5' in their academic and social contexts. Eight students took part in this nine month long, qualitative, multiple case study. Data were collected through in-depth individual and group interviews with students and instructors, survey questionnaires, and email exchanges. Findings of the study reveal 1) how the participants were becoming their own 'experts' in language socialization based on their own needs, desires, and negotiated identities and 2) how they themselves defined what it meant to be a Generation 1.5 within current day Canada. Thus, the study suggests that in understanding Generation 1.5 university students, it is important to have an awareness of their past, present and future (imagined) contexts which may have a significant influence on their current linguistic, academic, and socio-cultural experiences. This will, in turn, help create a better understanding of 'Generation 1.5', beyond their often misconceived image as a linguistically challenged and ethnically confused population (Harklau, 2000; Hurh, 1993).
Thursday, June 5, 1:50-2:20, Forest Sciences 1615

Kim, Mi-Young (University of British Columbia, mykim5@interchange.ubc.ca)
Qualitative case study approaches and their application for second language writing research
This study investigates the effective and appropriate use of qualitative case study approach in second language (L2) writing research (Matsuda**,** 2003). First, I present justification for qualitative over quantitative approach in writing studies. As "writing and second language are multi-faceted phenomena" (Cumming, 2001, p. 9) where variability among learners, phenomena, and contexts constraint a comprehensive view of learning, "ethnographic style" (Lea & Street, 1998, p. 84) case study approaches could be effective in L2 writing studies for its obvious advantage of allowing a holistic, thick-description on the multifaceted views of often lengthy and complex phenomena of L2 writing with contextualized, multiple sources of data. I first discuss a qualitative research paradigm, namely ethnography and case study. While the main focus of this research is on case study, some quality of ethnography is highlighted to support how an "ethnographic" method to case study could be particularly effective for L2 writing studies. Then I examine specific L2 writing studies employing qualitative ethnographic case approaches (e.g., Ling & Cumming, 1995; Spack, 1997; Hyland, 1998; Hirvela & Belcher, 2001) as well as some research with non-qualitative or mixed methods (e.g., Braine, 1996; Currie, 1998; Hamp-Lyons & Zhang, 1998) to demonstrate how the choice of case study approach in these studies influenced the direction of findings to be different. I conclude that although ethnographic case study approaches are argued to be particularly appropriate for L2 writing research, specific research questions and the focus of individual studies ultimately determine the appropriate case study approach for them.
Thursday, June 5, 4:25-4:55, Forest Sciences 1615

Kobayashi, Emi (Maebashi Kyoai Gakuen College, kobayashiem@ct.kyoai.ac.jp), **Kobayashi, Masaki** (Kanda University of International Studies, masakik@kanda.kuis.ac.jp)
A language socialization study of second language task repetition
Several second language (L2) studies have recently examined the effects of task repetition and have reported on variable gains in linguistic accuracy, oral fluency, and syntactic complexity (e.g., Bygate, 2001; Gass et al., 1999); however, only a few studies have examined task repetition as it occurs in naturally occurring classrooms (e.g., Lynch & Maclean, 2001). This presentation therefore reports on a qualitative case study that explored EFL students' learning through repeated participation in a particular type of classroom task, namely, poster presentations. This study is grounded mainly in the tradition of language socialization (e.g., Duff, 2003, Ochs, 1988).

   Participants included 14 Japanese undergraduate students enrolled in a year-long integrated English course at a four-year private college in Japan. Data were collected primarily through classroom observations, students' journals and products, semi-structured interviews, and audio-recordings of their task-related interactions. Recorded interactions were analyzed using a micro-ethnographic approach and linked with themes that emerged from the rest of the data including students' written reflections and peer feedback. The analysis suggests that students benefited from their experiences with the task in a variety of ways. Some groups acted upon the feedback from their audience to refine their task performances. In this process of revision, some students used Japanese to talk about the language of their subsequent presentations, indicating the role of L1 as a meditational tool (Lantolf, 2000). Others were hesitant to change their second and third performance for different reasons. This presentation concluded with a discussion of implications for L2 research and pedagogy.

Kratzer, Jasmin (Portland State University, jasmink@pdx.edu)
Task interpretation by pairs of adult immigrant ESL students
Learner-learner task interaction has long been suggested to be facilitative of language learning in a classroom setting (Skehan, 2003). However, research from a conversation analytic perspective has called for a closer examination of "task-as-process" (Seedhouse, 2005) to ensure, among other things, construct validity.

Using methods from conversation analysis, this research seeks to uncover the concept of 'task' as interpreted by language learners. The data come from a large corpus of video recorded adult ESOL classrooms. Six cameras provide various perspectives on the classroom participants and events; two cameras focus on learner-learner dyadic interactions. Thus, two dyads can be observed simultaneously as they conduct tasks based on the same teacher instructions. This study examines three such tasks (6 interactions total) in an effort to analyze how task-design (defined by teachers as: question-response; information gathering; form-focused) and local contingencies influence how each pair interprets the task.

Few SLA studies have focused on the dyadic task interactions for this particular population of learners (adult immigrant novice learners in an L2 setting). Preliminary findings suggest that all learners orient to the progressivity (Schegloff, 1979) of task-occasioned interaction but have different reasons for and use different resources in achieving that progressivity. Some co-construct an understanding of task roles (turn allocation; pace of task pace; correcting language forms) while other learner dyads focus more on individualizing the task itself (literacy use; gesture; task expansion). Findings from this study will provide educators with knowledge for designing tasks to meet the needs of beginning learners.
Wednesday, June 4, 11:40-12:10, Forest Sciences 1611

Lai, Conttia (The University of Hong Kong, conttialai@hku.hk)
The influence of learner motivation on developing autonomous learning in an ESP course
This paper will look at the factors which motivate learners to develop their autonomous learning within the context of the self-access language learning (SALL) component of a taught university course in English for Specific Purposes. This study takes both self-determination (i.e., Deci & Ryan, 1985) and sociocultural perspectives (i.e., Ushioda, 2006; Vygotsky, 1978) of language learning to explore the enabling and disabling factors in relation to the implementation of curriculum-based SALL. Self-access is integrated into the course to form part of the required work and to support other, assessed, components of the course. It provides opportunities for learners to meet their own needs and wants while studying within the framework of a compulsory credit-earning course. Previous research has demonstrated that the inclusion of self-access into the course is welcomed by the students (Gardner, 2007). However, there also seems to be some gap between learners' 'theoretical' support of the concept and their ability to motivate themselves to complete their independent study to the satisfaction of their teachers and themselves. This paper will discuss a study in which qualitative and quantitative data were collected from 138 of the students to understand the factors which motivate the successful self-access learners and which inhibit the less successful ones. An understanding of the role of motivation will allow innovative adjustments to the course to better foster autonomy. The paper will extend the findings of the study to the wider context of other self-access learners.
Wednesday, June 4, 1:50-2:20, Forest Sciences 1402

Lamare, Patricia (Université de Montréal, patricia.lamarre@umontreal.ca)
Montréal multilingue : an ethnographic study of the language practices of young multilinguals in a city redefined.
Montreal today is a much more French city than it was just thirty years ago, but it is, by no means, a unilingual city, having the highest rate of bilingualism and trilingualism in Canada. As yet, little attention has gone to how Montrealers draw on their language repertoires in their everyday lives as they move through the city and position themselves within different social networks, situations and interactions. Current research leaves many questions unasked. More specifically, why does a multilingual choose to use French in one situation, English in another, engage in codeswitching among friends and coworkers, and then adopt unilingual practices in other settings or interactions? What are the stakes underlying these different situations and how do they influence language use? What do young multlinguals have to say about how they live their identities and position themselves in different contexts? These are the questions driving our research. In this study we examine the language practices of young adults in Montreal (18 to 30). The study is situated within the theoretical framework of critical sociolinguistics and proposes an ethnographic approach. We follow a small number of young multilingual Montrealers ($n = 8$) through their daily lives, observing and recording how they draw on their linguistic repertoires. Participants recorded natural interactions and then, based on extracts of verbatim, were asked to comment on their language use. Data was also collected through serial interviewing and journal writing and focus-group discussions. Our approach to data collection is nonstatic, following participants through the city into different contexts and social networks, rather than being bound within the stakes and power relations of specific sites, as is usually the case with ethnographies and even multisite research.
Wednesday, June 4, 10:30-11:00, Forest Sciences 1617

Lee, Siok H. (California State University Fresno, sslee@csufresno.edu)
Making silent reading count towards vocabulary learning: The effects of story rewriting and using a vocabulary list
This study examined effects of noticing, retrieval, and generative use of words (Nation, 2001) on vocabulary learning through silent reading, a form of extensive reading. Research on vocabulary learning from extensive reading has produced mixed results. Hulstijn's (2001) question of how to improve vocabulary learning through extensive reading, and Hinkel's (2006) recommendation to adapt its traditional goal of quick reading for pleasure and general ideas to include deliberate attention to language prompted this investigation. Participants were 70 intermediate ESL learners (grade 8-11) from a Greater Vancouver public school. The questions were: Does silent reading with/without a vocabulary list followed by a story rewriting task significantly influence i) extent of vocabulary learning (e.g.

from unknown to receptive); and ii) attainments in receptive, semi-productive, and productive vocabulary? *T*-tests and Cohen's effect size *d* tests indicated i) significantly higher attainment for the experimental group *(n=39)* than the control group *(n=32)* in the "unknown to productive" and "receptive to productive" categories of learning for listed single words and lexical phrases; ii) no significant inter-group difference for receptive learning of listed single words and lexical phrases; iii) significantly higher attainment for the experimental group on sentence-level cloze-test (semi-productive) for listed lexical phrases, and story rewriting (productive) for listed single words and lexical phrases. Silent reading followed by story rewriting appeared to support receptive vocabulary acquisition, vocabulary listing having significant impact on acquisition of semi-productive lexical phrases, and production of previously recognized single words and lexical phrases, with implications for extensive and independent content area reading.
Friday, June 6, 11:40-12:10 Forest Sciences 1615

Liceras, Juana (University of Ottawa, jliceras@uottawa.ca), **Senn, C.** (University of Ottawa), **Martínez, C.** (University of Ottawa), **Carter, D.** (University of Ottawa), **Alba de la Fuente, Anahí** (University of Ottawa, anahialba@gmail.com), **Aláiz, S.** (University of Ottawa)
Null subjects in non-native grammars and the issue of fossilization
Recent research on the study of bilingualism, language contact and second language acquisition, suggests that interfaces between syntax and discourse pragmatics or lexical semantics exhibit more developmental instability than narrow syntax (Tsimpli et al. 2005; among others). Specifically, it has been shown that it is not the actual availability of null subject pronouns but the interface conditions governing the use of referential pronouns in null subject languages that was a potential area of fossilization for learners of null subject languages such as Greek, Italian or Spanish.

While the distribution of referential pronouns is related to the domain of pragmatics because it is governed by features such as Focus and Topic Shift, the licensing of null subjects belongs to narrow syntax. However, it is not clear where the identification of null subjects would be located, since the separation of null subject licensing and identification requirements is sometimes blurred. Furthermore, while non-target use or acceptance of subject pronouns seems to be an indisputable fact of non-native and even near-native speakers of null subject languages, it is far from clear that these speakers misuse null subjects (Sorace's [2004] review of Montrul [2004]).

Drawing from Lipski's (1999) account of the distribution of null subjects in Romance-derived creoles, we provide an analysis of the distribution of null subjects in the Spanish interlanguage grammar of 50 advanced bilingual French-English speakers. We show that the morphological or pragmatic identification requirements are systematically met, thus providing conclusive evidence that there is no misuse of null subjects in this Spanish L2 production data.
Wednesday, June 4, 11:05-11:35, Forest Sciences 1615

Lotherington, Heather (York University, hlotherington@edu.yorku.ca)
Towards additive multilingualism in the heterogeneous classroom
Canadian French immersion, predicated on the humanistic aim of additive bilingualism (Lambert, 1974), is held up as a model of bilingual education worldwide. Yet, in the greater Toronto area (GTA) French immersion is increasingly creating a climate of subtractive multilingualism by inadvertently encouraging replacement of the L1 of the 53% of school children who enter school with a language other than English (TDSB, n.d.). Though international language education is sparsely and unevenly available, it is largely taught in after school and Saturday programs to multi-level students, removing effective opportunities for all language teachers to work collaboratively across curricular aims. The effect is a language drain: an evaporation of multilingual potential through educational neglect of the L1 of students in heterogeneous classrooms.

