ASSOCIATION CANADIENNE DE LINGUISTIQUE APPLIQUÉE
CANADIAN ASSOCIATION OF APPLIED LINGUISTICS

ACLA

Program of the Annual Conference
In conjunction with the
Congress of the Humanities and Social
Sciences
June 1 to June 3, 2010

Programme du congrès annuel
dans le cadre du
Congrès des sciences humaines
du 1er au 3 juin 2010

FOR ALL ACLA CONFERENCE PARTICIPANTS / À L'INTENTION DE TOUS LES CONGRESSISTES DE L'ACLA

YOU'RE INVITED…

Coffee Breaks LB 671-05
next to the ACLA table and posters
Tuesday, June 1, 9:45-10:00 & 3h30-3h45
Wednesday, June 2,10:45 – 10:55 & 3h15-3h30
Thursday, June 3, 3h30 – 3h45
ACLA social event (Cash bar) EV 11-725
Wednesday, June 2, 5 to 7 PM
For all ACLA conference participants
Special Session with editors of Canadian Journal of Applied Linguistics
Tuesday, June 1. 12:15-1:15 Room LB 540
Session on *How to get published* !
Wednesday June 2 from 12:00 to 13:00 Room LB 540
with editors from *CJAL, CMLR & TESL Canada*
ACLA Annual General Meeting
June 3, 12:00 – 1:15 pm Room H 435
For all ACLA members (A light lunch will be served)
President's Reception
Hosted by Dr *Judith Woodworth*, President, Concordia
Thursday June 3, 17:00 – 19:00
Résidences Grey Nuns (Look for the invitation in your registration package)

ON VOUS INVITE…

Pauses-café au LB 671-05
près de la table d'ACLA et des affiches
le mardi 1 juin de 9h45 à 10h00 et 15h30 à 15h45
le mercredi 2 juin de 10h45 à 10h55 et 15h15 à 15h30
le jeudi 3 juin de 3h30 à 3h45
Événement social de l'ACLA (Bar payant) EV 11-725
le mercredi 2 juin de 17h à 19h00
Pour tous les congressistes de l'ACLA
Session spéciale avec les rédacteurs de la Revue canadienne de linguistique appliquée
le mardi 1 juin de 12h15 à 13h15 Salle LB 540
Session sur *Comment publier dans les revues*
le mercredi 2 juin de 12 h00 à 13 h00 Salle LB 540
avec les rédacteurs de la *RCLA, RCLV & TESL Canada*
Assemblée générale annuelle de l'ACLA
le jeudi 3 juin de 12h00 à 13h15 Salle H 435
Pour tous les membres de l'ACLA (Un repas léger sera servi)
Réception de la Présidente de l'université hôte
Dr *Judith Woodworth*, Présidente, Concordia
le jeudi 3 juin de 17 h00 à 19 h00
Résidences Grey Nuns
(Invitation dans votre trousse d'inscription)

WELCOME MESSAGE FROM THE PRESIDENT OF ACLA

Sylvie Roy
University of Calgary, Alberta

Dear conference participants,

Welcome to ACLA's 41st annual conference, hosted this year by Concordia University in beautiful Montreal! We have a special line-up for you, including three plenary sessions, five symposia, and more than 100 regular paper sessions from both Canadian colleagues and scholars from around the world. I would like to thank Monique Bournot-Trites, Vice-President of ACLA, for co-chairing this conference with me and Walcir Cardoso for serving as Local Chair. I would also like to acknowledge the work and support of the members of the ACLA executive all year round. We have been a great team! Together, we cordially invite all participants to join us at a social event on Wednesday, June 2, from 5:00-7:00 pm in Room EV 11-725 for an opportunity to relax and mingle with fellow applied linguists.

This year we have two new items to be proud of. First, we now have our journal online and with free access. You can access it at: http://ojs.vre.upei.ca/index.php/cjal. Thank you to the *Canadian Journal of Applied Linguistics* editorial team (Miles Turnbull, Françoise Mougeon and Leif French) for their excellent work. Second, this year we have offered members the opportunity to present posters. A special thank you to Leila Ranta, who took care of the adjucation of poster submissions. ACLA members are encouraged to take part in our Annual General Meeting (AGM), which will be held over the lunch hour on Thurday, the final day of the conference. You can find the meeting agenda in this program. Also at the AGM, the new 2010-11 Executive Council of ACLA will be ratified. Changes to the Executive Council that will take effect at the AGM include the nomination of a new Vice-President. Continuing executive members include Monique Bournot-Trites (as President), Gladys Jean (Secretary-Treasurer), Daphnée Simard (Communications Officer), Leila Ranta (Member-at-large) and Miles Turnbull (Editor-in-chief of *CJAL*). I would like to thank the nominating committee this year, Roy Lyster, Tracey Derwing and Françoise Armand, for their work in finding new members for the ACLA executive.

As for me, I will step down as President and will take the role of Past President. It has been an honour and a privilege to be working with ACLA members and the executive over the past few years. I learned a lot but mostly I met great people. I look forward to watching the association continue to evolve and I hope to see many of you at the ACLA conference next year in New Brunswick.

Best wishes for an enjoyable conference. You are the ones who make this conference a success.
Sincerely,

President, ACLA

MOT DE BIENVENUE DE LA PRÉSIDENTE DE L'ACLA

Chers congressistes,

Bienvenue au 41e congrès annuel de l'ACLA, tenu cette année à l'Université Concordia, dans la splendide ville de Montréal.

Nous vous offrons un programme de choix, dont trois séances plénières, cinq symposiums et plus de 100 communications présentés par nos collègues canadiens, mais également des collègues de partout dans le monde. Je tiens à remercier Monique Bournot-Trites, vice-présidente de l'ACLA, d'avoir accepté de coprésider ce congrès avec moi, ainsi que Walcir Cardoso, qui assume le rôle de coordinateur sur place. Je remercie également les membres du bureau de direction pour leur support et leur bon travail tout au long de l'année. Ce fut un travail d'équipe exceptionnel. Tous ensemble, nous vous invitons cordialement à un événement social le mercredi 2 juin de 17 h à 19 h00, au local EV 11-725, afin de faire plus ample connaissance avec vos confrères et consœurs linguistes dans une atmosphère détendue.

Cette année, nous sommes fiers de vous annoncer deux nouveautés. En premier lieu, notre revue est maintenant en ligne avec accès libre à l'adresse suivante: http://ojs.vre.upei.ca/index.php/cjal. Je tiens à remercier chaleureusement l'équipe de rédaction de la Revue canadienne de linguistique appliquée (Miles Turnbull, Françoise Mougeon et Leif French) pour leur excellent travail. En deuxième lieu, nous avons donné l'occasion à nos membres de présenter des affiches. Je remercie Leila Ranta qui s'est occupée des évaluations des affiches.

Nous encourageons les membres de l'ACLA à prendre part à son assemblée générale annuelle (AGA), qui se tiendra pendant l'heure du repas jeudi midi, le dernier jour du congrès. Vous trouverez l'ordre du jour dans ce programme. Lors de l'AGA, le nouveau bureau de direction de l'ACLA sera constitué pour l'année 2010-2011. Parmi les changements au bureau de direction qui seront confirmés à l'occasion de l'AGA, notons que nous voterons pour un nouveau Vice-président(e). Les membres du bureau de direction qui poursuivent leur mandat sont Monique Bournot-Trites (présidente) Gladys Jean (secrétaire-trésorière), Leila Ranta (membre), Daphnée Simard (agente de communications) et Miles Turnbull (rédacteur en chef). J'aimerais remercier également le comité de candidature c'est-à-dire Roy Lyster, Tracey Derwing et Françoise Armand qui invitent les nouveaux membres à se joindre au bureau de direction.

