



Canadian Association of Applied Linguistics
 Association canadienne de linguistique appliquée
 Congrès 2009 Conference



WEDNESDAY MORNING, May 27, 2009

LE MERCREDI 27 mai 2009, matin

8h30-9h45						Welcome and Opening plenary/Mot de bienvenue et conférence d'ouverture					
						NINA SPADA					
						<i>Beyond form-focused instruction: Present and future directions</i>					
						LOEB C164					
9h45- 10:00						Break/Pause					
Room/Salle		431 TORY		280 UNICENTRE		376 UNICENTRE		378 UNICENTRE		303 PATERSON	
Session Chair/ Président(e) de session		Sylvie Champagne		Maria Antonietta Pinto		Gladys Jean		Andrea Sterzuk		Symposium <i>Computers in language learning</i> organized by Mathias Schulze & Trude Heift with/avec Catherine G. Caws Nandini Sarma, Alysse Weinberg & Martine Peters Trude Heift & Anne Rimrott Marie-Josée Hamel Barbara Schmenk & Mathias Schulze	
10h-10h30		Marie-Paule Lory, Patricia Lamarre & Françoise Armand <i>Élèves en milieu pluriethnique et paysage linguistique: conscience de la diversité des écrits dans leur environnement</i>		Miao Li & Liying Cheng <i>Phonological awareness as the predictor of listening comprehension in Chinese English immersion students</i>		Beverly A. Baker <i>Conflicting genre expectations in a high-stakes writing test for teacher certification</i>		Jim Anderson, Fiona Morrison, Barb Mathieson & Jodi Streelasky <i>Working with new immigrants and refugees communities</i>			
10h35-11h05		Sonia El Euch & Isabelle Lemay <i>Adultes bilingues et adultes trilingues : qui a l'avantage d'une meilleure conscience métalinguistique ?</i>		Janaina Weissheimer & Mailce Borges Mota <i>Working memory capacity and the development of L2 speech production</i>		Carolyn Turner, Michel Laurier & Talia Isaacs <i>Identifying L2 speech acts and ability levels for successful nurse oral interaction with patients in a minority setting: an instrument development project</i>		May Tan <i>Learning English by learning mathematics and science</i>			
11h10-11h40		Gaëlle Planchenault <i>Voyage d'étude en France et développement des compétences sociolinguistiques et sociopragmatiques chez des apprenants de français langue seconde</i>		Leif French <i>Immersion programs, phonological memory and adults' L2 (French) oral fluency development</i>		Christine Doe, Liying Cheng, Janna Fox, Don Klinger & Ying Zheng <i>First and second language students' perceptions of the Ontario secondary school literacy test and their classroom activities</i>		David Hayes <i>English as a global language: perspectives from university students in Thailand</i>			
11h45-12h15		Samira ElAtia <i>Une étude sur les gains langagiers du français parlé social des étudiants vivant exclusivement en situation minoritaire</i>		Marian J. Rossiter <i>Analysing trade-offs in L2 learner speech</i>		Scott Roy Douglas <i>Lexical richness and the undergraduate achievement of non-native English speaking students</i>		Michel N. Trottier <i>Korean English villages: Innovative EFL policy, or communities of (mal) practice?</i>			
12h15 -13h15						Lunch-Dîner libre					

Room/Salle	431 TORY	280 UNICENTRE	376 UNICENTRE	378 UNICENTRE	303 PATERSON
Chair/ Président(e)	Davy Bigot	Patricia Balcom	Susan Ballinger	Geneviève Maheux-Pelletier	<p align="center">Symposium</p> <p align="center"><i>Computers in language learning</i></p> <p align="center">organized by Mathias Schulze & Trude Heift</p> <p align="center">(continued from this morning)</p>
13h15-13h45	April Sorenson & Marie-Josée Vignola <i>L'immersion française : le cas des classes à niveaux multiples à l'élémentaire</i>	Marilia dos Santos Lima <i>Integrated and isolated FFI: foreign language teachers' perspectives</i>	Hedy McGarrell, Catherine Danforth & Sandy Burger <i>From theory to practice: student teachers implement teacher response strategies</i>	Martine Pellerin <i>The role of oral language in the development of early literacy in early French immersion</i>	