This presentation builds on current research on developing multiliteracies pedagogies in elementary school to present an alternative paradigm of language education as programmatic rather than systemic: tailored to individual and class needs as opposed to system aims that do not fairly serve our heterogeneous urban population. The research is collaborative, bringing together teachers at *PS and research faculty at * University to develop narrative projects that build on children's linguistic and cultural knowledge. Our work is multifaceted, based on the principle of additive multilingualism (Cenoz & Genesee, 1998), oriented to the aims of multiliteracies (New London Group, 1996), and responsive to calls for digital epistemologies that facilitate new ways of communicating (Kellner, 2004; Lankshear & Knobel, 2003; 2006). Children's work will exemplify the proposed model.
Thursday, June 5, 4:25-4:55, Forest Sciences 1402

Macdonald, Doris (Northern Illinois University, dmvm@niu.edu)
"If English is good enough for me": Revisiting elite and folk bilingualism in the US
Since the enactment of the US Bilingual Education Act of 1968, myriad language policies and practices have been established (and often abandoned) in efforts to meet the needs of English Language Learners (ELLs). Bilingual education research in the US (e.g., Crawford, 2000; Krashen 2003; 1999) often bemoans policy decisions that impede bilingual program implementation and, consequently, learner success. This varied US success is often compared to other (successful) contexts such as Canada, Finland, or Belgium. What few of these reports do is critically evaluate the distinction between what has been called "elite" bilingualism and "folk" bilingualism, despite excellent recent analyses of elite bilingual education (e.g., de Mejia, 2002). Although the folk/elite dichotomy remains controversial, it provides a framework for understanding not merely the social context of bilingualism (as initially conceived), but also vernacular conceptions of bilinguality. In this paper we present three perspectives on the state of bilingualism and bilingual education in the US: (1) active resistance (e.g., "If English was good enough for Jesus, it's good enough for me"), (2) phobia (e.g., "We'll all be speaking Spanish soon!"), and (3) artlessness (e.g., "How do you say in your language, 'Americans are lazy'?"). We also discuss how popular conceptions of folk and elite bilingualism help establish one, or more than one, of these three perspectives as rhetorical devices in the bilingual discussion. Ultimately, we reflect on the relationship of these common ideologies not only to bilingual education but to foreign language education as well.

Friday, June 6, 2:55-3:25, Forest Sciences 1402

Mackie, Ardiss (Okanagan College, amackie@okanagan.bc.ca)
Popular films and English language learning: ESL learners in Canada respond to their cinematic identities
How do English language learners identify with cinematic representations of other language learners? How does viewing film support second language learning? Young ESL adults from various nations now studying at a university-college in Western Canada responded to these and other questions after viewing two films in English of main characters learning English and Chinese. What emerged from their interview, questionnaire, and discussion responses were several themes about learning English in Canada that will be discussed in the paper. One crucial example is "learning as a racial outsider". Contrary to previous work in ESL identity and popular culture (Ibrahim, 1999), participants' racial, gendered and national identities were eclipsed by the film narrative of *racial under privilege* which the participants were also experiencing in explicit ways in small-city Canada. The paper argues that because much language can be learned from film, it should be more than an "edutainment" add on. As the participants in the present paper exemplify, students' viewing habits and views of what is learned from movies underscore the legitimacy of film as second language learning curriculum. In addition, unlike previous language and identity research which generalizes from participants' historical moments to social identity categories (Mackie & Norton, 2006; Norton, 2000), this paper pinpoints particular mechanisms involving participants' own fantasies of learning English, emotions, physical bodies, and intellect that make up their "English identity".
Thursday, June 5, 2:25-2:55, Forest Sciences 1615

Mady, Callie (OISE/UT, cmady@oise.utoronto.ca), **Arnott, Stephanie** (OISE/UT, sarnott@oise.utoronto.ca), **Lapkin, Sharon** (OISE/UT, slapkin@oise.utoronto.ca)
Assessing AIM: Case study of grade 8 core French in an Ontario school board
Working in a school board in Midwestern Ontario, we conducted a mixed-method study to assess students' proficiency in French and their perceptions about the pedagogical approach to which they were exposed, comparing classes in which the Accelerative Integrated Method (AIM) program was being used to others where it was not in effect. Salient characteristics of the AIM approach include the exclusive use of the target language (Maxwell, 2004), the use of gestures and drama (Breckinridge-Church, 2004; McCafferty, 2000), and choral activity, among others. There were two main research questions: (1) How does AIM students' proficiency in French compare to that of non-AIM students? (2) How do students in the two groups perceive their French experience? Before selecting our sample, we observed 16 classes to document the present practices of "core" FSL teachers with respect to methodology, so as to ensure that classes were assigned appropriately to AIM and non-AIM groups. Then, we compared (t-tests) six classes from each group ($N = 429$) using a four-skills FSL test package. A subsample of students ($n = 94$) also participated in a semi-structured interview. Although results from the classroom observations revealed considerable variation in teaching practices both within and between the two groups, we established clear criteria for assigning classes to each group. Quantitative test results, however, showed no significant differences between the AIM and non-AIM groups. The interview data offered some explanations for these findings. We conclude by discussing the implications of this study for core French pedagogy and future research.
Friday, June 6, 2:55-3:25, Forest Sciences 1617

Marinova-Todd, Stefka (UBC, marinova@interchange.ubc.ca), **Petersen, Jill** (UBC, jill.petersen@elf.mcgill.ca), **Yau, Vickie** (UBC, vickieyau@gmail.com), **Tsang, Clinton** (UBC, yhctsang@interchange.ubc.ca)
Narrative skills in the two languages of Cantonese-English bilingual children
Narrative skills are strong predictors of later language and literacy achievement for monolingual English children (Dickinson & Tabors, 2001; Griffin et al., 2004). Upon school entry, middle-class English monolingual children are familiar with the type of narrative structure that is valued academically (Heath 1982). Narrative skills are culturally grounded and narrative styles vary across ethnic groups (e.g., Heath, 1982, 1986; Minami & McCabe, 1991; Tannen, 1980). Therefore, children, who come from homes where English is not the dominant language (ESL-learners), are likely to be academically disadvantaged due to their weaker oral skills in English, and the different narrative styles they bring to the classroom. The main goal of this study is to establish the oral proficiency in English and in the home language of ESL-learning children in an informal communicative context, such as a story re-tell. We assessed the grammar errors and narrative structures in the English and Cantonese narratives of 30 Kindergarten students in lower-SES neighbourhoods in Vancouver. Narratives were elicited using a wordless picture book, Frog, Where are you? (Mayer, 1969). Use of vocabulary and syntax was analyzed using an error coding scheme (Marinova-Todd, 2006). Narrative structures were analyzed using the Narrative Scoring Scheme (Miller & Iglesias, 2006). Results revealed that children's narratives in English had different narrative structures than in Cantonese. Moreover, the total number of morphosyntactic errors was similar across both languages; the exact nature of the errors will be discussed in order to reveal any transfer effects in the grammar knowledge of these ESL-learning children.
Friday, June 6, 1:45-2:15, Forest Sciences 1615

McDounough, Kim (Northern Arizona University, kim.mcdonough@nau.edu)
The effect of syntactic priming during learner-learner interaction on ESL question development
Previous studies have demonstrated that L2 learners benefit from carrying out collaborative activities by providing each other with interactional feedback, producing modified output, and reflecting on language form (e.g., García Mayo, 2002; Leeser, 2004; McDonough, 2004; Watanabe & Swain, 2007). Recently researchers have suggested that learners also benefit from interaction because it generates opportunities for syntactic priming, which is the tendency to produce previously heard or spoken structures. Although syntactic priming has been shown to facilitate ESL question development, previous studies involved interaction between learners and trained interlocutors (McDonough & Mackey, 2006; in press). Studies to date have not explored whether syntactic priming in less-controlled contexts, such as during learner-learner interaction in L2 classrooms, similarly impacts L2 development. The current study investigated

whether syntactic priming during learner-learner interaction facilitates ESL question development. The participants were Thai EFL learners (N = 50) enrolled in two classes of an integrated-skills course taught by the same instructor. One class was randomly assigned to the control group and followed the usual curriculum, while the second class completed collaborative syntactic priming activities that elicited developmentally-advanced question forms. The learners in both classes completed oral and written pre/posttests. The treatment task data were analyzed for the occurrence of syntactic priming, and the test data were analyzed for evidence of question development. Preliminary results indicate interesting relationships among learner-learner interaction, syntactic priming and ESL question development. The implications are discussed in terms of on-going efforts to understand which features of learner-learner interaction are associated with L2 learning.
Thursday, June 5, 1:15-1:45, Forest Sciences 1611

McGarrell, Hedy (Brock University, hmcgarre@BrockU.CA)
Small-group interaction in two types of environments
The study draws on both the Interaction and the Output Hypothesis to investigate the effects of two types of small-group interaction, synchronous computer-mediated and face-to-face, on the quantity and quality of verbal output. Thirty intermediate-level students from a university-based intensive English Language Program (IEP) participated in this quasi-experimental study that used a repeat measures, counter-balanced design. Quantity of verbal output was defined as the number of turns taken per minute, the number of Analysis-of-Speech units (AS-units) produced per minute, and the number of words produced per minute. Quality was defined as the number of words produced per AS-unit. In addition, responses to a short questionnaire reflected the students' attitudes toward computer-mediated and face-to-face communication. Parametric tests revealed no significant differences in the effects of computer-mediated and face-to-face communication on the output produced during follow-up speaking sessions. However, the quantity and quality of interaction was significantly higher during face-to-face sessions than computer-mediated sessions. No significant differences were found in the output produced by males and females in these 2 conditions. While participants felt that the use of computer-mediated communication may aid in the development of certain language skills, they generally preferred face-to-face communication. These results differed from previous studies that found a greater quantity and quality of output during computer-mediated sessions compared to face-to-face sessions.
Friday, June 6, 8:30-9:00, Forest Sciences 1611

Mellow, Dean (Simon Fraser University, dmellow@sfu.ca)
Emergentist approaches to teaching and measurement: It's about time
Linguistic emergentism assumes that language use and acquisition emerge from basic processes that are not specific to language. With both psychological and linguistic foundations (Ellis, 1998; O'Grady, 2005; respectively), emergentism has generated considerable interest in applied linguistics (e.g. Gregg, 2003; Ellis and Larsen-Freeman, 2006; Hawkins, in press). This paper provides an overview of emergentism, examining the role that developmental time plays within this perspective and its applications.