Pour ma part, ceci est ma dernière année en tant que présidente. J'occuperai le poste de présidente sortante. Ce fut un honneur et un plaisir de travailler avec les membres de l'ACLA et le bureau de direction pendant toutes ces années. J'ai appris beaucoup, mais j'ai surtout rencontré des gens étonnants. J'ai hâte de voir l'évolution que connaîtra notre Association et espère revoir bon nombre d'entre vous aux congrès de l'ACLA l'an prochain au Nouveau-Brunswick. Je vous souhaite un congrès des plus agréables. Vous en faites un succès !

Bien cordialement,
Présidente, ACLA

TUESDAY MORNING, June 1, 2010   *MARDI MATIN, le 1er juin 2010*

8h30-9h45	Welcome and Opening Plenary/Mot de bienvenue et conférence d'ouverture **ELAINE TARONE** Alphabetic Literacy and Second Language Oracy Room/Salle H 937-00
9h45– 10:00	Break/Pause Room/Salle LB 671-05

All Day Poster Session. Authors will be available to answer questions during coffee breaks. Salle des affiches ouvertes toute la journée. Les auteurs répondront aux questions lors des pauses-café.   (**Posters and authors for today:** Pierce & Genesee; Turner, Tan & Deschambault; Pinchbeck & Crossman.; Beaudoin & Guilbault; Nowacka)

Room/Salle	LB 612	LB 619	LB 646	LB 540	LB 211
Session Chair/ Président(e) de session	Michael N. Trottier	Xiaoxiao Du	Maria Antonietta Pinto	May Tan	**Symposium** *Bridging solitudes: Creating online communities for language learning and academic literacy*
10h-10h30	**Lemaire** Pour une didactique du français contextualisée : le cas de l'enseignement du français en situation d'urgence et de traumatisme	**Cogswell, Netten & Germain** Improving Core French through the implementation of Intensive French: The case of New Brunswick	**Doe** The validity of the Canadian academic English language assessment as a diagnostic assessment: What's use got to do with it?	**Wagener** Towards a laboratory of interactional conflicts	
10h35-11h05	**Beaulieu** Quel français faut-il enseigner aux infirmières bilingues en milieu francophone minoritaire?	**Thomas, Mady, Arnott, Knouzi & Salvatori** Teaching for transfer in Core French: Insights from theory and practice	**Fox, Cheng, Fraser & Doe** The interaction of motivation and test anxiety in performance on a high-stakes language test: What does the test score really measure?	**El Euch** New horizons for research on plurilingualism	Organizers/Organisateurs **Carey & Parks**
11h10-11h40	**Mohamed Hassan Mohamed & Ammar** Croyances des enseignants et des apprenants à l'égard de la rétroaction corrective à l'oral en français langue étrangère	**Arnott** Beyond pedagogic prescriptions: Theorizing and describing the 'method' in AIM.	**Gibbs & Cardoso** Learner-controlled captioning: A new frontier? Exploring the impact of learner control on the development of listening skills in a multimedia environment	**Roy** Discourses in French Immersion	Speakers/Présentateurs Priego Arellano Morgan Carey Parks
11h45-12h15	**Suzanne & Mutta** Stratégies procédurales des processus de production orale et écrite en FLE	**Rowe** Learner acceptance of global simulations: Enhancing FSL acquisition opportunities.	**Vandergrift, Weinberg & Knoerr** Developing metacognitive awareness for L2 academic listening	**Carr & Mady** Canada's linguistic ideal: Allophone immigrant perspectives	
12h15 -13h15	Lunch-Dîner libre **Canadian Journal of Applied Linguistics : Find out more and contribute to the evolution of YOUR journal** **La revue canadienne de linguistique appliquée : renseignez-vous et contribuez à l'évolution de VOTRE revue** A session with Miles Turnbull (organizer and Editor-in-chief), Leif French & Françoise Mougeon, Editorial team Salle/Room LB 540 Light lunch served				

Room/Salle	LB 612	LB 619	LB 646	LB 540	LB 211
Chair/ Président(e)	Daphnée Simard	Elaine Shenk	Barry Rowe	Albin Wagener	
13h15-13h45	**Lebon-Eyquem** Usages de 4 enfants et de leur entourage à l'île de La Réunion : inputs et outputs dans une communauté créole.	**Rahimi & Abdollahi** The effect of formal instruction on learning the rhetorical organization of English argumentative writing by Persian EFL learners	**de la Cruz & Izquierdo** Multimedia instruction on Latin etymologies of the English language: Effects on L2 vocabulary learning among university ESL learners	**Li** Academic engagement in a sheltered learning community: The ideological and linguistic constraints of undergraduate ELLs	**Symposium (continue from this morning)** Bridging Solitudes: Creating Online Communities for Language Learning and Academic Literacy
13h50-14h20	**De Koninck & Armand** Réflexion sur les modèles d'intégration linguistique, scolaire et sociale des élèves issus de l'immigration au Québec	**Hadidi** Genre analysis and contrastive rhetoric as heteroglossic and hybrid paradigms in ESL/EFL writing	**Bagheri & Fazel** English learners' utilization of strategies in an e-learning program	**Golden & White** The incorporation of critical pedagogy into a pre-service teacher education program	**INVITED SYMPOSIUM SYMPOSIUM INVITÉ** *Dual language development and disabilities in children*
14h25-14h55	**Ragoonaden & Cherkowski** Discontinuité linguistique et leadership (bilingual presentation)	**Neumann** Information management and grammar assessment: What do teachers attend to in L2 academic writing?	**Hamel** Insights from the 'learner-task-electronic dictionary' interaction on the computer	**Gauthier & Gazaille** Teaching non-verbal communication to second language teachers: A comparison	Organizers/Organisateurs
15h00-15h30	**Planchenault** Développement des compétences sociolinguistique et sociopragmatique chez des apprenants de français Langue seconde : voyage d'étude en France et retour en contexte de français minoritaire	**Fernández Dobao** Investigating pair and small group interaction during a collaborative writing task	**Gazaille** Learning ESL in a francophone milieu: An inter-level ICT tutoring project	**Chambers** Digital acculturation within multicultural online learning communities: Interactions and perspectives	**Paradis & Genesee** Speakers/Présentateurs Erdos Genesee Savage Haigh Thordardottir
15h30-15h45	LB 671-05 Break/Pause Posters/Affiches Come see and talk to the authors/Venez parler aux auteurs des affiches				Farnia Geva Paradis Marinova-Todd
Chair/Président(e)	Alysse Weinberg	Monika Jezak	Leila Ranta	Christian Guilbault	Symposium will end at 17h25
15h45-16h15	**Bourdages & Gervais** Variation sociolinguistique et input institutionnel : l'utilisation du futur dans les documents pédagogiques en FLS	**Detaramani** The interaction of motivation, instructional preferences and language learning strategies in learning English	**Hsu** Teaching English collocationally to enhance Taiwanese EFL learners' reading comprehension and vocabulary learning: A follow-up study	**Deschambault** Toward an alternative understanding of L2 lexical inferencing: From individual to interactional accomplishment	
16h20-16h50	**Canac-Marquis & Sabatier** Acquisition des pronoms clitiques et implications pédagogiques en contexte d'immersion française en Colombie-Britannique	**Dressler** The importance of self-identification in L2 motivation research	**Douglas** The interplay of university level writing competence and vocabulary in the transition from high school to post-secondary academic success.	**Liceras, Alba de la Fuente & Walsh** On the syntactic status of complex wh-questions in non-native grammars: Evidence from Spanish and German	