13h50-14h20	Hélène Knoerr <i>L'immersion française après le secondaire : relever le défi des compétences expressives en étudiant dans sa langue seconde au niveau universitaire</i>	Laurent Cammarata & Diane J. Tedick <i>Balancing content and language in instruction: a phenomenological exploration of immersion teachers' lived experience</i>	Patricia Bayona <i>What crosslinguistic influences tell us about third language acquisition</i>	Renee Bourgoin <i>From L1 to L2: literacy development and intervention strategies in a delayed entry immersion program</i>	
14h25-14h55	Carol Chapelle <i>Le contenu canadien dans les livres pour l'enseignement du français aux États-Unis</i>	Yasuyo Tomita <i>Another aspect of form-focused instruction: investment in L2 learning and communication</i>	Haley De Korne <i>Indigenous language education policy: supporting community-controlled immersion education</i>	Devon Woods <i>Accounting for the social construction of motivation in the language classroom: the role of teacher conception</i>	<p align="center">An Invited Symposium</p> <p align="center"><i>Accentuating the positive: Directions in pronunciation research</i></p> <p align="center">Organized by Tracey Derwing & Murray Munro</p>
15h00-15h30	Davy Bigot <i>La norme du français parlé au Québec</i>	Andrea Sterzuk <i>Academy influences on student teachers' critical orientation to language</i>	Heather Blair & Miao Sun <i>Indigenous languages advocates plan for language revitalization</i>	Pauline Foster <i>Native-like selection in second language acquisition: investigating the effects of age, aptitude, and socialization</i>	
15h30-15h40	Break/Pause				
Chair/Président(e)	Maria Begona	Karla Culligan	Saeed Mehrpour	Renée Bourgoin	with/avec
15h40-16h10	Shana Poplack, Johanne Bourdages & Nathalie Dion <i>Normes et variation : l'école a-t-elle une influence?</i>	Martin Guardado <i>Heritage language maintenance: persevering a mythic past or envisioning the future of Canadian identity</i>	Lin Chen <i>Genre differences in introductions to research articles in electrical engineering and applied language studies</i>	Joanna White, Philippa Bell & Marlise Horst <i>Cross-linguistic awareness instruction and analytic ability differences among young learners</i>	Talia Isaacs Helen Fraser Elizabeth Gatbonton, Pavel Trofimovich & Normam Segalowitz
16h15-16h45	Adel Jebali <i>La variation linguistique et les asymétries de l'accord: l'Arabe standard et l'Arabe dialectal</i>	Sylvie Roy & Albert Galiev <i>Why immigrants learn French: experiences of immigrant students in French immersion schools</i>	Mary Jane Curry, Kevin O'Connor & Wendi Heinzelm <i>Not just the facts: writing for publication in engineering as storytelling</i>	Mark A. James <i>Cross-linguistic influence and transfer of learning</i>	Mary Grantham O'Brien John M. Levis
16h50-17h20	Hélène Blondeau, Nathalie Dion & Zoe Ziliak <i>Deux systèmes en compétition : l'expression du futur en L1 et L2 chez les Anglos-montréalais</i>	Diane Potts <i>Multilingualism in mainstream classrooms: theorizing context of use</i>	Ibtissem Knouzi <i>L2-learner's job application letters: an analysis of their generic structure and linguistic realization of requests and thanks</i>	Celia G. Mendes <i>Setting the null subject parameter - when L1 and L2 share the same value of the parameter</i>	
17h30-19h30	Réception de l'ACLA Reception				

Room/Salle	236 TORY	238 TORY	376 UNICENTRE	378 UNICENTRE	303 PATERSON