    Emergentism constrasts sharply with the Universal Grammar approach. UG is primarily a property theory and not a transition theory (Jordan, 2004; White, 2007). Rather than proposing innate principles and parameters, emergentist analyses assume that these abstractions are just one way of characterizing the generalized patterns of constructions that learners develop after acquiring a rich array of specific linguistic items and types of constructions. Developmental time and processes such as generalization, automatization, and cumulative learning play essential roles in emergentist analyses. By emphasizing time, emergentism has much in common with other approaches to the study of acquisition, including chaos complexity/complex systems theory (Larsen-Freeman, 1997) and dynamic systems theory (De Bot, Lowie, and Verspoor, 2007).The emphasis on developmental processes is useful for the decision-making processes of teachers. For example, syllabus design requires a careful sequencing and recycling of learning tasks and language content (e.g. Brown, 2007). The focus on developmental time is also valuable for measurement of language ability. The emergentist perspective is consistent with the measurement of proficiency as a generalized tendency toward complexity, using measures such as words per T-unit (Ortega, 2003).
Wednesday, June 4, 11:40-12:10, Forest Sciences 1615

Moore, Danièle (SFU, damoorefr@yahoo.fr), **Sabatier, Cécile** (SFU, sabatier@sfu.ca), **Walsh, Nathalie** (SFU, Walsh_N@sd36.bc.ca), **Dagenais, Diane** (Simon Fraser University, dagenais@sfu.ca)
Étude du paysage linguistique et diversité : Une ethnographie des usages plurilingues dans une classe d'immersion
Le paysage linguistique d'une ville renvoie aux langues qui sont en contact au sein de l'espace urbain visuel et qui traversent les différentes communautés qui habitent ce même espace. À partir d'activités d'Éveil aux langues, mises en place dans le cadre d'une recherche longitudinale en cours, la présente communication entend présenter des résultats qui montrent la manière dont des élèves de Grade 5 et 6 scolarisés dans une école d'immersion de la région de Vancouver à quelques kilomètres d'une réserve Premières Nations, construisent et développent une conscience sociale, linguistique et culturelle de leur environnement pluriel immédiat en établissant des liens entre présence et absence visible des langues qui font partie de la communauté urbaine et leurs propres expériences de plurilinguisme. Dans cette présentation, nous discuterons un ensemble de données recueillies lors d'activités de classe incluant a) une excursion dans la ville pour photographier la signalétique du territoire urbain et sa diversité linguistique, b) les interactions de classe enregistrées lors de diverses tâches incluant l'exploitation didactique de ces données, croisées avec l'étude d'une légende locale Première Nation sur le nom de leur ville. Fondée sur une recherche-action ancrée dans une tradition de recherche collaborative associant les paradigmes de l'ethnographie critique à ceux de la didactique des langues et du plurilinguisme, la contribution mettra également en exergue comment des pratiques de classe innovantes facilitent la mise en place d'un curriculum conforme aux résultats d'apprentissage prescrits par le Ministère de l'éducation de la province, intégrant l'étude du français et des disciplines.
Le mercredi 4 juin, 1h15-1h45, Forest Sciences 1002

Morgan, Tannis (UBC, tannis_morgan@bcit.ca), **Carey, Stephen** (UBC, stephen.carey@ubc.ca)
Exploring instructors' online EOL instructional activity from a cultural historical activity theory approach
The increasing reality for many graduate students worldwide is that they will be attending an online course that is in English as another language (EOL). While there is a significant body of research focused on student learning and participation in these online courses from a community of inquiry framework (Garrison, Anderson, Archer, 2000) there has been almost no research on how EOL professors and instructors themselves addressed the complexities of community, global and local contexts, and the potential linguistic demands of the teaching and learning context. This multiple case study (Stake, 2006) employed cross case analyses drawing on data from interviews with graduate students, program coordinators and instructors in addition to analyses of discussion forum transcripts and research participant observations. Through a cultural historical activity framework (Engestrom, 1999, 2001) we explored how instructors negotiated online teaching in international contexts with a particular focus emphasis on how instructors functioned in EOL online. We also discuss how instructors' own identities, positioning and conceptualization of online exchanges were important mediators in online teaching.
Thursday, June 5, 9:35-10:05, Forest Sciences 1402

Müller, Mareike (University of Waterloo, m2muelle@artsmail.uwaterloo.ca)
Pronunciation training in foreign language classes: Achievements and deficits of current research
The communication-oriented approach in foreign language classes establishes a basis for a methodologically principled approach to the teaching of pronunciation. Besides noticeable improvements in the theoretical development of pronunciation training, this presentation will also indicate deficits in research which have not fully been addressed and which negatively influence the pronunciation training provided in textbooks and classes. Current research on pronunciation training suggests that there should be a systematic progression from listening to articulation training while continuously raising the level of difficulty and automatisation. Unfortunately, these findings are not often applied to the actual design and sequencing of pronunciation exercises. Textbook authors find little guidance in academic research about how to integrate exercises of various types with phases in the learning process. The result is that the annotations to textbooks that they make for teachers are superficial. Progress in this area is further inhibited by a failure to make connections between different areas of research. The latest results from neurology have the potential to relate pronunciation training to grammar and vocabulary acquisition more efficiently, but the possibilities for exploiting them in actual teaching methodologies have been largely unexplored. Most textbooks still practice pronunciation mainly through monotonous "listen and repeat" patterns, hardly allowing for communicative and creative language learning. This presentation will set out current theoretical angles on pronunciation training and will give examples of exercises which demonstrate how theoretical findings can be exploited in language teaching.
Friday, June 6, 2:55-3:25, Forest Sciences 1615

Nassaji, Hossein (University of Victoria, nassaji@uvic.ca)
Classroom discourse and its role in the use and effectiveness of incidental focus on form
In recent years, a number of studies have investigated the role of incidental focus on form (FoF) in L2 classrooms (Ellis, Basturkmen, & Loewen, 2001; Lyster, 1998; Lyster & Ranta, 1997; Williams, 1999). These studies have provided important insights into the use and effectiveness of such FoF. However, they have also shown different results. These differences have often been explained in terms of cognitive/linguistic factors or characteristics of feedback. However, factors such as those related to the nature and organization of classroom discourse have not been examined. The present study investigated the role of two aspects of classroom discourse: episode activity orientation and episode exchange type, in the use and effectiveness of incidental focus on form. The data consist of transcribed audio recordings of four adult communicatively-oriented ESL classrooms (about 44 hours). Two types of FoF were identified: reactive and peremptive. Based on the type and nature of the talk in which the learners and the teacher participated, FoF exchanges were further coded in terms of four higher-order discourse activity goals (instruct, explore, plan, and report) and two types of episode exchange relations (nuclear and bound). The results showed significant relationships between episode activity orientation, type of FoF, and learner uptake. Significant variations were also found in the amount and type of such focus of form according to the differences in the episode exchange type. These findings provide evidence for the important role that classroom discourse may play in the occurrence and usefulness of FoF in L2 classrooms.
Friday, June 6, 1:45-2:15, Forest Sciences 1611

Nekrasova, Tatiana (Northern Arizona University, tnn8@nau.edu)
Identifying formulaic sequences in English questions and conditionals
Researchers have claimed that formulaic sequences play an important role in L2 acquisition, as learners eventually deconstruct longer sequences and infer rules to create new constructions (Ellis, 2002). However, one challenge when investigating the role of formulaic sequences in L2 acquisition is difficulty in identifying sequences. Previous studies have used a variety of identification criteria, including frequency counts, pragmatic function, fixedness, and phonological coherence (Wray, 2002). One of the most widely used assumptions for identification of formulaic sequences is that they are processed and stored holistically. Only a few studies have experimentally tested this assumption, and the results were inconclusive (Schmitt & Underwood, 2004; Underwood, Schmitt, & Galpin, 2004). The present study investigated the psychological validity of formulaic sequences for questions and conditionals. First, potential formulaic sequences were identified from published L1 and L2 acquisition studies and their non-formulaic alternatives were constructed. Next, the frequency of occurrence for each sequence was checked in written and oral corpora of American English. Then, L1 English speakers ($N = 80$) completed a computer-based reaction time activity in which they were asked to judge the appropriacy of 82 mini-conversations by pressing a Yes or a No key. Their reaction times to the utterances containing formulaic and non-formulaic strings were recorded by the computer. Preliminary results suggest that some of the sequences identified in previous research as formulaic were not processed holistically. The findings are discussed in terms of their implications for future research to identify the facilitative role of formulaic sequences in L2 acquisition.

Thursday, June 5, 3:15-3:45, Forest Sciences 1611

Pak, Chin-Sook (Ball State University, cpak@bsu.edu)
Re-examining motivational strategies for learning Spanish: The case of the service-learning classroom
Decades of motivation research in the second/foreign language (L2) field have provided language teachers with various frameworks for understanding the complexity of factors that can affect students' motivation for learning a L2 (Clément et al., 1994; Crookes & Schmidt, 1991; Dörnyei, 2000, 1994; Gardner & Lambert, 1972). From social factors such as students' perception of the target language, culture, and community to educational factors such as course-, teacher-, and learner-related variables, motivation serves as a driving force not only to initiate but also to sustain L2 learning process. As a result, strategies to develop motivation-sensitive teaching practices have received considerable attention (e.g., Dörnyei, 2001; Oxford & Shearin, 1994). This paper examines specific motivational strategies for learning Spanish in the context of the service-learning classroom. With a greater number of campuses in the U.S. committing to civic purposes of higher education, there has been a surge of interest in service-learning pedagogy across disciplines and especially for those who teach Spanish (Hale, 1999; Jorge, 2004; Long, 2003; Olazagasti-Segovia, 2004; Overfield, 1997; Plann, 2002; Polansky, 2004; Varona & Bauluz, 2004). Based on data from student reflection journals gathered from three service-learning seminars conducted in Spanish, the study delineates specific motivational strategies that are natural outcomes of the service-learning classroom and compares them to the traditional language classroom. The presentation will highlight the shift in the perspectives on teaching and learning processes in the service-learning classroom that demonstrate stronger integrative and instrumental orientations, greater learner autonomy, and increased learner satisfaction.
Wednesday, June 4, 1:15-1:45, Forest Sciences 1402

Papen, Robert (Université du Québec à Montréal, papen.robert@uqam.ca)
Le point sur la grammaire : les idées que les (futurs) enseignants se font de ce qu'est une règle de grammaire et des finalités de son enseignement
Besse (1989, 1991) a effectué deux sondages (par questionnaire) auprès d'enseignants du français langue étrangère et seconde en Europe, portant sur les représentations mentales que les enseignants avaient d'une « règle de grammaire » et des finalités de l'enseignement grammatical. Germain et Séguin (1995) avaient repris ces sondages auprès d'enseignants de L2 au Québec, et nous avions nous-même distribué ce même questionnaire auprès de quatre cohortes d'étudiants inscrits au programme de formation des maîtres de FL2 à l'UQAM (Papen, 2001). Les résultats démontrent que c'est une vision descriptiviste qui l'emporte sur les conceptions juridique ou constructiviste dans les sondages de Besse et de Germain et Séguin, alors que c'est nettement une conception juridique qui prédomine chez les étudiants à l'UQAM. Quant aux finalités de l'enseignement de la grammaire, les résultats des sondages de Besse et de Germain et Séguin se rejoignent: ce sont les finalités instrumentale ou éducative qui dominent, alors que chez les étudiants à l'UQAM, c'est nettement la finalité instrumentale (positive ou négative) qui domine. Six ans plus tard, nous avons refait le sondage, toujours avec le même questionnaire, auprès d'une cohorte de 36 (futurs) enseignants de français L2, la majorité étant en 3ième année de formation à l'UQAM. L'objectif de cette communication est de décrire et analyser les résultats obtenus par Besse (1989, 1991) et par Germain et Séguin (1995) par rapport à ceux que nous avions obtenus de 1998 à 2001 et de comparer ceux-ci à ceux obtenus six ans plus tard, afin de voir s'il y a eu un changement, suite aux refontes des programmes de formation des maîtres au Québec et suite au renouveau d'intérêt pour la grammaire en enseignement du FL2.
Le jeudi 5 juin, 1h15-1h45, Forest Sciences 1002