Room/Salle	LB 612	LB 619	LB 646	LB540
Chair/Président(e)	Marie Ploquin	Angelika Sellick	Ismaeil Fazel	Beverly A. Baker
8h30- 9h00	**Berthiaume & Daigle** Connaissance des règles de formation des mots en français chez de jeunes élèves dyslexiques	**Barkaoui** Effects of marking method and rater experience on ESL essay scores	**Ammar & Sato** Corrective feedback, noticing, and individual differences: Exploration into their relationships with second language acquisition	**Lotherington** Creating alternative spaces for minority languages in elementary school: Towards multilingual possibilities
9h05-9h35	**Daigle, Berthiaume & Demont** Procédures graphophonémiques chez des lecteurs dyslexiques et des lecteurs sourds du primaire	**McDonough** Using collaborative syntactic priming activities in the Thai EFL context	**Erdemir** An empirical investigation of corrective feedback uptake in an ESL writing classroom	**Du** Literacy learning journey of Chinese immigrant children in Canada
9h40-10h10	**de Moras** Le français écrit des étudiants anglophones de niveau intermédiaire	**Salvato** The role of the language background and proficiency level in the interpretation of Italian L2 emblematic gestures	**Guardado** Recasting recasts: Expanding corrective feedback to heritage language learning interactions	**Prasad** Alter(n)ative literacies: Elementary teachers' practices with culturally and linguistic students in one French-language school
10h15-10h45	**Vignola & Bourdages** Profil lexical d'élèves de l'élémentaire en français de base	**Contente** Word-final /u/-deletion in the Portuguese of the Azorean Diaspora in Montreal: A variationist approach	**Guénette** Pre-Service ESL teachers' written corrective feedback practices and beliefs	**Genee** Blackfoot English dialects in language and literacy education

10h45-11h	Break/ Pause LB 671-05
	All Day Poster Session: Authors will be available to answer questions during coffee breaks. Salle des affiches ouverte toute la journée. Les auteurs répondront aux questions lors des pauses café. (**Posters and authors for today**): Hinenoya; Martin, Mustonen, Reiman, & Seilonen; Park; Yang; Balcom & Bouffard; Shiu
11h-12h	**Plenary Session / Session plénière** **DANIÈLE MOORE** Plurilinguismes et école **Room/Salle H 531**
12h-13h	**Lunch-Dîner libre** **How to get published!** with Editors from the Canadian Journal of Applied Linguistics (CJAL)/Revue canadienne de linguistique appliquée , the Canadian Modern Language Review (CMLR)/Revue canadienne des langues vivantes & TESL Canada Journal with Miles Turnbull, Laura Collins, Diane Dagenais & Ron Thompson **Salle/Room LB 540**

Room/Salle	LB 612	LB 619	LB 646	LB 540	LB 211
Chair/Président(e)	Alysse Weinberg	Hetty Roessingh	Mariane Gazaille	Stephanie Arnott	
13h-13h30	**Derwing & Munro** Adult immigrant language development in Canada	**Ahmed & Lenchuk** English collocations: What are they? What are they for? Why are they there?	**Byrd Clark & Faez** Applying CEFR in ESL and FSL teacher education programs in Ontario: Challenges, prospects, and new directions	**Loewen & Plonsky** Incidental vocabulary learning in the Spanish L2 classroom	**SYMPOSIUM INVITÉ** **INVITED SYMPOSIUM**
13h35-14h05	**Pletch & Gatbonton** Taking advantage of genuine interaction opportunities in a bilingual city: Why Montreal L2 learners do or don't.	**Dick & Collins** Perfecting the perfect: identifying and accounting for developmental patterns L2 acquisition	**Dicks & Culligan** The appropriateness for the Canadian context of formal assessment instruments based on the Common European Framework of Reference for Languages	**Theriault & Trofimovich** Learning L2 words with pictures: The role of individual differences in processing word meanings and forms	*La variation sociolinguistique en situation de contact dans les Amériques* **(bilingual presentation Présentation bilingue)**
14h10-14h40	**Luchini** Implications for using and teaching English as an international language: An exploratory study	**Hefter & Cardoso** Markedness and frequency in L1 acquisition of /s/ + consonant onset clusters: A longitudinal study	**Sun** The influence of the social interactional context on test performance: A sociocultural view	**Gentil & Smith** Toward an administrative word list in French and in English	Organizers/Organisatrices
14h45-15h15	**Wernicke** Cultural experiences of teachers on professional development in France	**Lam** Cognitive linguistic models and the acquisition of the preposition *a* in Spanish as a second language	**Colby-Kelly** Innovation in *Assessment for Learning* in an L2 classroom: Learner exploration of grammar through concept mapping	**Collins & Horst** The vocabulary of teacher and student talk – a corpus-based study	**Blondeau & Nagy** Speakers/Présentateurs
15h15-15h30	Break/Pause LB 671-05 **All Day Posters session/Salle des affiches ouverte toute la journée.** Authors will be there to answer questions during coffee breaks. Les auteurs répondront aux questions lors des pauses-café.				Blondeau Thibault Dubois Fox Stelling Léglise Nagy Rehner
Chair/Président(e)	Monique Bournot-Trites	Wynpaul Varela	Sylvie Roy	Mohammad S. Bagheri	
15h30-16h	**Masoodi & Rabbani** Discovery Approach: A reflective method to teaching self-editing skills	**Thomson & Isaacs** Variation in L2 oral performance: An examination of task-type, topic and speaker involvement.	**Sterzuk** From nationalism to globalization: A critical exploration of Englishes, standard language ideology, and policy and practice at one Canadian university	**Feng** Factors affecting the second language learning motivations of non-heritage Chinese learners in a heritage language school environment	
16h05-16h35	**Tomita** Learner investment in L2 communication and learning: Discursive practice during form-focused instruction	**McQuarrie & Abbott** Reading in bilingual deaf children: What does ASL phonology have to do with it?	**Hilgendorf** Globalization and World Englishes	**Shenk** Integration, instrumentation, and innovation: (De)constructing the dichotomy of orientations towards language in a Puerto Rican community	
17h00 à 19h00	**ACLA Social Event /Rendez-vous social de l'ACLA** **Room/Salle EV 11-725** Cash bar/Bar payant				

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

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

A light lunch will be served / Un repas léger sera servi
H 435

12:00 - 13:15

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Agenda / Ordre du jour

1. Welcome and approval of the agenda

2. Approval of the minutes 2009 and business arising

3. President's report

4. Treasurer's report

5. Communications Officer's report

6. Journal editor's report

7. Report of the Nominating Committee

8. Other business

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Looking ahead to future Congresses of the Humanities and Social Sciences…

Le Congrès des sciences humaines en perspective…

2011 University of New Brunswick & St. Thomas University, Fredericton NB

2012 Wilfred Laurier University & University of Waterloo, Waterloo ON

Room/Salle	LB 612	LB 619	LB 646	LB 540	LB 211
Chair/Président(e)	Mylène Eyquem	Valerie Wust	Inge Genee	Josée Le Bouthillier	**Symposium**
8h30- 9h00	**Jezak** Littératie en langues secondes des immigrants adultes : ce qu'en disent (et ne disent pas) les larges études statistiques	**Schulze** How complex is complexity?	**Mougeon & Rehner** Attitudinal and contextual factors promoting successful L2 mastery of sociolinguistic variation	**Bayona** L3 acquisition vs. early bilingualism: What crosslinguistic influences have to say	*The metalinguistic phenomenon in SLA research: Exploring the multiple perspectives*
9h05-9h35	**Tatossian & Dagenais** Stratégies d'écriture en situation de clavardage chez les anglophones et les hispanophones : adolescents *vs* adultes	**McGarrell, Danforth & Burger** From first to second draft: Student (in)action in response to teacher commentary	**Williamson & Cardoso** Interdental stopping in the Battery dialect of Newfoundland: A possible identity crisis?	**Trottier** Intercultural language socialization across contexts: A pilot study of Korean transnational ESL students	Organizers/Organisateurs **Gutiérrez & Simard**
9h40-10h10	**Plisson & Daigle** Compétence orthographique : comparaison d'élèves dyslexiques et d'élèves sourds	**Baker** Use of the cloze-elide task in high-stakes English proficiency testing	**Scholz** Re-examining foreign language classroom anxiety with a poststructuralist identity	**Santana** Creating a community of learners in the language classroom	Speakers/Présentatrices Roehr Griggs
10h15-10h45	**Laurent & Nicoladis** La conscience phonologique des enfants bilingues français-anglais pré-lecteurs : Une étude comparative France - Canada.	**Rossiter** L2 oral fluency instruction: Effects on judgments ESL oral	**Pinto** Metalinguistic and metacognitive abilities: An empirical study on University students	**Sellick** Perceptions of support and success by high school refugee students and their ESL teachers	Gutiérrez Simard French Fortier
10h50-11h20	**Chapelle** L'évolution du contenu canadien dans les livres pour l'enseignement du français aux États-Unis	**Ballinger & Phipps** From bilingual to cross-linguistic: Connecting immersion languages through literature and learning strategies	**Artemeva, Fox & Chen** *It's all about you*: Instructor approachability and personal pronouns in the university mathematics classroom	**Bangou & Fleming** Power, ESL teacher candidates and knowledge base construction	
12h - 13h15	**ACLA Annual General Assembly** light lunch provided **Assemblée générale annuelle de l'ACLA** lunch inclus **Room/Salle H 435** **Réservée aux membres/For ACLA members**				