Chair/Président(e)	Sonia El Euch	Callie Mady	Mary Jane Curry	Sylvie Roy	Symposium <i>Immersion student language use across program contexts</i> Organizer: Tara Fortune with/avec Opening Remarks: Merrill Swain Maggie Broner Tara Fortune Kim Potowski Discussant: Diane J. Tedick
8h30- 9h00	Dmitri Priven <i>Bilingual education (in one language) for immigrant minority students: some evidence from neurolinguistics and critical applied linguistics</i>	Veronica Miller <i>German L2 learners' perceptions of corrective feedback</i>	Sandra Siok H. Lee <i>Vocabulary and content learning of generation 1.5 secondary school learners: effects of the rational cloze procedure and reading comprehension tasks</i>	Tetyana Reichert <i>Language choice in small group activities</i>	
9h05-9h35	Hetty Roessingh & Susan Elgie <i>Vocabulary achievement and growth among young English language learners</i>	Ahlem Ammar <i>Does noticing predict learning? evidence from corrective feedback research</i>	Jeng-yih Tim Hsu <i>Teaching lexical collocations to enhance reading comprehension and vocabulary acquisition of Taiwanese college English majors</i>	Bong-Gi Sohn <i>Beliefs and practices of an English-only classroom: narratives from a native-speaker of English</i>	
9h40-10h10	Maria Antonietta Pinto Early <i>Metalinguistic development in Italian-English bilingual preschoolers. A study in a British context</i>	Vedran Dronjic <i>Investigating changes in the L1 knowledge of late bilinguals: How (not) to construct a grammaticality judgment instrument</i>	Mahmoodreza Moradian <i>Effects of lexical elaborative devices on second language vocabulary acquisition: Evidence from reading</i>	Olga Gladkova <i>A picture worth a thousand words: methods and applications of visual annotation in linguistic and rhetorical analysis</i>	
10h15-10h45	Jia (Joan) Li <i>A resource-orientated functional approach: Academic English language acquisition for Chinese adolescent ELLs</i>	Mohammad Rahimi & Sepideh Alavi <i>Does strategy instruction result in the improvement of listening comprehension ability in an EFL input-poor context?</i>	Gerlinde Weimer-Stuckmann <i>Vocabulary rehearsal patterns: graduated or uniform intervals</i>	Barry Rowe <i>Global simulations and FSL learner attitude changes</i>	
10h45-10h55	Break/ Pause				
11h-12h	Plenary Session / Session plénière PIERRE CALVÉ <i>Norme et bon parler : les grandes confusions</i> C164 LOEB				
12h-13h	Lunch-Dîner libre				

Room/Salle	236 TORY	238 TORY	376 UNICENTRE	378 UNICENTRE	303 PATERSON
Chair/Président(e)	Barry Rowe	Dmitri Priven	Beverly A. Baker	Ming-Tzu Liao	Paula Kristmanson
13h-13h30	Linda de Serres & Marc Lafontaine <i>Variables socioaffectives, multimédia et apprentissage : étude empirique auprès d'adolescents franco-canadiens</i>	Laura Moneris Oliveras <i>What do Canadian University students think about Spanish and its speakers?</i>	Debra M. Hardison <i>Means, motive, and opportunity L2 Oral interactions</i>	Andréanne Gagné <i>Let me "plan" you a good story! The role of non-verbal planning abilities in narrative production of school-aged children with and without SLI.</i>	Susan Ballinger, Roy Lyster & Laura Collins <i>Bilingual reading and beyond: Students linking the "two solitudes" in French immersion</i>
13h35-14h05	Alain Thomas <i>Du général au spécifique : la mesure des acquisitions lexicales en FLS intermédiaire</i>	Pamela Wesely <i>The language learning motivation of early adolescent French and Spanish immersion graduates</i>	Natalia Fullana-Rivera & Ian MacKay <i>Modeling Catalan/Spanish bilinguals' production of English extemporaneous and prompted speech in a formal learning context</i>	Jérémy Séror <i>Ideas, language and the ownership of "good" writing: An examination of the language socialization impact of feedback practices</i>	Karla Culligan <i>Mathematics in the secondary level immersion classroom: Students' and teachers' perceptions of code switching practices</i>