Paquet, Robert (Collège militaire royal du Canada, Robert.Paquet@rmc.ca)
Bilinguisme dans les Forces canadiennes : résultats de l'approche utilisée auprès des officiers
Pour obtenir leur diplôme universitaire de premier cycle, les élèves-officiers des Forces canadiennes (FC) doivent répondre à une norme de maîtrise des deux langues officielles du pays. Pour ce faire, les étudiants suivent quotidiennement des cours de langue en plus des cours correspondant à leur programme d'études. Ils ne peuvent recevoir leur diplôme du Collège militaire royal que lorsqu'ils sont capables de travailler dans les deux langues. Par la suite, le système de promotion des FC tient compte des aptitudes langagières des officiers pour leur progression dans les grades. La communication illustrera les particularités du programme d'enseignement des langues dans les Forces canadiennes, qui doit répondre aux besoins spécifiques de l'institution. Nous examinerons notamment les approches linguistiques mises en œuvre et les outils utilisés, qui comprennent entre autres l'apprentissage assisté par ordinateur. Nous tracerons un parallèle avec la formation linguistique qui a cours au *Defense Language Institute* de l'armée américaine, en soulignant les différences entre les deux programmes ainsi que leurs avantages et inconvénients respectifs. Enfin, nous examinerons le résultat concret de la formation linguistique en question. Les politiques de Pierre E. Trudeau visant à faire du Canada un pays bilingue, bien qu'on estime généralement qu'elles ont échoué, ont quand même fait en sorte que l'apprentissage d'une langue seconde fasse partie intégrante de la formation d'un officier – le rêve de l'ancien premier ministre s'étant concrétisé, du moins partiellement, au sein de l'armée canadienne.
Le jeudi 5 juin, 4h25-4h55, Forest Sciences 1002

Peguret, Muriel (Université Dalhousie, muriel.peguret@dal.ca)
Pour une perspective actionnelle dans l'enseignement du français aux ressortissants d'immersion
Dans cette présentation, nous nous proposons de revisiter la notion de compétence en éducation dans une perspective actionnelle (Perrenoud, 1999, Collès et al., 2001 ; Bronckart et al., 2005 ; Puren, 2007…), plus particulièrement en enseignement FLS aux ressortissants d'immersion au niveau universitaire. Pour ce faire, nous présenterons une synthèse des diverses acceptions de la notion de compétence à travers les siècles, pour en arriver aux réflexions actuelles. Celles-ci, influencées entre autres par le champ de la formation professionnelle (Le Boterf, 2006), provoquent un véritable bouleversement dans le champ scolaire général (Perrenoud, 1999). Nous verrons que désormais, toute formation considère qu'il ne s'agit pas seulement d'*avoir* des compétences, mais aussi d'*être* compétent. La

compétence ne se résume plus à une « somme » de sous-compétences (Le Boterf, 2006 : 52), elle est plutôt un « savoir-mobiliser », qui laisse une marge de manoeuvre à la liberté individuelle (op. cit. : 54). Ainsi, la mission de l'enseignement scolaire se déplace d'une perspective *fonctionnelle* (ou *communicative* en FLES) de l'enseignement de ressources diverses, à une perspective *actionnelle*, de développement de compétences réelles (Puren, 2007). Pourtant, dans le domaine du FLS au Canada, le niveau de référence semble toujours se définir par rapport la « connaissance fonctionnelle » (Vandergrift, 2006), un objectif considéré suffisant et réalisable (Gouvernement Canada ; 2003 : 40). Il s'agit pour nous d'un recul par rapport aux réflexions actuelles en didactique. Notre présentation aura pour but d'amener une réflexion sur les apports possibles d'une perspective plus *actionnelle* dans la pédagogie universitaire, par l'examen d'un contexte précis, celui des cours de langue destinés aux ressortissants d'immersion.
Le mercredi 4 juin, 2h25-2h55, Forest Sciences 1002

Penner, Nikolai (University of Waterloo, mnpenner@uwaterloo.ca)
Tablet computers in a wireless environment in foreign language teaching
This presentation will discuss selected aspects of WatPAL, an experimental study recently conducted at the University of Waterloo. The project examined how tablet PCs, portable computers with built-in wireless, touch-screen, and hand-writing recognition technology, were used in a second-year university language course. The course employed the Angel Course Environment software and was entirely hosted online. Prior to the beginning of instruction, all students received tablet PCs for the duration of the term, the usage of which in the given course was made obligatory. This allowed tracking students' actions and recording a wide range of data, such as results of quizzes, exercises, diagnostic tests and other online activities. During the first week of instruction, participants were required to complete 'Strategy Inventory for Language Learning' questionnaire (Oxford 1990), a self-assessment instrument measuring the use of language learning strategies. After the students had gained sufficient experience in using the tablets, they completed seventy-eight item 'technical questionnaires' focusing on students' usage of various features of tablet computers, their activities in the online course environment, and strategies they applied using the computers. The presentation will discuss the outcomes of qualitative and quantitative analysis of the results of both questionnaires, and compare them to each other. The paper will argue that there exist connections between students' self-reported language learning strategies and their usage of computers for language learning. Locating and explaining these correlations will shed light on the ways computer technology can be used to suit individual student's learning strategies and thus to enhance language learning.
Thursday, June 5, 9:00-9:30, Forest Sciences 1402

Petrescu, Maria Claudia (OISE/UT, petrescu.claudia@rogers.com), **Moore, Ellen** (Northwestern University), **Dronjic, Vedran** (OISE/UT), **D'Souza, Claudette** (Dalhousie University), **Helms-Park, Rena** (University of Toronto at Scarborough)
How depth of vocabulary knowledge tests can reveal cognate facilitation
Our previous research revealed that cognate facilitation is evident in vocabulary size tests consisting of low-frequency academic words. Here, we hypothesize that depth of vocabulary knowledge (DVK) tests (e.g., Read, 2000; Qian & Schedl, 2004), measuring receptive knowledge of word meaning and collocation can provide a fuller picture of cognate facilitation since many cognates have the same paradigmatic and syntagmatic associations.

We created a new version of the DVK, similar in format to Qian & Schedl's test, with some additional features: words are controlled for frequency (three frequency bands – 5,000-10,000, 10,000-14,000, 15,000-20,000 levels of the BNC) and meanings/collocations come from current, reputable sources (e.g. Oxford Compact Dictionary online, Merriam-Webster online, Collins Concordance and Collocations Sampler). Additionally, we have selected cognates as target words and allowed for variability in the number of correct answers.

The new DVK, piloted twice with native speakers of English (n=31), was administered to two groups (n=25 each) of undergraduate L1 speakers of Romanian, the genetically related language in this study, and Vietnamese, the comparison group. Both groups performed identically on screening tests. This presentation summarizes the study's findings and concludes with a discussion of the nature and magnitude of L1 cognate effect in lexical depth tests. We recommend that the collocational part of the test be contextualized further to eliminate ambiguity. For example, in the case of "indelible", the association "mark" should specify "mark on cloth or paper" (as opposed to "mark on a test"). Our presentation will conclude with preliminary results of a contextualized DVK test constructed as such.
Friday, June 6, 11:05-11:35 Forest Sciences 1615

Planchenault, Gaëlle (Simon Fraser University, gplanche@sfu.ca)
Les compétences sociolinguistique et sociopragmatique des apprenants de Français Langue Seconde : cas de recherche en université canadienne
Depuis plus de dix ans, la recherche en acquisition et didactique des langues secondes (Lyster, 1994 ; Kasper, 1997 ; Liddicoat et Crozet, 2001) n'a cessé de souligner le fait qu'un enseignement langagier doit être explicite, c'est-à-dire qu'il doit présenter une description, une explication et une discussion des traits sociolinguistiques. Dans cette communication, nous montrerons pourquoi nous proposons d'analyser les codes socioculturels de la langue afin de développer une conscience sociopragmatique. Cette communication s'appuie sur notre recherche en acquisition du Français Langue Etrangère/Seconde. Lors de l'expérimentation, les apprenants ont regardé des extraits de films sans le son et ont répondu à une série de questions orientant leur regard sur la dimension sociale des interactions, puis ils en ont imaginé les dialogues. Ont ensuite été analysés dans leurs écrits les variantes sociolinguistiques utilisées, telles que le vouvoiement et le tutoiement ou l'omission du *ne* de la négation. Les conclusions d'une première recherche (en République tchèque, Angleterre et Colombie) nous avaient montré que si les intuitions sociopragmatiques étaient souvent justes, les savoirs sociolinguistiques restaient inadaptés. Nous nous sommes donc demandée s'il existait un lien entre ces deux compétences. Notre présente recherche longitudinale expérime des activités similaires avec 70 apprenants du département de français de l'université Simon Fraser, à deux niveaux (débutant et intermédiaire). Ces étudiants n'ont bien souvent que très peu de contacts avec des francophones et ces contacts sont

quasiment pour tous inexistants hors de la classe de français. Afin de les préparer à de futures interactions avec des locuteurs natifs, nous proposons des activités pédagogiques qui permettront une conscientisation de la variation sociolinguistique en L2.
Le mercredi 4 juin, 4h25-4h55, Forest Sciences 1002

Plews, John (Saint Mary's University, jplews@smu.ca), **Zhao, Kangxian** (OISE/UT, kangxian@gmail.com)
"The communication might not have been pretty ... but it was accomplished": ESL teachers' reflections on TBLT
We discuss how nonnative-speaker (NNS) and native-speaker (NS) English as a Second or Foreign Language (ESL / EFL) teachers adapt the framework of task-based language teaching (TBLT). In particular, we focus on a qualitative study of ESL teachers in Atlantic Canada that inquires after teachers' knowledge, perceptions, and experience of second language teaching methods and approaches. One set of findings from our study concerns NS teachers' use and adaptations of TBLT. These findings make for an intriguing comparison with and significantly qualify some of the findings of other recent research on the implementation of TBLT or communicative language teaching in ESL teaching (Carless, 2004; Jeon & Hahn, 2006; Li, 1998; Sun & Cheng, 2002; Yu, 2001). That research has focused predominantly on the experiences of Asian NNS EFL teachers and, considered broadly, might inadvertently give the impression that failing to observe the communicative principles underlying TBLT is a professional trait of NNS teachers. We believe that this impression is unfortunate, for it locates the issue of the difficulty of implementing new and better informed teaching approaches in one geocultural sphere and in doing so conceals similar issues in another. By exploring Canadian NS ESL teachers' experiences of TBLT, we reveal how NS and NNS teachers similarly adapt TBLT in ways that are incongruent with its theoretical underpinnings. We suggest downplaying speaker identity as a factor in such adaptations and encourage TESL scholars to turn their attention to finding ways to help all teachers better understand the procedures involved in and principles underpinning TBLT.
Friday, June 6, 11:40-12:10, Forest Sciences 1611

Ranta, Leila (University of Alberta, leila.ranta@ualberta.ca)
Exploring the L2 acquisition of multiword verbs in English
Multiword verbs are a salient feature of English known to cause problems for both learners and teachers. They consist of phrasal verbs like *pick up* (verb + adverbial particle), prepositional verbs like *think about* (verb + prepositional phrase), and phrasal-prepositional verbs like *get out of* (verb + particle + prepositional phrase). Although there is a small body of research on the acquisition of multiword verbs, most studies have made use of forced-choice tests rather than oral production. This paper presents the results of the analysis of oral data from 16 Chinese graduate students who had been in Canada for less than one year. In a preliminary analysis, all uses of multiword verbs from an interview were counted and compared to the total number of verb phrases. It was found that learners used more prepositional than phrasal verbs as predicted by the results of a corpus analysis by Biber et al (1999). Detailed data from a computerized log concerning students' language exposure did not, however, reveal relationships between language use and frequency of multiword verb production. This paper extends this analysis by examining whether the individual patterns of multiword verb use in interviews are consistent across different oral tasks. Furthermore, the specific phrasal verbs produced by the learners will be analyzed to determine whether phrasal verbs with figurative meanings are less frequent than those with literal meanings as predicted by Liao and Fukuya (2004). The discussion will focus on theory development and research methodology relevant to this neglected area of SLA.
Wednesday, June 4, 1:15-1:45, Forest Sciences 1611