Room/Salle	LB 612	LB 619	LB 646	LB 540	LB 211	
Chair/Président(e)	Patricia Bayona	Gladys Jean	Sonia El Euch	Mat Schulze	**Symposium**	
13h15-13h45	**Weinberg, Boukacem & Burger** Rétention du vocabulaire dans deux cours d'encadrement linguistique au niveau universitaire	**Harris & Cardoso** Anglicism frequency in French: A corpus-based approach	**Kennedy** Non-native university students' L2 speech: Intelligibility and pronunciation in the first and final year	**Lapkin , Swain & Pysllakis** An emergent zone of proximal development (ZPD): The role of languaging	*Multimodality in language and literacy instruction and research* Organizer/Organisatrice	
13h50-14h20	**Kouame** Étude comparative de la pratique linguistique en français d'élèves d'établissements français et ivoiriens.	**Roessingh & Elgie** Patterns of vocabulary use among English language learners and native speakers in the primary grades	**Yang** Articulatory settings and articulation muscle contraction differences between English and Mandarin	**Fontana** Collaborative task as situated social practice: A socio-interactionist approach to learning foreign languages in instructional setting	**Toohey** Speakers/Présentateurs	
14h25-14h55	**Taddarth & Ammar** L'importance de l'*uptake* dans l'acquisition des langues secondes	**Zhang, Gatbonton & Segalowitz** Explaining English learners' errors with prepositions "in" and "on": a conceptual approach	**Delcenserie & Genesee** Language acquisition in school-aged internationally adopted children from China	**dos Santos Lima** Learning occasions through collaborative tasks in English as a foreign language	Kendrick Mutonyi Dagenais Sabatier	
15h-15h30	**Nutefe Kwadzo** Les représentations du français sur le marché des langues dans le contexte plurilingue ghanéen : perspectives didactiques	**Wust** A sequencing approach to instruction: Implications for past tense learning in L2 French	**Munro & Derwing** Persistent effects of age on second language proficiency	**Tan** Teaching mathematics and science in English: Teacher beliefs about their role in content-based language-learning classrooms	Moore Toohey	
15h30 -15h45	Break/Pause LB 671-05					

16h à 17h	Closing plenary/Plénière de clôture

ROY LYSTER

Feedback in Classroom SLA

ROOM/SALLE H 435

17h à 19h	Concordia University President (*Dr. Judith Woodsworth*) Reception/ Réception de la présidente (*Dr. Judith Woodsworth*) de l'université Concordia Résidences Grey Nuns All ACLA participants are welcome/Tous les participants de l'ACLA sont les bienvenus.

PLENARY SESSIONS   **CONFÉRENCES PLÉNIÈRES**

ALPHABETIC LITERACY AND SECOND LANGUAGE ORACY

Elaine Tarone

Director of the Center for Advanced Research on Language Acquisition
(CARLA)
University of Minnesota
etarone@umn.edu

Introduced by Merrill Swain (Professor emerita at OISE/University of Toronto)

Tuesday, June 1, 8:30-9:45
Room/Salle H 937-00

Research on second language (L2) acquisition has focused on oral skills, but neglected a variable that characterizes large numbers of second language learners: alphabetic print literacy. This omission greatly limits our understanding of the human capacity for language learning. The presenter reports on a collaborative research project that documents a significant impact of low alphabetic literacy level on the processing of oral L2 input. She relates those findings to prior research in cognitive psychology showing significant differences in the native language phonological awareness of literate and illiterate adults. This line of research needs to be pursued further; researchers interested in modeling the human capacity for second language acquisition should replicate and carry out studies in much more diverse populations of second language learners. Research-based pedagogical approaches for second-language instruction of adults and adolescents can then be developed.

Elaine E. Tarone *is the Director of the Center for Advanced Research on Language Acquisition (CARLA), and Distinguished Teaching Professor in Second Language Studies at the University of Minnesota, where she has provided preparatory coursework for MA ESL students since 1979. CARLA has been a Title VI Language Resource Center since 1993, and is known for its large website of resources for language teachers, its intensive summer institutes and conferences, its working papers and electronic newsletters. Professor Tarone has published research on SLA since 1972 on such topics as interlanguage phonology, communication strategies, English for Specific Purposes, interlanguage variation, and the impact of social context on cognition in SLA. Her latest work focuses on the impact of literacy level on oral second language processing, production, and acquisition: Tarone, Bigelow & Hansen (2009). Literacy and Second Language Oracy. OUP.*

Canadian Federation for the
Humanities and **Social Sciences**

Fédération canadienne
des **sciences humaines**

We are pleased to inform our members that our association-the Canadian Association of Applied Linguistics (ACLA)- has been awarded a grant of $1,000 from the CFHSS International Keynote Speaker Support Fund. A high number of associations applied for funding support this year, and grants were awarded in consultation with the Federation's executive. We are very pleased that Elaine Tarone's lecture will be part of the Congress program!

PLURILINGUISMES ET ÉCOLE

Danièle Moore

Simon Fraser University
dmoore@sfu.ca

Présentée par Françoise Armand (Université de Montréal)
Mercredi 2 juin de 11h à 12h
Salle H 531

À partir de différents exemples tirés de recherches de terrain, la présentation se propose de discuter comment l'étude des dynamiques complexes des plurilinguismes en famille et à l'école déplacent, complexifient, réinterrogent certaines zones conceptuelles construisant notre champ, notamment autour de notions telles que celle de *compétence plurilingue et pluriculturelle*, qui met l'accent sur des parcours de vie, des trajectoires, des circulations dans différents espaces-temps et entre les différentes langues des locuteurs. Après un bref exposé du développement de la notion et de ses principales caractéristiques, on s'interrogera sur son potentiel comme instrument et comme ressource pour le changement et la transformation des pratiques et du champ didactique. On discutera aussi des effets de la migration des concepts d'un milieu et d'une langue à d'autres.

Danièle Moore est Professeure titulaire à la Faculté d'Éducation de l'Université Simon Fraser à Vancouver, et Directeur de recherche à Paris 3 – Sorbonne Nouvelle (http://www.cavi.univ-paris3.fr/Ilpga/ed/dr/drdm/). Ses recherches en sociolinguistique et en didactique des langues et du plurilinguisme s'attachent à décrire les conditions de construction et de gestion des compétences plurilingues et pluriculturelles, dans différents contextes de contacts de langues et de cultures. Ses derniers ouvrages incluent Plurilinguismes et école, Paris, Didier, Collection LAL en 2006 et en 2008, La compétence plurilingue : regards francophones, Fribourg, Peter Lang, collection Transversales en collaboration avec Véronique Castellotti, et Plurilinguismes et enseignement. Identités en construction, aux Éditions Riveneuve, Paris, en collaboration avec Pierre Martinez et Valérie Spaëth. Elle est aussi co-auteure, avec Daniel Coste et Geneviève Zarate, de Compétence plurilingue et pluriculturelle, paru aux Éditions du Conseil de l'Europe en 1997 et, dans sa traduction anglaise, en 2009.