14h10-14h40	Daniel Daigle, Ahlem Ammar, Michel Bastien & Rachel Berthiaume <i>Sensibilité syllabique et lecteurs sourds en FL2</i>	Mardi Michels <i>Innovation in French as a second language teaching at the elementary level; An exploratory investigation</i>	Zhanna Perhan & Rena Helms-Park <i>Enhancing English vocabulary knowledge through instruction on Ukrainian-English cognates</i>	Kristine Gawne <i>Voicing academic vocabulary acquisition: Perceptions of teaching and learning strategies for spoken use in English for academic purposes (EAP) and discipline-specific courses</i>	<p style="text-align: center;">INVITED SYMPOSIUM</p> <p style="text-align: center;"><i>Perspectives on motivation for second language learning on the 50th anniversary of Gardner & Lambert (1959)</i></p> <p style="text-align: center;">organized by Peter MacIntyre</p>
14h45-15h15	Denis Foucambert <i>Un nouveau regard sur le modèle structural de la lecture : quels sont les effets du niveau de maîtrise des domaines de connaissances du lecteur sur ses habiletés syntaxiques.</i>	Geneviève Maheux-Pelletier <i>Et la conversation dans tout ça? Contextual and interactional features of peer-reviewed activities in French as a second language</i>	Maria Claudia Petrescu, Vedran Dronjic, Niruskshi Arulampalam and Rena Helms-Park <i>How depth of vocabulary knowledge (DVK) tests can reveal cognate facilitation</i>	Shahzad Saif <i>Students' perceptions of their use of writing strategies in content-based writing courses</i>	
15h15-15h25	Break/Pause				
Chair/Président(e)	Josée Le Bouthillier	Tetyana Reichert	May Tan	Marie Ploquin	
15h25-15h55	Leslie Redmond <i>La construction discursive d'une cognition spatio-temporelle dans les discours des apprenants anglophones en immersion française</i>	Rachelle Freake <i>The role of language in the discursive construction of belonging in the Quebec nation: A corpus assisted discourse study of the Bouchard-Taylor commission consultation briefs</i>	Antonella Valeo <i>The integration of language and content : Form-focused instruction in a content-based language program</i>	Jun Qian <i>Language acquisition and Mass Media use among a sample of Chinese ESL students</i>	with/avec Robert C. Gardner Richard Clément Kimberly Noels
16h00-16h30	Nadine de Moras <i>La production de liaisons et enchaînements des étudiants anglophones</i>	Bronwen Low, Lise Winer & Mela Sarkar <i>Caribbean influences in Toronto and Montreal hip Hop: Montreal riddim vs de T dot O</i>	Greg Ogilvie & William Dunn <i>Won't the students be bored?": exploring the pedagogical efficacy of task repetition</i>	Roumiana Ilieva <i>Constructions of culture(s) in adult ESL classrooms</i>	John Edwards Peter MacIntyre & Jason Legatto
16h35-17h05	Paula Bouffard & Patricia Balcom <i>État initial en français L3 : placement des adverbes et négation</i>	Mareike Müller, Grit Liebscher & Jennifer Dailey-O'Cain <i>Second language socialization and identity construction of adult immigrants</i>	Callie Mady, Stéphanie Arnott, Brenton Faubert & Sharon Lapkin <i>Effects of SEVEC's volunteer youth exchange (VYE) program: focus on L2 development</i>	Marlon Valencia <i>Learning about humor: teaching second language humor in ESL</i>	
17h à 19h	Réception du président de l'Université Carleton President reception				

Room/Salle	376 UNICENTRE	378 UNICENTRE	SPECIAL SYMPOSIUM ON TEACHER EDUCATION SYMPOSIUM SPÉCIAL SUR LA FORMATION DES ENSEIGNANTS(ES) DE FSL ET ESL organized by Paula Kristmanson & Michael Salvatori			