Razavi, Nikta (Simon Fraser University, nrazavi@sfu.ca)
Afghan parents' participation in their children's schooling in Canada
For schools to become insightful about cultural differences without contributing to cultural stereotypes, teachers need to have more specific understandings of families' daily lives; perceptions of parental participation; and views of literacy, success, and social development. In an attempt to understand the views of parental participation in the Afghan culture, a focus group interview was conducted. Pacific Immigrant Resources Society (PIRS) agreed to connect me with a group of Afghan mothers who have children in the British Columbia K-12 school system. I used a semi-structured interview with an open-ended questionnaire in the participants' first language to allow for variation in responses. Ten Afghan mothers participated to share their past and present literacy experiences, views of Canadian schools, views of barriers to participation and views of success for their children's future.
    The findings report that Afghan parents operate with a different definition of parental participation. The paper focuses on recommendations in the literature encouraging schools to critically evaluate parents' home involvement to find ways to make them feel valued and important in their children's school life. School-based and community-based organizations are asked to examine the diverse nature of the community around the school in designing family literacy and parent education programs. Whether the implications are to incorporate more training in the teacher education programs to equip future teachers or to include workshops about the education system in community-based ESL classes for newcomer parents, the two partners in this relationship need to move closer to gradually narrow and eventually close the gap.
Thursday, June 5, 1:15-1:45, Forest Sciences 1615

Reichert, Tetyana (University of Waterloo, tdrashka@uwaterloo.ca)
Language choice in small group activities
This paper contributes to the current discussion on the use of first (L1) and target (TL) languages in learners' interactions. I investigate how university students from German language courses prepare a skit to be presented in front of the class. Based on qualitative interactional research, I first examine the off-stage use, when students prepare a skit outside the class, and then the on-stage use of L1 and TL, when students present the skit to the class. The main data consists of questionnaires, video and audio recordings of group interactions and the presentations gathered during the 2007 Fall Term. Students use both English and German during the preparation of the dialogues. However, the use of languages during the presentation of the skit is not only limited to TL, despite the fact that German is the only

sanctioned language of the presentation. Students use L1 when they engage in code-switching off-stage and on-stage. The analysis of code-switches from Auer's (1998) theoretical perspective suggests that the code-switches in both contexts serve different purposes and represent important interactional devices for students. Drawing on findings of similar studies on language choice (Liebscher & Dailey-O'Cain, 2005; Belz, 2003; Chavez, 2003), I will examine whether learners use resources and mechanisms for communication in a structured environment similar to the ones they use in natural communication taking place outside the classroom. Based on my analysis, I argue that both languages serve as immediate discourse resources and as relationship-building mechanisms during the preparation and the presentation of skits.
Thursday, June 5, 9:00-9:30, Forest Sciences 1615

Riches, Caroline (McGill University, caroline.riches@mcgill.ca)
From far to near: Creating online learning communities in a TESL microprogramme
In certain contexts, online course delivery provides access to higher education which would otherwise be unattainable. In the case at hand, a university developed and created a 15-credit 'microprogramme' consisting of three online courses, and two intensive face-to-face courses to provide Teaching English as a Second Language (TESL) 'retraining' to teachers in far-flung communities (Cheng & Myles, 2003; Roessingh & Johnson, 2005). In-service teachers, many already teaching English as a second language, took it upon themselves to follow this microprogramme to develop their professional knowledge in TESL. In addition, a number of pre-service teachers, in teacher preparation programs other than TESL, followed the TESL microprogramme with a view to increasing their employment prospects upon graduation. This research chronicles the professional development of these teachers and the creation of a virtual learning community through the discourse of asynchronous, student-to-student and student-to-instructor interactions in online discussion forums. The online forums were designed to promote collaborative, inquiry-based learning whereby students could refine, confirm and expand their understanding (Guldberg & Pilkington, 2006) of discipline-specific and pedagogical issues. The nature of the discussions is analyzed on two levels. One, more quantitative, looks at frequency, length of students' postings on a week-by-week basis as well as first instance or 'reply' contributions (Carey & Morgan, 2005). Discussion posting content is also thematically analyzed in terms of relevance and collaborative progression toward deeper understandings of theory and practice as well as for social interaction and relationship building. This is also informed by student feedback in group interviews.
Thursday, June 5, 10:10-10:40, Forest Sciences 1402

Ritchie, Mathy (University of Victoria, mritchie@uvic.ca)
Développement de la compétence sociolinguistique dans la communication médiatisée par ordinateur
Cette communication présente les résultats d'un projet de télécollaboration entre un groupe d'apprenants du français langue seconde dans une université de la Colombie-Britannique et un groupe d'étudiants suivant un cours de littérature et culture dans un collège du Québec. Nous nous sommes intéressés au potentiel de l'échange en ligne entre locuteurs natifs et non natifs comme outil favorisant le développement de la compétence sociolinguistique des apprenants et le développement de la compétence interculturelle des deux groupes d'étudiants. Il a été démontré que le contact avec la langue cible est essentiel au développement de la compétence sociolinguistique des apprenants (Dewaele & Reagan, 2002; Howard, 2006). Les outils de communication en ligne offrent aux apprenants l'occasion d'interagir avec des locuteurs natifs et d'être exposés à différentes variantes linguistiques tout en ayant plus de temps pour réagir que dans une conversation face-à-face (Abrams, 2003; Warschauer, 1996). Toutes interactions entre locuteurs natifs et non natifs comportent une dimension culturelle (Levy, 2007), c'est pourquoi nous nous sommes aussi penchés sur cet aspect. Une analyse qualitative du corpus composé des échanges sur le système de clavardage et des entrées sur le forum a démontré que les apprenants ont en effet reconnu un usage particulier de variantes linguistiques dans le discours des locuteurs natifs et qu'ils ont, dans certains cas, utiliser ces variantes à leur tour dans leur discours. L'échange a aussi été profitable au développement de la compétence interculturelle des deux groupes. Cette étude contribue à la recherche sur la communication médiatisée par ordinateur et sur la didactique des langues secondes.
Le mercredi 4 juin, 3h50-4h20, Forest Sciences 1002

Rossiter, Marian (University of Alberta, marian.rossiter@ualberta.ca), **Rossiter, Katherine**. (Simon Fraser University, rossiter@sfu.ca)
Factors affecting immigrant youth and criminality
Canada is a destination for immigrant families from all over the world. Young newcomers face social and academic adjustments that are often exacerbated by culture shock; racism; conflicting cultural values; educational gaps; language difficulties; physical health problems; poverty; isolation; and/or post-traumatic stress syndrome due to war, violence, or loss of family members (Ngo & Schleifer, 2005). These strain/frustration factors (Wortley, 2003) may lead to difficulty in immigrant family relationships or leave immigrant youth vulnerable to victimization and/or recruitment to illegal activities. This presentation reports on a study of the circumstances of immigrant youth who have come into conflict with the law in a western city in Canada, where, unlike in the US, ethnic/racial data on crime (except for Aboriginals) are not released. Interviews were conducted with 15 stakeholders (including representatives of multicultural health brokers, immigrant-serving agencies, ethnic organizations, correctional and police services) who come into frequent contact with these individuals. They addressed the following research questions: (1) What are the characteristics of immigrant youth who come into conflict with the justice system? What criminal activities are they involved in? (2) Which factors exert a negative influence on at-risk immigrant youth and on those who eventually become involved in crime, gangs, and/or violence? (3) Which factors exert a positive influence on young immigrant newcomers? The interviews, each approximately one hour long, were audiotaped and transcribed; the data from the transcripts were coded, categorized, and analyzed. Recommendations for programming and policy initiatives to support at-risk youth will be made.

Rottava, Lucia (University of London, l.rottava@bbk.ac.uk), **Gattolin, Sandra** (UFScar – São Carlos, SP/Brazil, sandra_gattolin@yahoo.com.br)
Language learning and cultural/context differences: characteristics observed in the oral production of English and Portuguese language learners
Cultures and Professional communities have rules and expectations in relation to a speaker/writer's decision to understand or to reject particular information. Such aspects could be observed by of use of some metadiscursive resources. These resources are understood as interpersonal elements used to organize a discourse (oral or written) from the speaker or writer's point of view towards either its content or the listener and reader (Hyland, 2004:134). This subject has been explored focusing on writing and/or the teaching of writing, written and oral genres, and reading. Results of this study show that the use of metadiscursive resources reflects on a link between discursive practices and social organization of discursive communities on the way professional communities and specific cultures influence a writer/reader's attitudes while interaction and negotiation are taking place. However, there are only few studies focusing on the way foreign language learners, from different contexts, languages and cultures, make use of metadiscursive resources to establish inter-personal relationship with his or her interlocutor. Considering this aspect, this paper presents and discusses the results of a study comparing two different contexts of foreign language learning, in England and in Brazil, aiming at (a) not only describing the metadiscoursive resources used in oral productions but also discussing the way they are used; (b) analyzing the changes occurred in the use of these resources; (c) comparing the results both within each group and also between the two. Data were collected longitudinally, in class, throughout 2006 and 2007. They consist of 33 oral productions, 15 by learners of Portuguese as a foreign language, in Britain and 18 by learners of English as a foreign language in Brazil. Results of this study show that the uses of these resources vary according to the learners' cultural context, the level of communicative competence, and also their linguistics backgrounds.
Friday, June 6, 2:20-2:50, Forest Sciences 1615

Roy, Sylvie (University of Calgary, syroy@ucalgary.ca)
Pratiques pédagogiques en immersion tardive
Depuis des années, plusieurs chercheurs canadiens examinent les résultats d'acquisition du français langue seconde dans un contexte d'immersion. Plusieurs de ces chercheurs mentionnent l'importance de réexaminer les pratiques pédagogiques en salle de classe (Mougeon, Rehner et Nadasdi, 2004; Lyster, 2007). D'autres chercheurs (Swain et Lapkin, 1998), à partir d'une théorie socio-culturelle, démontrent que le travail en pairs et de collaboration permettent aux jeunes de développer des connaissances en misant soit sur la langue et/ou le contenu. En immersion tardive (l'élève débute l'apprentissage du français à 12 ans), les élèves ont des habiletés et des connaissances antérieures assez poussées. À prime abord, les élèves ne peuvent pas acquérir des connaissances dans la langue seconde puisqu'ils n'ont pas les compétences linguistiques pour le faire. Au lieu de miser sur leur langue première, il serait profitable pour eux de recevoir le bagage linguistique en premier, et par après, ils pourront développer leurs connaissances des matières. Dans cette présentation, j'examinerai certaines pratiques de l'immersion tardive par des enseignants et comment l'une d'elles utilisent les phrases toutes faites (ou le langage préfabriqué) et autres techniques pour amener ses élèves à acquérir la langue français dès les premiers mois. Les données de cette présentation proviennent d'une recherche ethnographique de trois ans dans des écoles intermédiaires de l'ouest canadien (CRSH 2004-2007). Nous verrons que si nous misons sur le français d'abord et avant tout, les jeunes peuvent acquérir la langue, tout en apprenant le contenu des matières.
Le mercredi 4 juin, 1h50-2h20, Forest Sciences 1002

Salvatori, Michael (Ordre des enseignants et des enseignantes de l'Ontario, michaelsalvatori@rogers.com)
Defining and identifying the proficiency of French as a second language teachers: issues of credibility and confidence
This paper presents some of results of a qualitative research study that relied on individual interviews with 15 participants and a group interview involving 4 of the 15 participants to explore the French language proficiency of non-native speaker teachers of French as a second language (FSL) in Ontario. The research questions examined the relationship among teachers' perceptions of their proficiency in French, their teaching practice and the development of their proficiency in French. A primary and secondary level of coding as well as two concept models were used to analyze the data which revealed a number of themes. This paper explores the following themes: the native speaker ideal, the notion of judgment of one's level of proficiency by native and expert speakers, the notion of credibility as a speaker and teacher of FSL and the role that confidence and comfort play in the choice of language proficiency maintenance strategies. The literature related to communities of practice, legitimate peripheral participation and the zone of proximal development served as theoretical underpinnings for the interpretation of the data from the study. This paper contributes to the existing literature on the language proficiency of non-native speakers and promotion of a model of language proficiency for the second language speaker that does not rely on the native speaker ideal (Cook, 1999). The paper expands on the debate between the native speaker and non-native speaker by considering this debate within the context of teaching and learning FSL rather than English as second language.
Wednesday, June 4, 1:50-2:20, Forest Sciences 1615