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FEEDBACK IN CLASSROOM SLA

Roy Lyster

McGill University
roy.lyster@mcgill.ca

Introduced by Sharon Lapkin (OISE/University of Toronto)

Thursday, June 3, 16:00 - 17:00
Room H 531

Research is increasingly suggesting that corrective feedback plays a pivotal role in the kind of scaffolding teachers need to provide to individual learners to promote continued second language growth. A growing number of SLA studies, including meta-analytic reviews, suggest that second language learners not only benefit from corrective feedback but also likely require it in order to move ahead in their second language development. Yet, whereas the provision of feedback has proven more effective than no feedback, there are still many variables that mediate feedback effectiveness. This talk will identify a range of different types of oral feedback and then discuss their variable effectiveness in terms of empirical classroom research as well as theoretical perspectives. It will be argued that the explicit-implicit dimension that continues to be evoked in SLA to differentiate feedback types and their effectiveness is not necessarily a useful distinction in classroom settings where degrees of explicitness are affected more by contextual variables than by structural properties inherent in feedback. In terms of feedback processing, retrieval and opportunities for "contextualized practice" will be presented as more pivotal variables in classroom SLA than merely "noticing" during interaction. Also proposed as key variables that mediate feedback effectiveness are instructional setting, learner age, linguistic targets, and, of course, issues related to research design and setting.

Biodata

Roy Lyster *est professeur titulaire en didactique des langues secondes au Département d'études intégrées en éducation à l'Université McGill. Il a complété un doctorat ainsi qu'un baccalauréat et une maîtrise en éducation à l'Université de Toronto en plus d'une maîtrise ès lettres à l'Université de Paris VII. Ses recherches portent spécifiquement sur l'enseignement et l'apprentissage du français en contexte immersif et plus généralement sur l'interaction en salle de classe et le rôle de l'enseignement focalisé sur la forme et de la rétroaction corrective. Il est auteur de Learning and Teaching Languages Through Content: A Counterbalanced Approach publié par Benjamins en 2007.*

Biodata

Roy Lyster *is Professor of Second Language Education in the Department of Integrated Studies Education at McGill University in Canada. He has a PhD in Applied Linguistics as well as a B.Ed. and M.Ed. from the University of Toronto, and an MA from the Université de Paris VII. His research focuses primarily on immersion and content-based classrooms, including both observational and experimental studies of teacher-student interaction, form-focused instruction, and corrective feedback. He is author of Learning and Teaching Languages Through Content: A Counterbalanced Approach, published by Benjamins in 2007.*

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SYMPOSIA   SYMPOSIUMS

INVITED SYMPOSIUM

DUAL LANGUAGE DEVELOPMENT AND DISABILITIES IN CHILDREN

<div align="center">Tuesday, June 1, 2010 13:50-17:25
LB 211</div>

Organizers: Johanne Paradis (University of Alberta) jparadis@ualberta.ca & **Fred Genesee** (University McGill) fred.genesee@mcgill.ca

There is a variety of dual language children in Canada: Anglophone children in French immersion; children from minority newcomer families who learn the majority language, English or French, as a second language in school; children who grow up speaking two languages from birth in the home; and others. This cultural/linguistic diversity raises interesting theoretical questions regarding the acquisition and processing of language as well as issues concerning learning disabilities in the context of one mind/two languages. At the same time, such diversity poses challenges for educators, psychologists and speech-language pathologists responsible for assessment and intervention for language and reading disabilities with these children because the majority of resources developed for language and reading disabilities are based on monolinguals. This symposium brings together research on different aspects of oral language and reading skills in dual language children, those with typical development and with disabilities, and those learning French, English, or both. Taken together, this research represents the current state of knowledge about dual language development and disabilities among children in the Canadian context.

Caroline Erdos, Fred Genesee, Robert Savage & Corinne Haigh (McGill University) caroline.erdos@mail.mcgill.ca; fred.genesee@mcgill.ca; robert.savage@mcgill.ca & corinne.haigh@mcgill.ca

Individual differences in typically-developing and at-risk readers in French immersion
Many children around the world are educated in a second language, be they speakers of the majority language of the community in which they are educated or speakers of a minority language. Research has demonstrated the effectiveness of immersion for typically developing students and students who are disadvantaged in the academic environment of schooling due to low levels of academic ability, disadvantaged socio-economic background, or minority ethnic group status (for a review see Genesee, 2006). In contrast, although it is generally thought that the level and kind of first language ability that children acquire prior to coming to school, and especially in domains related to literacy, are important predictors of success in school, there is little research on individual differences in L2 reading development of immersion students and, in particular, on students who might be at risk for reading difficulties (Genesee, 2006). We studied 86 English-dominant children in early French immersion programs from Fall Kindergarten (K) to Spring grade 3 and tested them at three time points: Fall K, Spring K, Spring grade 1. Consistent with extensive L1 research (NRP, 2000), the best kindergarten predictors of L2 decoding in our first study were knowledge of the alphabetic principle in English, phonological awareness in English, and knowledge of French at kindergarten entry. The same variables were significant predictors of French reading comprehension, with the added contribution of scores related to oral language skills in L1. Our second study provides evidence for the distinctiveness of oral language impairment and reading impairment.

Elin Thordardottir (McGill University) elin.thordardottir@mcgill.ca

Normal language and primary language impairment in simultaneously bilingual preschoolers
Bilingual children form a heterogeneous population, varying widely in factors such as the age at which their bilingual exposure starts, the amount and kind of exposure they get to each language, and the status of their languages as majority or minority languages. This talk will survey research on normal language development and primary language impairment in young simultaneously bilingual children in

Montreal. First, a series of studies focused on the normal simultaneous bilingual development of French and English in the Montreal context, in which both languages enjoy a relatively equal status in the community, is presented. In groups of children equated on age and SES, but differing in the relative amount of exposure to each language, a strong influence of amount of exposure was demonstrated on performance in that language in groups of children aged 2½ to 3 years (n=58) years and 4 ½ to 5 years (n=84), but results also showed some differences in this relationship across languages measures and age groups. Some subgroups of the bilingual children were shown to attain performance levels comparable to those of monolingual children in both languages. This research focused on lexical, morphosyntactic and syntactic development in comprehension and production as well as language processing measures. Second, diagnostic and intervention data on bilingual children speaking a variety of minority home languages (n=30) as well as French acquired in daycare and school contexts document characteristics of the manifestation of primary language impairment in this population in comparison to language impairment in monolingual French-speaking children and present evidence of intervention efficacy for these chilren, comparing monolingual and bilingual therapy approaches.

Fataneh Farnia & Esther Geva (OISE/University of Toronto) ffarnia@oise.utoronto.ca; egeva@oise.utoronto.ca

Issues in the development of language and literacy skills in ESL and monolingual students
The presentation will focus on recent research findings concerning the development of vocabulary and reading skills (word level and text comprehension) in English second language (ESL) and monolingual English students. This development will be examined in terms of the following complementary perspectives: (a) Do the same patterns of development occur in ESL and monolingual students? (b) Do the same cognitive skills affect the development of vocabulary, word reading and text comprehension of ESL and monolingual students? (c) Do the language, reading and cognitive profiles of typically-developing and at-risk ESL students resemble those of their monolingual counterparts? And (d) What are the long-term relationships between vocabulary, word level reading skills and reading comprehension of ESL and monolingual students?