Chair/Président(e)	Albert Galiev	Bong-Gi Sohn	302 AZRIELI THEATRE Formation des enseignants de langues secondes au Canada: Innovations et défis Second Language Teacher Education Across Canada: Innovations and Challenges INVITED SPEAKERS : Joe Dicks, Wendy Carr, Razika Sanaoui et Laura Collins This symposium is organized in collaboration with CASLT-ACPLS and SPEAQ			
8h30-9h00	Saeed Mehrpour <i>Semantic deviation in English compounds and the interpretation of the meaning of semantically deviant compounds by Persian learners of English</i>	Cynthia Macknish <i>Chinese students' metacognitive understandings of what it means to be critical</i>				
9h05-9h35	Ming-Tzu Liao & Pei-Hua Chiang <i>Comparisons of rhetorical strategies in argumentative writing between current Chinese and English textbooks</i>	Allyson Eamer <i>The colour of language: case studies in race, language and identity</i>				
Room/Salle	376 UNICENTRE	378 UNICENTRE	210 TORY	236 TORY	238 TORY	340 TORY
Chair/Président(e)	Roy Lyster	Daphnée Simard	Michael Salvatori	Paula Kristmanson	Monique Bournot-Trites	Linda De Serres
9h40-10h10	Richard Barwell <i>The discursive construction of mathematical thinking : an analysis of mathematicians' talk</i>	Marian J. Rossiter <i>Analysing trade-offs in L2 learner speech</i>	<u>Workshop</u> Miles Turnbull <i>The European Common Framework and Language Portfolio: a tool for second language teacher education in Canada</i>	<u>Paper</u> Mady & Arnett <i>Exploring Tensions Between Policy and Practice about Inclusion in French Immersion in Canada: A Call to Action</i>	<u>Communication</u> Rowe & Kenny <i>Les stages d'enseignement consécutifs en fin de formation initiale et le développement de compétences professionnelles: Avantages et défi</i>	<u>Communication</u> Charles Baurin <i>Le développement professionnel pour professeurs de français langue seconde en ligne</i>
10h15-10h45	Merrill Swain & Iryna Lenchuk <i>Jane's "small" story: a counter-position to the official discourse of a long-term care facility</i>	Reza Ghafar Samar & Batool Ghanbari <i>L2 speech: a view from chat rooms</i>		<u>Paper</u> Meike Wernicke <i>Study abroad programs for FSL teacher training in BC</i>	<u>Communication</u> Gazaille, Plouffe, Gauthier, Gangnon, Gagnon, McClintock <i>De l'apport des techniques de jeu au développement à la formation des maîtres: Le point de vue de futures enseignants d'anglais langue seconde</i>	<u>Paper</u> Faez & Taylor <i>Developing the knowledge base of ESL and FSL teachers for K-12 programs in Canada: points of departure</i>
10h45-10h55	Break/Pause					
10h55-11h25	Ron Thomson & Talia Isaacs <i>The effects of orthography and lexical frequency on L2 English vowel pronunciation</i>	Miao Yu & Dogan Yukse <i>Willingness to communicate for language learners with different second language proficiency Levels</i>	<u>Workshop</u> Katherine Rehner <i>Developing sociolinguistic competence: helping teachers help learners</i>	<u>Paper</u> Susan Parks <i>A WebCT discussion forum during a pre-service TESL practicum: creating a Community of Learners</i>	<u>Communication</u> Lucille Mandin <i>Un portfolio langagier: les étudiants d'immersion se révèlent en milieu universitaire</i>	<u>Atelier</u> Linda De Serres <i>Intégration de l'informatique dans l'enseignement du FLS : concept multiplateforme pour mettre la puce à l'oreille</i>
11h30-12h00	Kazuya Saito <i>Effectiveness of pronunciation-focused recasts in communicative language teaching</i>	Jesús Izquierdo & Diana Morales <i>L2 French tense/aspect acquisition profiles: The role of the L2 input</i>		<u>Paper</u> Hedy McGarrell <i>What happens when student teachers engage in peer feedback for their own writing?</i>	<u>Paper</u> Viswanathan & Faraone <i>French proficiency development and FSL teacher education programs</i>	