Schmenk, Barbara (University of Waterloo, bschmenk@uwaterloo.ca)
The autonomous language learner – a contradiction in terms? Reframing the concept of 'autonomy' in language learning
This paper argues that widely held beliefs about learner autonomy are based on narrowly defined concepts of language learning, language learners, and autonomy. The notion of autonomy that underlies much recent research into language learning trivializes many educational and political ideals formerly associated with the autonomous individual. As a result, autonomous language learning has frequently been equated with self-direction and self-access. In order to de-trivialize notions of autonomy as self-directed learning, the educational and political dimensions of autonomy in and through language learning have to be reconsidered. The paper suggests that if one wishes to take the complexities of language learning in a globalized and digitalized world more seriously, autonomy could be reframed within the context of 'multiliteracies' (e.g., Cope & Kalantzis, 2000).Within the framework of multiliteracies, language learning can be considered a

complex, non-linear process of ongoing meaning design. Accordingly, reframing autonomy in this context may allow us to pay adequate tribute to some of the complexities of language, selves, and language learning; and to acknowledge the paradoxes and possibilities of language learners and learning between individual agency and social constructedness in a multilingual learning environment.
Wednesday, June 4, 2:25-2:55, Forest Sciences 1402

Schuetze, Ulf (University of Victoria, ulfs@uvic.ca)
Online collaboration in SLA: What students really do?
In the fall of 2007, a study was carried out on the use of 'Wikis' in first year German as a second language courses at the University Victoria to investigate short term online writing in SLA (Schultz, 2000; Thorne & Payne, 2005) compared to long term online writing in SLA (Spiliotopoulos & Carey, 2005; Schuetze, 2007). The first part of the study investigated students' use and retention of syntactic-morphological structures. Three classes of thirty students each participated in the study. Students of two classes collaborated on the assignment (the 30 students divided into groups of two): one class did so by using 'Wikis' (online and therefore location independent), the other by not using 'Wikis' (face-to-face and therefore location dependent). Students in the third class did not collaborate and did not use 'Wikis' but worked on the assignment on their own. Results showed that students collaborating on the assignment without using 'Wikis' outperformed the other two classes although differences in the results were not statistically significant. The second part of the study investigated how students used the 'Wikis'. A survey was carried out asking students on where and when they participated in the collaboration; technical issues; and their attitudes and motivation writing online. Results showed a mixed usage of 'Wikis'. Some students preferred sharing their writing online, some were intimidated, some encountered technical problems, some appreciated the time to reflect and edit each other's writings, some met in front of a computer and wrote the 'Wiki' together making no revisions and defeating the purpose of 'Wikis'. In my presentation, I will briefly present and discuss the results of the study and speak on the implications for teaching a second language. In particular, I will speak on differences between instructors' ideas of how to use 'Wikis' and how students actually use them.
Wednesday, June 4, 3:50-4:20, Forest Sciences 1611

Schulze, Mathias (University of Waterloo, mschulze@uwaterloo.ca)
Grammaring—an Analysis
Grammaring—the ability to use grammar structures accurately, meaningfully, and appropriately—is a term coined by Larsen-Freeman (1992, 2003). This paper reports on a pilot study whose goal was to establish a research methodology for analysing grammaring processes in students' writings over time. I will argue that such an analysis needs a usage-based grammar such as Construction Grammar (cg) (Fischer & Stefanowitsch, 2007) as its foundation, a grammar which enables the analyser to view grammar as choice, not just as constraint. The 'construction'—a constituent in language use about which we have some information on form, meaning and pragmatic function—has been employed as a unit of analysis in both first (e.g., Tomasello, 2003) and second language acquisition (Haberzettl, 2007). With reference to their analyses, I will outline a new approach to analysing online writing of language students. Advantages and limitations of such a cg-based analysis of learner texts will be discussed on the basis of the pilot study, in which the texts that two students of German produced in the course of one semester in online discussions and exercises as well as in assessed writing.
Thursday, June 5, 3:50-4:20, Forest Sciences 1615

Saif, Shahrzad (Laval University, shahrzad.saif@lli.ulaval.ca)
Content-based instruction and the development of strategic competence
The basic assumption behind content-based instruction (CBI) is that 'content-based' language curriculum together with 'authentic' materials help learners learn academic topics, and, at the same time, develop their second language proficiency (Grabe & Stoller, 1997; Snow & Brinton, 1997; among others). Crucial to successful language learning in CBI is the linguistic and pedagogical adaptations required to accommodate learners' linguistic shortcomings. Research in CBI has focused on such issues as formal properties of language, task selection, learner's discourse, and teaching strategies (Swain, 2001; Mohan & Beckett, 2001; Ready & Wesche, 1992 among others), but very little is known about the effects of strategy teaching on the development of learners' strategic competence (SC) in content-based programs. The purpose of this study is, therefore, to explore the effects of strategy teaching in the development of the SC in the production of learners in content-based writing courses over time. 181 learners in two control and experimental groups participate in the study with strategy training being implemented in experimental classes only. Five written samples, collected over a period of nine months, are analyzed for each participant using a 5-point analytic ability-based rating instrument which measures all target ability areas, including the SC. The statistical analysis of the results reveal that while both groups improved their written language proficiency over time, the proficiency gain for the experimental group is significantly higher than that of the control group. A separate statistical analysis also reveals that the experimental group's use of writing strategies is significantly higher than that of the control group. The paper also discusses the study's implications for the CBI and the field of second language acquisition in general.
Thursday, June 5, 3:15-3:45, Forest Sciences 1615

Séror, Jérémie (University of British Columbia, jeremies@interchange.ubc.ca)
Leaving one's mark: L2 writing feedback and unintended socialization processes
The language socialization framework seeks to understand how newcomers negotiate membership and competency through extended participation in language mediated activities of target communities (Kulick & Schieffelin, 2004). Research in language and literacy has effectively made use of this framework to explore academic literacy development in a variety of contexts (e.g., Morita, 2004). This paper builds on this work and reports on an eight-month long longitudinal language socialization study of 5 Japanese international exchange undergraduate students attending regular content courses at a North American university. Data stems from bi-weekly interviews with students, as well as from writing samples, course documents, field notes, and interviews with selected instructors. This presentation uses

discourse analysis techniques to trace and highlight the cumulative effect of a specific literacy event: feedback on writing provided to second language (L2) writers. Findings focus on both the expected and unexpected outcomes that L2 writing feedback in content courses had for participants' literacy development. Specific examples of feedback interactions are used to illustrate how the complex and often non-dialogic nature of written feedback is particularly vulnerable to unexpected socialization outcomes which remain hidden, misunderstood and potentially undesirable for students' long term literacy development. The paper ends with a reflection on the need to for L2 writing research to consider how writing feedback impacts not only subsequent drafts of a text, but also L2 students' goals, definitions of writing, and perceived roles within universities.
Wednesday, June 4, 10:30-11:00, Forest Sciences 1402

Spada, Nina (OISE/UT, nspada@oise.utoronto.ca), **dos Santos Lima, Marilia** (Universidade Federal do Rio Grande do Sul)
Integrated and isolated FFI: Views from ESL and EFL teachers and learners
Research in second language (L2) learning suggests that learners' and teachers' preferences for instructional approaches warrant investigation. Learning may be negatively affected when learners' expectations are not matched by the reality of the classroom (Horwitz 1987) and learner attitudes play a strong role in determining the success of innovations in instructional practices (Savignon & Wang 2003). A mismatch between instructors' and learners' attitudes may also lead to conflict that could adversely affect learning (Schulz 2001). We will report on an investigation of *second* and *foreign* language teacher and learner preferences for isolated and integrated form-focused instruction (FFI). Isolated FFI is defined as instruction that separates grammar teaching from communicative practice and integrated FFI incorporates grammar instruction within meaning-based practice (Spada & Lightbown, in press). The participants were 50 teachers and 294 learners of ESL in Canada and 50 teachers and 175 learners of EFL in Brazil. All groups completed questionnaires that were specifically developed for them and validated as measures of isolated and integrated FFI. The ESL and EFL teacher and learner responses to the questionnaire items were compared for differences. Teacher variables (e.g. years of teaching experience) and learner variables (e.g. proficiency level) were also examined to determine whether they contributed to different preferences for isolated and integrated FFI within each context. The results are discussed in relation to different needs and expectations within ESL and EFL contexts and in relation to other research investigating teacher and learner views about how to best combine form and meaning-based instruction in the L2 classroom.
Friday, June 6, 2:20-2:50, Forest Sciences 1611

Tanaka, Takako (Doshisha University, Kyoto, taktanak@mail.doshisha.ac.jp)
L2 motivation within a SCT framework: from learners' perspectives
Arguing that a cognitivist individualistic understanding of motivation cannot capture its complexity, several scholars (e.g., Rueda & Moll, 1994; Sivan, 1986; Ushioda, 2003, 2007) have applied a Vygotskian sociocultural theory (SCT) (Vygotsky, 1978; Wertsch, 1985) in order to expand and deepen the understanding of second/foreign language (L2) learning motivation. They have reconceptualized motivation as a socially and culturally mediated phenomenon. In this framework, L2 motivation is located not only within individuals, but also within activity systems involving the mediation of other individuals and contexts. Taking a SCT perspective, this proposed study investigates how L2 learners' motivation develops over a three-month period in an attempt to understand underlying affecting factors for the development. The study involved four Japanese college students majoring in English and their teacher. They are asked to have a weekly interview and keep weekly semi-structured diaries. In addition, course-related documents such as syllabi, course materials and final grades, as well as my classroom observation notes, were included. Also, exit individual interviews with the participants were conducted. The data gathered were analyzed employing an inductive approach guided by a SCT structure. Data revealed that the nature of L2 learner motivation is dynamic, evolving and co-constructed. Future research agenda and pedagogical implication will be suggested. Findings will contribute new understanding to the research being conducted in the field of L2 motivation.
Wednesday, June 4, 3:50-4:20, Forest Sciences 1402

Tang, Monica (Université de Simon Fraser, mtang@sd43.bc.ca)
La numéracie en immersion: le rôle du langage dans l'enseignement des mathématiques en langue seconde
Depuis l'arrivée de la numéracie, les enseignants en immersion française font face au nouveau défi d'incorporer l'élément linguistique et de communication dans les mathématiques. Précédemment, la recherche en immersion se concentrait surtout sur l'enseignement de la langue, souvent en isolation des disciplines à travers lesquelles on enseigne cette langue (Swain, 1996). Dans les théories plus récentes, on promouvoit de plus en plus une approche communicative plutôt que celle qui se concentre uniquement sur la maîtrise de la forme (Richards & Rodgers, 2001). Qui plus est, on commence dorénavant à suggérer qu'un équilibre, voire une approche de contre-balancement entre langue et discipline serait une meilleure approche (Lyster, 2007; Cavalli, 2005). Pour mieux étudier la relation entre langue et discipline, suivant l'approche d'une action-recherche, une collecte de données auprès de 27 élèves en 6è/7è années en immersion a été entreprise. Ces données prennent la forme de travaux écrits de résolution de problèmes. Chaque document était évalué sur la base de quatre habiletés : 1) la maîtrise du concept mathématique, 2) l'usage d'un vocabulaire approprié et mathématique, 3) l'organisation du travail écrit et 4) l'usage de phrases et mots pour expliquer son raisonnement. En comparant ces données qualitativement, l'objectif de cette recherche était d'approfondir la perspective sur l'usage de la langue pour communiquer et pour développer la pensée mathématique chez les jeunes de l'école intermédiaire. Les résultats suggèrent qu'il serait important de considérer des approches pédagogiques qui alternent entre les défis langagiers et la réflexion mathématique.
Le vendredi 6 juin, 8h30-9h00, Forest Sciences 1002