Johanne Paradis (University of Alberta) johanne.paradis@ualberta.ca

Oral language development of ESL children with and without language impairment: Implications for assessment
Over- and under-identification of language and learning disabilities is a well-known hazard in the assessment of children in multilingual, multicultural settings. The challenges to accurate identification of language impairment in ESL children include (a) the overlap in linguistic characteristics between typically-developing ESL learners and monolinguals with language impairment, (b) the limited normative information on the language development of ESL children, and (c) the lack of appropriate resources for assessment with non-monolingual populations. This presentation will describe the results of an on-going research program on the language development of ESL children, with and without language impairment, aimed at addressing these challenges. This research includes 200 ESL children aged 5 and 6 years old, from the following first language groups: Arabic, Chinese (Cantonese/Mandarin), South Asian (Hindi/Punjabi/Urdu), and Spanish. Children were given a battery of English language measures, and detailed information on their first language development and language environment was obtained through parent questionnaires. Standardized tests included measures of vocabulary size, phonological working memory, accuracy in production and grammaticality judgements with verb morphology, and micro- and macro-structure abilities in narratives. Non-standardized measures included spontaneous language sampling and questionnaires. The presentation of the research will be organized according to the following questions: (1) When do ESL children approach native-speaker norms for language development? (2) What child-internal and child-external factors influence children's rate of English development? (3) What combination of language measures best differentiates typically-developing ESL children from ESL children with language impairment?

Stefka H. Marinova-Todd (University of British Columbia) marinova@interchange.ubc.ca

Degree of bilingualism and its effect on English literacy in ESL-learning children from Chinese and Filipino backgrounds
Upon school entry, many children learning English as a second language (ESL-learning children) begin schooling in English with native English-speaking peers, despite the former's limited oral proficiency in English. Moreover, ESL-learning children from diverse ethnolinguistic backgrounds experience loss of home-language proficiency as they become proficient in English. When the English-language skills of ESL-learning children prove inadequate for good classroom learning, teachers, speech-language pathologists and other educators often find it difficult to determine whether the observed language limitations fall within the normally expected range for age and experience, or are evidence of a language or learning disorder. Thus, the two main objectives of my research program are: (1) to establish the degree of oral proficiency of ESL-learning children both in their home and school languages, and (2) to examine the patterns of literacy development from Kindergarten through Grade 2 of ESL-learning and native English-speaking children who are receiving instruction in English. I will discuss three studies on two groups of ESL-learning children, namely Cantonese-English bilinguals and Tagalog-English bilinguals, and a comparison group of English monolinguals. The first study examined the oral proficiency of the ESL-learning children in both their languages and results in Kindergarten and Grade 2 will be presented. The second study examined the degree of bilingualism in the ESL-learning groups, and its effect on phonological awareness skills in English. The final study examined the effect of degree of oral proficiency in the home and school language on the literacy performance of the ESL-learning children in Grade 2. The findings from this research increase our understanding of the language development processes of ESL-learning children from major immigrant populations in Canada. By establishing the exact nature of the oral proficiency in the home language and in English we hope to be able to adequately explain future reading success or failure for ESL-learning children.

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LA **VARIATION SOCIOLINGUISTIQUE EN SITUATION DE CONTACT DANS LES A**MÉRIQUES

Le mercredi 2 juin 2010
13h-16h35
Salle LB 211

Organisatrices : Hélène Blondeau (University of Florida) blondeau@ufl.edu & **Naomi Nagy** (University of Toronto) naomi.nagy@utoronto.ca

Alors que les travaux quantitatifs sur la variation et le changement linguistiques se concentrent généralement sur les réorganisations ou les innovations au sein d'un seul et même système, les études sur le contact mettent en évidence les changements linguistiques liés au contact entre plusieurs langues (Léglise et Chamoreau 2007, Nagy et al 2009). Il nous paraît nécessaire de confronter les perspectives et résultats de ces approches en examinant des situations de variation sociolinguistique dans des communautés caractérisées par le multilinguisme et le contact. (Meyerhoff & Nagy 2008). L'objectif de ce symposium consiste à s'interroger sur la variation et le changement linguistique en situation de contact de langues dans les Amériques. Nous rassemblons des études sur la Guyane, la Louisiane, la Nouvelle Angleterre, le Québec, et l'Ontario. Ces travaux se caractérisent par diverses méthodes de concevoir ou de catégoriser la quantité et la qualité de contact entre des variétés comme le français, le franco-provençal, le créole guyanais et la langue majoritaire de la région. Ces analyses comprennent des études sur des variables morphosyntaxiques et lexicales. Les projets ont en commun la volonté de mettre en évidence les changements dans le système linguistique et permettent de réfléchir sur les similarités et les différences entre des processus de variation observés en situation de contact et ceux associés à des changements internes.

Hélène Blondeau (University of Florida) blondeau@ufl.edu & **Pierrette Thibault** (Université de Montréal) pierrette.thibault@umontreal.ca

La variation du français québécois en contexte frontalier: le cas de Stanstead
Cette communication porte sur la variété de français québécois parlé dans la communauté de Stanstead, une ville frontalière située à la limite du Québec et des États Unis. Cette communauté, qui se caractérise par un bilinguisme stable et des pratiques d'alternance de code (Thibault 2008), constitue un terrain propice pour examiner la variation sociolinguistique en contexte de contact dans les Amériques. Le corpus de Stanstead se compose d'entrevues recueillies de 2001 à 2004 auprès de 45 locuteurs se répartissant en trois générations : 15-26 ans, 37-64 ans et 66-87 ans. Ce corpus se prête non seulement à l'analyse de l'influence de facteurs sociolinguistiques classiques comme l'âge, l'occupation, l'éducation et le sexe mais également à l'examen de facteurs liés à la dimension du contact comme entre autres la présence de l'anglais à la maison. Dans le cadre de ce symposium, nous présentons des résultats concernant deux variables linguistiques et pour lesquelles il existe des études sur d'autres variétés en contexte québécois ou canadien : la référence temporelle au futur et la présence ou l'absence de *que* dans les complétives. Notre analyse de la variation sociolinguistique compare, non seulement les taux d'usage des variantes employées, mais également les contraintes linguistiques agissant sur la variation, de manière à voir dans quelle mesure le français de Stanstead se compare à d'autres communautés linguistiques.

Naomi Nagy (University of Toronto) naomi.nagy@utoronto.ca

Heritage language variation and change: The case of Faetar in Faeto and Toronto
Complete understanding of how linguistic variation constructs identity requires examining multilingual speakers' full repertoires, building on previous studies of their monolingual facets and patterns of code-mixing. Toronto, possibly the most multilingual city in the world, provides a perfect venue for charting this trend. To complement projects focusing on the English of particular ethnically defined groups (Tagliamonte 2007, Walker & Hoffman 2008), we examine Mother Tongue variation and inter-generational change in 6 heritage language (HL) communities: Cantonese, Faetar, Italian, Korean, Russian, and Ukrainian. Using quantitative comparative methods, this project asks:
- Which features, structures, rules or constraints are cross-linguistically relevant to borrowing? Which are borrowed earlier and more often in HLs in contact with English?
- Do the same (types of) speakers lead changes in HLs and in English? *i.e*., is leadership in language change inherent, or do innovators choose one language for this social "work"?

Our methods for constructing and analyzing a multilingual corpus of conversational speech are described, including the need to balance sensitivity to cultural differences with comparative methodology. Sociolinguistic interviews, ethnic orientation questionnaires and a picture-description task provide a range of data from first-, second- and third-generation speakers. We examine cross-linguistic variables whose conditioning differs from English (e.g., null subject, consonant cluster reduction) in order to advance a theory of linguistic change in the multilingual metropolitan environment. To illustrate the methods and some early findings, we will report on lexical variation in the extremely small language Faetar, spoken in two tiny mountaintop villages in Apulia, and in Toronto.