12h00-13h20	202 TORY Assemblée générale annuelle de l'ACLA et dîner inclus ACLA Annual General Assembly with lunch provided					

Room/Salle	340 TORY	378 UNICENTRE	376 UNICENTRE	210 TORY	236 TORY	238 TORY	
Chair/Président(e)		Olga Gladkova	Marie Ploquin	Susan Parks	Alain Thomas	Guillaume Gentil	
13h20-13h50	<p style="text-align: center;">SYMPOSIUM</p> <p style="text-align: center;"><i>Politiques linguistiques et recherche en littérature des immigrants adultes</i></p> <p style="text-align: center;">organisé par Monika Jezak et Constance Lavoie</p> <p>avec/with</p> <p>Gay Hamilton</p> <p>Louis Kelly</p> <p>Jean-Pierre Corbeil</p> <p>Mary Maguire et Barbara Burnaby</p>	<p>Alysse Weinberg & Sandra Burger <i>The effectiveness of On-line vocabulary activities in an immersion context</i></p>	<p><u>Paper</u> Myles & Cheng <i>Using an online format for ESL Teacher Education</i></p>	<p><u>Workshop</u> Ranta, Beaulieu, Gosselin <i>SLA Research as a source of ideas for teaching L2 grammar</i></p>	<p><u>Communication</u> Taylor, Todd & Vanderveen <i>Introduire le CECR en Ontario, c'est introduire une approche à l'évaluation et une vision des langues</i></p>	<p><u>Atelier</u> Kristmanson, Le Boutillier & Bourgoin <i>Le modèle ÉCRI DVD et son guide d'accompagnement: un outil de formation continue pour l'enseignement de l'écriture dans le programme d'immersion</i></p>	
13h55-14h25		<p>Catherine Serrand <i>The effects of multimedia glosses for contextualized vocabulary use and acquisition</i></p>	<p><u>Paper</u> Christian Colby-Kelly <i>Assessment for learning: investigating assessment used to serve learning in an L2 classroom</i></p>		<p><u>Paper</u> Faez, Majhanovich, Smith, Yu, Crowley <i>The Use of the Common European Framework of Reference in Ontario: feasibility and adaptability for FSL programs</i></p>	<p><i>The role of teacher education in fostering social inclusion through language learning</i></p>	
14h30-15h			<p>Stephen Carey & Tannis Morgan <i>A model for developing academic literacy in EOL for international students</i></p>	<p><u>Paper</u> Ragoonaden & Garcia-Perez <i>Intercultural competence and second language teaching in Canada</i></p>	<p><u>Workshop</u> Michael Salvatori <i>Beginning language teacher identity construction: An activity of self discovery</i></p>	<p><u>Workshop</u> Flewelling & Snider <i>Assessing the oral language proficiency of teacher candidates: ensuring oral language competency in the classroom</i></p>	
15h05-15h35			<p>Carlos Soler Montes & Martine Pellerin <i>Blended teaching approach in Spanish second language classrooms</i></p>	<p><u>Paper</u> Roessingh & Chambers <i>Project-Based Learning and pedagogy in teacher training ELLs</i></p>			
15h40-16h10			<p>Ulrike Tallowitz <i>Internet reading strategies: How students read foreign language websites</i></p>	<p>SPECIAL SYMPOSIUM ON TEACHER EDUCATION SYMPOSIUM SPÉCIAL SUR LA FORMATION DES ENSEIGNANTS(ES) DE FSL ET ESL</p> <p>organized by Paula Kristmanson & Michael Salvatori</p> <p>Closing panel/Plénière de clôture</p> <p>Joe Dicks, Wendy Carr, Razika Sanaoui et Laura Collins</p> <p>Room/Salle 2000 Minto Case</p>			
16h15-16h45		<p>Nicholas Walker, Pavel Trofimovich, Elizabeth Gatbonton & Henrietta J Cedergren <i>"She's not mute-she's English": The development and testing of a prototype virtual dialogue system for second language training of healthcare professionals</i></p>					
16h45-16h55	Break/Pause						
17h-18h	<p>Closing plenary/Plénière de clôture</p> <p>KELLEEN TOOHEY</p> <p><i>Multiliteracies for multilingual schools</i></p> <p>101 Azrieli Theatre</p>						