Tain, Jun (University of Victoria, jtian@uvic.ca), **Nassaji, Hossein** (University of Victoria, nassaji@uvic.ca)
Would you like to work with your peers? Student perceptions of collaborative versus individual work
This study explored ESL learners' perceptions about the usefulness of collaborative output activities. Previous research on student perceptions of classroom activities mainly centered on teacher response (e.g., Ferris, 1995; Schulz, 1996, 2001), peer feedback (e.g., Jacobs et al., 1998; Zhang, 1995), and collaborative writing (e.g., Storch, 2001, 2005; Nixon, 2007). Not many studies have investigated how students perceive collaborative versus individual work, particularly when they complete tasks other than academic writing. The study involved twenty-six adult students in two intact L2 classrooms, performing four activities over a two-week period. They first received input-based instruction and then performed two output-based tasks collaboratively and two individually. The tasks and working styles were counterbalanced. The worksheets of all students were collected and analyzed. A questionnaire was distributed at the end of the study. Each questionnaire consisted of seven multiple choice questions concerning their preference of different working styles and an open-ended question to retrieve the rationale behind their preference. The questionnaires were analyzed both qualitatively and quantitatively. Results showed that (a) learners showed greater accuracy in producing the target forms when they performed the tasks collaboratively than when they performed the tasks individually; (b) most students perceived collaboration as a favorable learning strategy; and (c) students preferred working collaboratively mainly because they felt they could have more opportunities to practice their language and learn from each other. Overall, findings provide support for the need to incorporate collaborative activities into ESL classrooms, and the importance of collaborative output for language learning in L2 classrooms.
Wednesday, June 4, 10:30-11:00, Forest Sciences 1611

Thomas, Alain (University of Guelph, thomas@uoguelph.ca)
Analyse quantitative ou qualitative du vocabulaire?
La présente communication se situe dans le cadre d'une recherche empirique portant sur les progrès linguistiques accomplis en FL2 par deux groupes d'étudiants avancés ayant passé leur 3e année universitaire en France (groupe expérimental) ou dans le sud de l'Ontario (groupe témoin). On se limitera ici à l'analyse qualitative et quantitative des progrès accomplis par ces étudiants sur le plan lexical, dont l'importance est de plus en plus reconnue dans la recherche en langue seconde. On tentera ainsi de déterminer si le séjour linguistique à l'étranger favorise effectivement les progrès lexicaux chez les étudiants avancés et, si oui, dans quelle mesure et sur quels points du système. Mais la quantification de ce type de progrès pose des problèmes évidents, car on ne mesure pas aussi facilement l'utilisation d'un lexème que celle d'une forme grammaticale ou d'une variante phonétique. C'est probablement ce qui explique la paucité relative d'études quantitatives lexicales sur la parole spontanée, surtout en L2. Or, depuis l'apparition du logiciel anglais *Vocabprofile* (Laufer et Nation, 1995), adapté pour le français par Jones en 2001 (*Vocabprofil*), on peut désormais évaluer la richesse lexicale d'un texte quelconque en termes quantitatifs. Après avoir donné les principaux résultats de l'application de *Vocabprofil* au corpus de FL2 décrit ci-dessus et les avoir rapprochés d'une étude comparable (Ovtcharov *et al*, 2006), on discutera ici des bienfaits et des limites de ce logiciel, ainsi que de la nécessité d'ajouter une analyse qualitative pour mieux comprendre l'évolution du lexique de nos étudiants de niveau avancé.
Le vendredi 6 juin, 9h05-9h35, Forest Sciences 1002

Turnbull, Miles (University of Prince Edward Island, mturnbull@upei.ca), **Cormier, Marianne** (Université de Moncton, marianne.m.cormier@umoncton.ca)
Code switching in late French Immersion science class
In recent years, science educators in first language contexts have been preoccupied with the acquisition of science content as well as language and discourse. In recent literature, a literacy approach - authentic texts and language activities that explicitly teach the cognitive strategies involved in reading (ex. prediction, summarizing, …), in writing (ex. planning, organization, …) and in oral interaction (ex. activating prior knowledge, organizing new information) - is recommended (Norris & Phillips, 2003; Osborne, 2002; Wallace, 2004; Wellington & Osborne, 2001). We argue that a similar approach in second language (SL) contexts allows teachers to focus on content while enhancing the students' language and literacy development and, by extension, their SL accuracy. This notion is supported by Swain's (1996) suggestion that immersion teachers should focus, simultaneously, on language and content. However, like some researchers (e.g., Swain & Lapkin, 2001; Cummins, 2006; McMillan, 2007), we wonder whether students require their first language (L1) to manage the cognitive challenges of content and texts. During this paper, we describe our study involving two grade 7 late French immersion classes who completed a unit on earthquakes. In the "experimental" class, the unit included authentic science texts and literacy activities. The "control" class focused on the same content, following the approach prescribed by the local school board (memorization of vocabulary and content, simplification and demonstrations). Both classes completed pre- and post-tests (oral and written). During this paper, we will review content and language results but will focus specifically on student and teacher codeswitching.
Thursday, June 5, 10:10-10:40, Forest Sciences 1615

Vandergrift, Larry (Université d'Ottawa, lvdgrift@uottawa.ca)
Explaining variance in L2 listening comprehension
Listening comprehension is the key to success in French Immersion (FI) education; yet little is known about the factors that contribute to second language (L2) listening ability. The primary objective of this study is to obtain empirical evidence for some of these factors and the degree to which they can predict success in L2 listening. There is already some empirical evidence that L1 listening ability (Vandergrift, 2006) and metacognition (Vandergrift et al., 2006) are significant contributors. A more precise understanding of the factors involved in L2 listening ability will help to explain some of difficulties faced by some children in FI and informs listening instruction and remediation activities. This paper reports on the pilot phase of the proposed study. The purpose is to explore the validity and reliability of the instruments (with documented validity and reliability) chosen to measure the variables under consideration for the population and context of the larger study. Participants will include one group of middle FI students (Grade 4) and one group of late FI students (Grade

7), both in their first year of FI. The data will be student scores on age-appropriate instruments designed to measure the cognitive variables under investigation: L1 listening ability, L2 proficiency, metacognitive knowledge about listening, sound discrimination ability and working memory capacity. Administration of measures will be counterbalanced to control for task order effect. Data, to be collected in Fall 2007, will be analyzed using analyses of covariance structure through Structural Equation Modeling.
Friday, June 6, 9:40-10:10, Forest Sciences 1402

Watt, David (University of Calgary, dwatt@ucalgary.ca), **Cervatiuc, Andreea** (University of Calgary, acervati@ucalgary.ca)
Benchmarking English language proficiency for engineering
While immigration policies increasingly aim at recruiting skilled professionals, existing regulations for professional licensure often act as impediments to integration. The emerging field of professional language assessment plays a key role in establishing accountable language proficiency thresholds for professional practice. The present study sought to address the specific question: What is the expected threshold of professional language proficiency (PLP) needed to practice Engineering in Canada? A purposive sample of 69 engineers was structured to represent Canadian Engineering Graduates (CEG) and International Engineering Graduates (IEG), across various engineering specialties. The sample was further subdivided into pre and post licensure participants. Data collection involved job shadowing and sampling, questionnaires, focus groups and English proficiency assessments using a new national tool based on the Canadian Language Benchmarks (CLB). Selected sets of oral and written samples were presented to the professional assessment board members following a consensus methodology to establishing expected proficiency thresholds for licensure. The resulting data were then analyzed according to a generalizability theory. The findings demonstrate a 95% confidence interval and a high generalizability coefficient ($Ep^2 = .97$) in support of a language proficiency threshold of CLB 8 in writing and oral communication. Research in the area of PLP has recently identified the need to justify assessment processes to stakeholders. The definition of PLP, the process of data collection and ultimately the identification of the language threshold require stakeholder involvement. The present study provides a successful example of stakeholder involvement in the assessment of PLP.
Wednesday, June 4, 3:15-3:45, Forest Sciences 1615

Weinberg, Alysse (Université d'Ottawa, weinberg@uottawa.ca), **Burger, Sandra** (University of Ottawa, sburger@uottawa.ca)
The value of vocabulary instruction in university-level immersion courses
The explicit teaching of vocabulary, as in the "Reading Plus" approach, has been shown to be more effective (Laufer, 2003; Wesche & Paribakht , 1997; Paribakht & Wesche, 1993, 1996) than vocabulary acquired incidentally, i.e., through simple exposure. Our study seeks to explore the effectiveness of the two approaches in adjunct language courses attached to French immersion courses at the university level. Three groups of students were studied. The Reading Plus (RP) group did computerized vocabulary activities for 220 words taken from the history course readings. The Reading and Listening group (RL) was exposed to 20 of the words in its required history readings; however, the words were not taught. The Listening Group (LG) took a course with no required readings; thus their exposure to the words could not be determined. Prior research (Paribakt & Wesche, 1993) suggests that all students will improve in acquisition of the target words, with the RP group making the greatest gains. The Vocabulary Knowledge Scale test (Paribakt & Wesche,1993) was adapted and administered to the three groups as a pre and post-test. Analyses of pre- and post-tests scores will be performed using frequency distributions, t-tests and MANOVA repeated measures. In addition, the students in the RP group were asked to rate the usefulness of the vocabulary activities on a five point scale and to react to the appropriateness of the amount of time they had spent on the vocabulary activities. The research will address whether or not vocabulary intervention is effective in immersion courses at the university level.
Wednesday, June 4, 11:40-12:10, Forest Sciences 1002

Weinberg, Alysse (Université d'Ottawa, weinberg@uottawa.ca), **Peters, Martine** (Université du Québec en Outaouais, martine.peters@uqo.ca), **Sarma, Nandini** (nandini_sarma@carleton.ca, Carleton University)
J'aime ou j'aime pas: activités technologiques dans la classe de langue
L'utilité de la technologie dans l'enseignement de la langue est encore loin de faire l'unanimité chez les professeurs (Heimpel, 1998; Turnbull, 2004). Cependant, Ushida (2005) reconnait que la technologie motive les étudiants. Ceux-ci apprécient les activités technologiques dans l'apprentissage d'une langue (Weinberg, Peters et Sarma, 2005). Parks et al. (2003) et Warschauer (2002) démontrent que l'utilisation des technologies permet aux étudiants d'apprendre non seulement la langue mais aussi des connaissances technologiques transférables. D'ailleurs, certains étudiants notent une amélioration dans leur production écrite (Stepp-Greany, 2002) et orale (Beauvois,1998) due en partie à l'utilisation des technologies dans leur cours. Il importe donc que les professeurs connaissent ce que leurs étudiants apprécient comme activités technologiques afin de mieux cibler leurs intérêts. Notre étude pan canadienne examine les préférences des étudiants universitaires ($n = 71$) pour diverses activités technologiques dans leur apprentissage du français langue seconde. Leur perception de l'utilité de ces activités a aussi été recueillie et analysée. Des questionnaires sur des données démographiques, des compétences technologiques et linguistiques et les perceptions et préférences des étudiants ont servi à la collecte de données. Une analyse quantitative (anovas, corrélations, statistiques descriptives) a été faite afin de faire des liens entre les différentes variables recueillies. Les résultats démontrent que les étudiants semblent préférer les activités technologiques qui ont recours à des sites web de type outil alors que les activités exploitant une technologie plus récente sont méconnues et peu appréciées. Des conclusions sur l'utilisation de ces diverses activités dans la classe de français langue seconde universitaire seront présentées.
Le vendredi 6 juin, 1h45-2h15, Forest Sciences 1002