Sylvie Dubois (Louisiana State University) sdubois@lsu.edu

Plaidoyer pour les locuteurs restreints: une analyse sociolinguistique des innovations en français cadien
Si les variétés de français en situation minoritaire telles que le français cadien, sont désormais, après des difficultés et encore aujourd'hui avec bien des réticences, reconnues comme un sujet d'étude scientifiquement pertinent, l'étude du français parlé par les locuteurs restreints est, par contre, rarement considérée. Lorsque leur usage langagier est mentionné, il est traditionnellement interprété comme un parler déclinant, comme une source directe de pertubation et de désordre linguistique, voire comme la voie principale par laquelle s'infiltre la langue dominante (la plupart du temps l'anglais en Amérique du Nord) au sein de la langue originelle. C'est dire que c'est a priori sous un angle négatif que la catégorie de locuteurs restreints est appréhendée. Telle n'est pas notre hypothèse. Non seulement nous considérons cette catégorie de locuteurs comme autonome en ce qu'elle possède des signes distinctifs spécifiques, mais nous voudrions aussi montrer qu'elle dynamise de plusieurs manières le système linguistique en français cadien. Notre approche nous permet d'ores et déjà d'élargir le champ de l'analyse traditionnelle. Elle nous autorise à formuler de nouvelles intérrogations, mieux, à suggérer une nouvelle méthode susceptible d'identifier la nature, la source et les modes de transmission des innovations au sein des communautés langagières en situation minoritaire. Tel est notre projet en nous consacrant ici à l'usage des prépositions locatives dans le discours de cinq générations de locuteurs cadiens.

Isabelle Léglise (CNRS Paris) leglise@vjf.cnrs.fr

Variation en français parlé et contacts français-créole en Guyane
En situation de contacts de langues, on évoque assez fréquemment un lien de causalité entre des phénomènes de variation observés (dans une langue A) et la situation de contacts linguistiques dans laquelle les locuteurs de cette langue se trouvent. Dans les aires créolophones en particulier, où une langue créole est en contact avec sa langue lexificatrice, lorsqu'on observe des variations dans l'une ou l'autre langue, l'explication immédiatement proposée - par les locuteurs comme par de nombreux auteurs dans la littérature - invoque une décréolisation (lorsque les variations dans la langue créole A semblent aller dans le sens d'une ressemblance avec la langue lexificatrice – c'est à dire d'un transfert des traits de la langue B) ou une créolisation (lorsque les variations dans la langue lexificatrice, B, semblent provenir d'un contact avec le créole, langue A). En prenant exemple sur des faits de variation en français parlé en Guyane française – où le français est notamment en contact avec des langues créoles à base française – je montrerai l'intrication de plusieurs phénomènes explicatifs et leur renforcement : rôle de tendances évolutives inhérentes dans les langues et rôle du contact de langues.

Cynthia A. Fox (University at Albany) cf301@albany.edu & **Louis E. Stelling** (Massachusetts College of Liberal Arts) louis.stelling@mcla.edu

Language variation and change? Gender agreement in Franco-American descriptive adjectives
Recent research suggests that Franco-American French is resistant to grammatical changes that are typical in situations of language contact, restriction, and shift and that have been noted in other North American varieties of the language (Fox 1998; 2005; Stelling 2008). In a study of auxiliary variation in the *passé composé* in Southbridge, MA and Woonsocket, RI, Stelling (2008) notes that the variable bears all of the social meaning it has in non-obsolescing varieties and concludes that grammatical conservatism is the result of strong prescriptive norms within the communities and of the compartmentalization of French to situations where monolingual English speakers are not present. We will further explore the question by examining variation in gender agreement in descriptive adjectives with data from four communities. In Woonsocket and Southbridge, where immigration ceased around 1930, the Franco-American populations are homogeneous with respect to their origins in Canada. In Bristol, CT and Gardner, MA, the Franco-American populations are heterogeneous in this respect; this heterogeneity has been reinforced and language shift slowed by renewed immigration from Quebec, New Brunswick, and Northern Maine (Bagaté et al 2004, Fox and Smith 2005, Fox 2007). The choice of variable will allow us to determine whether a tendency toward simplification noted in Cohoes, NY (Fox 1998) obtains in other Franco-American communities and what, if any, social meaning it carries. The inclusion of Bristol and Gardner allows us to consider the impact on Franco-American of contact between different varieties of French and of renewed contact with its source dialect(s).

Katherine Rehner (University of Toronto) krehner@oise.utoronto.ca

A sociolinguistic examination of L1 and L2 lexical variation: The impact of target language contact
This paper analyzes lexical variation in the spoken French of seven speaker groups who differ in their amount of contact with French, namely a) L1 speakers from: i) Quebec (D. Sankoff, Thibault, & Bérubé, 1978); ii) a majority community in Ontario (Nadasdi, 2005); and iii) a minority community in Ontario (Nadasdi, 2005); and b) L2 learners from former immersion programs in iv) Quebec (G. Sankoff, 1997); and v) Ontario; and from vi) former core French programs in Ontario; and vii) high school immersion programs in Ontario (Nadasdi & McKinnie, 2003). The lexical variables are words referring to remunerated work (e.g., *travail*, *emploi*, *job*) and 'to dwell' verbs (e.g., *habiter*, *vivre*, *rester*). Analysis, consisting of token counts and chi-square calculations, focused on the impact of contact with French and the role of lexical priming on the mastery of socially-marked versus socially-neutral variants. The results suggest that for both L1 and L2 speakers the more intense the contact with French the greater the use of socially-marked variants. For socially-neutral variants, such target language exposure did not result in increased mastery. For lexical priming, with increased exposure the speakers responded more often with socially-marked variants when primed with them, but this effect did not extend to socially-neutral variants. Implications of the results are framed in terms of educational decisions in majority versus minority first language schools, in second language core versus immersion programs, and in second language high school versus post-secondary programs.

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SYMPOSIUM

BRIDGING SOLITUDES: CREATING ONLINE COMMUNITIES FOR LANGUAGE LEARNING AND ACADEMIC LITERACY

Tuesday June 1, 2010
Le mardi 1er juin 2010
10:00-13:45
LB 211

Co-organizers: Steven Carey (University of British Columbia) careys@interchange.ubc.ca & **Susan Parks** (Université Laval) Susan.Parks@lli.ulaval.ca

This colloquium focuses on how the affordances offered by the Internet and various ICT tools (e.g., WebCT and WebEX platforms) have been used to enhance second language learning and/or academic literacy. Each of the studies included in this colloquium provides a tangible example of how these resources can be variously used to create online communities located in distant locals. More specifically, three of the studies, which draw on sociocultural theory as an explanatory framework, focus on second language learning. Two of these involve Tandem language learning in which second language learners are teamed up with native-speakers of the target language they are learning; the third discusses the experiences of a self-directed language learner. The remaining two focus on how online communities can be created within discipline-specific courses. Drawing on sociocultural theory, one discusses how a WebCT discussion forum involving a graduate course promoted the development of both academic language and content knowledge. The other which involves a WebCt discussion forum by preservice teachers during a practicum reports on how the postings provided evidence of social presence, an integral component of the co-construction of knowledge.