Wust, Valerie (North Carolina State University, vawust@social.chass.ncsu.edu)
What can an oral cloze test tell us about learners' knowledge of clitics in French?
L2 acquisition research indicates that mastering the French pronominal system is extremely difficult for learners, whose oral production is characterized by minimal use of object clitics in obligatory pronominalization contexts (Harley, 1986; White, 1996). Grammatical function, gender and animacy appear to be factors in the acquisition of clitics. The question arises as to whether low levels of use in oral production is indicative of underdeveloped linguistic knowledge. To this end, this paper reports on a study using an oral cloze with systematic object clitic deletion (N=21) to determine the degree to which 152 university-level learners of French were able to appropriately supply these forms as a function of their syntactic knowledge and use of intra- and inter-sentential discourse cues. The clitics *me, te*, *le*, *les*, *y* and *en* were targeted in order to address the following research questions:
     1. Does clitic suppliance vary depending on grammatical function, gender or animacy?
     2. Does clitic suppliance vary depending on L2 proficiency level?
     3. Does clitic suppliance vary depending on educational background (French Immersion vs. Core French)?
Statistical analyses indicate that both language-internal and learner factors influence learners' ability to supply appropriate clitic forms. The findings relating to language internal factors are explained in terms of linguistic complexity, overall processability and instructional sequences. The discussion of the learner-related factors draws upon pragmatic expectancy grammar (Oller, 1979). Implications of the current research for educators and material developers are addressed.
Friday, June 6, 8:30-9:00, Forest Sciences 1402

Yang, Yingli (McGill University, yingli.yang @mail.mcgill.ca)
The effect of recasts and prompts on Chinese learners' acquisition of English past tense
Although previous empirical studies have generally shown the effect of corrective feedback on second language acquisition (Lyster, 2004; Ammar & Spada, 2007), little is currently known about the exact nature of different types of feedback as well as their role in the acquisition of rule-based versus exemplar-based target forms (Skehan, 1998). Drawing on the "dual-mechanism" hypothesis which proposes that the mental representation and computational processes of irregular and regular past tense forms differ (Pinker & Ulman, 2002),it is hypothesized in this study that recasts and prompts may serve different functions in the acquisition of different past tense forms — recasts, as they afford learners the target form, may assist in learning exemplar-based irregular past tense form in English; whereas prompts, as they require learners to retrieve the target forms themselves, may facilitate the acquisition of rule-based regular past tense forms. In order to investigate how feedback benefits Chinese learners' acquisition of regular and irregular English past tense over time, the author conducted a quasi-experimental study in which 106 students in four intact classes participated. Treatment included four communicative tasks which highlighted the target forms and elicited oral responses and feedback. Participants' acquisition of the past tense forms was assessed through an oral and a written test three times before and after the treatment. Results were analyzed using repeated measures of ANOVA. This study will contribute to the SLA literature in light of the role of feedback in second language learning as well as the cognitive processes involved in the acquisition of past tense forms.
Thursday, June 5, 1:50-2:20, Forest Sciences 1611

Yoon, Keumsil Kim (William Paterson University, yoonk@wpunj.edu)
Multi-layered politeness: A study of Korean-American language behavior and cross-cultural language awareness
Politeness has been studied extensively, and the work has established important bases for an understanding of its universality. Traditionally, most of the research has been oriented from a perspective that all politeness is strategic in that it is characterized as something that people can recognize without problems. This universal aspect of strategic politeness has been challenged by researchers working with languages that have honorifics; they have pointed out that the linguistic politeness in these languages is socially-prescribed.
     What should be noted here is that, whether strategic or socially-prescribed, 'linguistic forms' merely serve as a guides for being polite and display only the first layer of politeness. The deeper levels of politeness that encode illocutionary forces are ingrained in socio-cultural norms that native speakers acquire as they grow up, and that are practiced "instinctively" and judged "intuitively."
     This paper is concerned with multi-layered politeness comprised of various linguistic markers and diverse socio-cultural norms. The paper addresses the role of the first language (Korean in this study) in performing verbal politeness in the second language (English). The paper consists of three parts: (i) a comprehensive comparison (& contrast) of linguistic politeness between English and Korean, (ii) an analysis of dialogues/messages between Koreans and Americans that are problematic in terms of understanding; a questionnaire was sent out to Koreans and Americans to determine the degree of politeness, appropriateness, and tolerance of each dialogue/message, (iii) identification of various categories of politeness behavior. The results are discussed in the context of Korean-American cross-cultural language awareness.
Thursday, June 5, 9:35-10:05, Forest Sciences 1611

Zappa-Hollman, Sandra (University of British Columbia, shollman@gmail.com)
Academic literacy socialization during study abroad
This qualitative multiple-case study explores the second language (L2) academic literacy socialization experiences of foreign students studying abroad at a large Canadian English-medium university. The focal participants are six undergraduate Mexican students enrolled in the MCMU-WCU Joint Academic Exchange Program (a pseudonym) for either one or two academic terms between 2005 and 2006. Triangulated data sources include interviews with participants, written assignments, questionnaires, writing logs, and field notes. The main goal of this investigation was to yield rich understandings of the learning resources and opportunities available to the participants and how these impacted their L2 academic literacy development and performance during their stay. A particularly novel aspect of this study is that it also examined the participants' reentry experiences in Mexico and their perceptions of the significance of their academic experiences in Canada once they returned to their home contexts. This study draws on the language socialization framework (Duff, 1996,

2003; Schieffelin & Ochs, 1986), the "community of practice" concept (Lave & Wenger, 1991; Wenger, 1998), and social network theory (Milroy, 1987) to provide an ecological perspective of the students' socialization into host L2 academic literacy practices. Based on these theories, five parameters that emerged for the analysis of students' experiences from a sociocultural perspective are examined and illustrated, and brought together in an analytical framework called "individual networks of practice" (INoPs). Suggestions for future exchange students, instructors and institutions sending and receiving international L2-speaking students are presented together with directions for further research.
Friday, June 6, 9:40-10:10 Forest Sciences 1615

Zhao, Jing (Richmond Health Services' Speech Language Program, Jing.Zhao@vch.ca), **Marinova-Todd, Stefka** (University of British Columbia, stefka@audiospeech.ubc.ca)
Phonological awareness in Mandarin-English bilingual children
Previous research has shown that bilingual children perform better than monolingual children on phonological awareness (PA) tasks (Bruck & Genesee, 1995; Chen et al., 2004). However, most studies have focused on examining the bilingual advantage in PA in only one of the two languages in bilingual children. The influence of bilingualism on PA in both languages has yet to be investigated more fully. This research aimed to examine the effect of bilingualism on PA in both languages of Mandarin-English bilingual children. Five PA tasks in Mandarin: Tone Discrimination, Syllable Deletion, Onset-rime Combination, Initial Sound Identification, and Rhyme Detection, as well as three sections of the English CTOPP (Wagner et al., 1999), namely Elision, Blending, and Sound Matching, were used. 144 children aged 5-to-6 years old participated in this study: 61 Mandarin monolinguals, 62 Mandarin-English bilinguals, and 21 English monolinguals. Mandarin-English bilingual children's performance on PA was compared with Mandarin monolinguals and English monolinguals. The results revealed that Mandarin-English bilinguals performed better than English monolinguals on the Elision and Blending subtests of the English CTOPP (Wagner et al., 1999). Mandarin-English bilinguals also performed better than their Mandarin monolingual counterparts on all Mandarin PA tasks except for a syllable deletion task. The findings from this study not only confirmed that there is a bilingual advantage in PA but also indicated that this bilingual advantage exists in both languages of bilingual children. Further clinical and educational implications of these results are also discussed.
Friday, June 6, 8:30-9:00 Forest Sciences 1615

Zhou, Yi (University of Windsor, zhou1g@uwindsor.ca)
An exploration of Gardner's socio-educational model in an informal learning context
Motivation is a determining factor that influences L2 learning achievement and has had a major and long lasting direct effect in informal contexts. Among the many L2 motivational theories, Robert Gardner's (1985, 2001) Socio-educational model has remained influential for decades. While the model has been examined and supported in formal classroom settings, few studies have investigated and implemented it in informal contexts. This survey research intended to explore the model in an Internet-based informal context. Data were collected using a modified version of Attitude/Motivation Test Battery (Gardner, 1997) from 107 Chinese ESL students enrolled in an Ontario university. The following research questions guided this study:
1. What are the students' ESL learning motivation and orientations in informal contexts?
2. What are the correlations among the major constructs in the Socio-educational model in an Internet-based informal context?
3. What is the impact of the Internet-based informal context on ESL motivation?
4. What are the factors that influence students' attitudes and motivation to learn ESL in informal contexts?
Statistical Package for Social Sciences (SPSS) was used to perform statistical analysis, such as Independent-Samples T-Test and Bivariate Correlations. Results suggested that students were motivated to learn ESL in informal contexts. The main constructs of the Socio-educational model were positively correlated, which supported its generalization to this informal context. Integrativeness and attitudes toward the Internet-based context served as attitudinal foundations for sustained motivation. The findings support Gardner's model in informal contexts and enhance our understanding of L2 motivation in informal contexts.
Wednesday, June 4, 3:15-3:45, Forest Sciences 1402

Zobl, Helmut (Carleton University, hzobl@ccs.carleton.ca), **Liceras, Juana** (University of Ottawa, jliceras@uottawa.ca)
SLA from the point of view of formal features
We explore the implications of a feature-based approach for the analysis of interlanguage development as it relates to language contrast, grammaticization, variability and restructuring. Features comprise the Universal Grammar lexicon, assumed by Chomsky (1995) to be part of our biological endowment. Languages select and combine features (e.g., tense, aspect, definiteness, person, case) to form functional categories and express them in grammatical morphology. Whether this lexicon remains permanently available in adult SLA for the construction of new grammars is controversial (see Hawkins, 2001; White, 2003). Contrastively, features enable us to view the learner's task as one of adding, eliminating or redistributing features in relation to the L1 inventory, the first two being relevant, for example, to the presence and absence of the grammatical feature [gender] in French and English. Feature redistribution is discussed in connection with the feature [specific] required by the Spanish Clitic Left Dislocation construction. Grammatization is illustrated with reference to the situation faced by German and Dutch speakers acquiring modal verbs in English. In these two languages modals behave like lexical verbs while in English modal verbs carry both the [modality] and the [finiteness] feature. Our discussion of variability as one of coexisting lexical items with differing features/values leads into the proposal that L2 development is not a process of restructuring interim grammars but rather one in which a new grammar with different features/values exists alongside the earlier one and both compete against each other in performance until, gradually, the one matrching the L2 input begins to dominate (cf. Kroch, 2000; Roeper, 2000).
Wednesday, June 4, 10:30-11:00, Forest Sciences 1615

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Observing pedagogical practices that facilitate negotiation for meaning in L2 classes
Research conducted from the interactionist position (e.g. Gass, Mackey & Feldman, 2005; Gass, 1997; Long, 1996; and Pica, 1996) has provided convincing evidence that a form of discourse known as negotiation for meaning (NfM) facilitates and is perhaps necessary for second language acquisition to occur. Since the early 1980s, studies on task types (e.g. Antón, 1999; Doughty & Pica, 1996; Duff, 1985; Gass & Varonis, 1985; Gass, Mackey & Ross-Feldman, 2005) have revealed that certain tasks and pedagogical practices promote NfM more than others. However, very few studies have examined the application of such tasks in the classroom setting. This paper presents a qualitative exploratory study of classroom practices in view of their facilitative effects on NfM. An observation scheme was constructed with categories derived from the interactionist literature on NfM and the practices that promote it. This instrument was used to code observations of 8 secondary school ESL and FSL teachers in a natural classroom setting for a total of 64 hours. The results obtained revealed that the teachers devoted only 6.6% of class time to tasks and pedagogical practices shown to be the most favourable to NfM (e.g. two-way information gap tasks). The teachers dedicated 47% of the class time to moderately favourable activity (e.g. interactive teacher-fronted activity or one-way tasks in pairs or small groups) and 46.4% to tasks shown to promote little or no negotiation (e.g. individual seat work or traditional teaching methods) We found slight differences between the FSL and the ESL groups we observed, with ESL classes being slightly more interactive in nature. These results suggest that there is a need for the integration of more interactive tasks into present day L2 classrooms.
Friday, June 6, 9:05-9:35, Forest Sciences 1611