Sabrina Priego (Université Laval) Sabrina.priego@lli.ulaval.ca

Scaffolding in e-mail tandem exchanges between secondary ESL and FSL students
In this paper, I will present the results of a study that examined learner scaffolding in e-mail tandem exchanges between secondary ESL and FSL students. A group of intermediate-level French-speaking ESL students in a secondary school in Quebec communicated by e-mail with a group of intermediate-level English-speaking FSL students in a secondary school in Ontario. The joint reading of articles taken from newspapers and magazines of interest to teenagers formed the basis for the e-mail discussions. This study was carried out following the principles of online tandem learning (Brammerts, 1996; Little et al., 1999), a form of computer-mediated communication in which two native speakers of different languages communicate with one another for the purpose of learning the other's language. In this type of exchange, students are asked to use the L1 and L2 in equal proportion and to correct each other's mistakes. Drawing on a sociocultural perspective (Lantolf, 2000), this study sought to answer the following question: What strategies are employed by secondary ESL and FSL students to provide scaffolding to their e-mail tandem partners? Data were collected over an 18-week period and included written documents, questionnaires, and interviews. Analysis of e-mails showed that both ESL and FSL students provided scaffolding to one another by resorting to various strategies. Among these scaffolding strategies, the most salient were asking for feedback, giving explicit feedback, instructing, and face-giving strategies. In addition, it was found that students from both groups used means such as block capitals, reduplication of letters or punctuation marks to support or clarify the illocutionary force of their scaffolding strategies. The data of this study sheds light on the degree to which secondary students are capable of giving each other feedback.

German Arellano (Université Laval) Germanarellano@yahoo.com

Learning a language in tandem: Use of affordances of a web conferencing platform by Spanish- and English-speaking dyads
The paper is drawn from a study which more broadly investigated tandem language learning within the context of a web conferencing platform, WebEX. Amongst the affordances at the disposal of participants using this platform were the possibility of communicating in real-time conversations, chat, whiteboard and webcams. The five dyads who participated in the study were composed of Spanish-speaking university students, located in Mexico, who were learning English, and English-speaking American university students, who were learning Spanish. Participants met one hour per week during a period of seven weeks. Each week involved discussion of a different task, 30 minutes in English and 30 in Spanish. All sessions were recorded using Screen Capture and subsequently transcribed. Drawing on sociocultural theory (Engeström, 1991), this paper will focus on a discussion of how participants made use of the affordances particular to the platform to enhance L2 language learning opportunities.

Tannis Morgan (BC Institute of Technology) Tannis_morgan@becit.ca

Self-directed language learning, social networks, and online communities
In 2001 I conducted a diary study on my experiences learning Spanish autonomously using only free online resources. The purpose of the study was to explore the boundaries of the CALL field that was focussed largely on software and task-based telecollaborations. I approached the Internet as an enhanced self-access centre where an abundance of learning materials were freely available, but more importantly, a wide variety of authentic Spanish language publications, radio, and television streaming, and authentic communication opportunities with Spanish speaking people could be had. I concluded that access to this authentic speech community and its media was one of the most important things that informal internet-based learning could offer, and one of the distinguishing differences between CALL and informal online language learning. In this presentation, I expand on the first study, and discuss self-directed language learning in the context of the Open Education Resource movement (Wiley, 2006) social networks, and online communities. Specifically, I examine how my interactions in the target speech community were mediated, using cultural-historical activity theory (Engestrom, 1987)

as a theoretical framework. I discuss my experiences as a self-directed language learner in a Web 2.0 Internet, where both 'access' and 'community' take on a different meaning.

Steven Carey (UBC) careys@interchange.ubc.ca

Online collaboration as bi-directional language/content learning and academic literacy
I present a tested and replicated model based on online courses for promoting academic literacy via a WebCT forum where intense online collaboration is achieved between faculty and graduate student who are first language speakers of English ("Inner Circle", Kachru, (2007) and faculty and graduate students from countries where English although desirable remains a persistent stumbling block to their academic literacy and progress ("Outer Circle"), (Flowerdew, 2007). This pan-university approach provides a fertile environment compatible with the principles of socio cultural theories of language acquisition where participants communicate in their choice of genres and registers with their choice of participants on their choice of topics whenever they choose. Results show the effectiveness of encouraging higher academic literacy through the bi-directional scaffolding of discipline-specific academic language and academic content between all participants in both Inner and Outer Circles (Kachru, 2007). Outer circle participants contributed scaffolding through knowledge specific to their ecology whereas inner circle participants scaffolded language and content expression. Academic readings assigned for collaborative online discussion included articles by Garrison, Anderson and Archer on social and cognitive presence. Because the online collaboration pushed critical thinking and the exploration of socio-cultural theories of language learning (Vygotsky, Lantolf) and their application these activities advanced academic literacy which has been such a challenge to participants.

Susan Parks (Université Laval) susan.parks@lli.ulaval.ca

Pre-service ESL teachers' interaction in a WebCT discussion forum: Evidence of social presence
Although within teacher education, the use of ICTs is advocated as a means of creating interaction amongst participants (Doering & Beach, 2002; Kamhi-Stein, 2000; Pawan, Paulus, Yalcin & Chang, 2003; Potts, 2005; Sengupta, 2001), few studies have investigated what such interaction might actually entail in the case of a practicum or concurrent teaching (Nunan, 1999; Schlagal, Trathen & Blanton, 1996). As one attempt to fill this gap, the present study reports on the experiences of 52 pre-service ESL teachers who participated in a WebCT discussion forum during their fourth and final practicum (15 weeks) in French language schools in the province of Québec. Data were collected in the form of (a) WebCT posts, (b) a survey, and (c) semi-formal interviews. The present paper reports on an analysis of social presence, an integral component for the co-construction of knowledge, as exhibited in the WebCT posts. During the period of the study, the pre-service teachers discussed such topics as classroom management and ICTs, and posted 632 messages. For the purpose of this paper, posts for the five most popular topics, approximately 30% of the total, were analyzed. The analysis was conducted using a framework developed by Garrison, Anderson and Archer (2001). This framework explores social presence in terms of three indicators: emotional, open communication (mutual awareness and recognition of others), and group cohesion. Results of the analysis will be presented for each of the three categories and the implications of the use of such forums in conjunction with a practicum discussed.

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SYMPOSIUM

THE METALINGUISTIC PHENOMENON IN SLA RESEARCH: EXPLORING THE MULTIPLE PERSPECTIVES

Thursday June 3
Le jeudi 3 juin
8:30-11:20
LB 211

Co-Organizers : **Xavier Gutiérrez** (University of Windsor) xavierg@uwindsor.ca **& Daphnée Simard** (Université du Québec à Montréal) simard.daphnee@uqam.ca

In SLA, the term "metalinguistic" has been used to qualify various notions such as knowledge, ability and reflection. The distinction between these notions is not exactly clear. Rather, each one seems to emphasize a different facet of the same phenomenon. For instance, *metalinguistic knowledge* that corresponds to the explicit rules one has about language (e.g., Roehr & Gánem-Gutiérrez, 2009) is a rather concrete manifestation of the phenomenon. *Metalinguistic reflection*, alternatively, refers to any conscious and intentional act of reflection about language (Gombert, 1992). To formulate metalinguistic knowledge or to reflect upon language, some level of *metalinguistic ability* is required (i.e., the capacity to manipulate language structures). Irrespective of the lack of a clear-cut distinction between those three facets of the metalinguistic phenomenon, the field has witnessed a growing body of studies investigating the role each one plays in L2 acquisition and use. The objective of our symposium is, through the presentation of recent work, to shed new light onto these different facets, in order to better understand their nature, their relationship to one another, and their role in SLA. The first presentation, theoretical in nature, will introduce the main notions that will be discussed in the symposium. It will be followed by a series of empirical work presentations related to the manifestation of the metalinguistic phenomenon in relation to 1) different aspects of oral interaction, 2) written production, and 3) phonological memory among different populations (children, adults). Finally, a synthesis of the work presented will be offered.

Karen Roehr (University of Essex) kroehr@essex.ac.uk

The development of metalinguistic awareness and oral L2 proficiency: A longitudinal case study
This paper reports on the development of metalinguistic awareness and oral proficiency in a single instructed adult second language (L2) learner over a period of seventeen months. Drawing on recent proposals that L2 learning can be understood as a complex dynamic system in which many variables interact (Dörnyei, 2009; Larsen-Freeman & Cameron, 2008), the L1 English-speaking participant was asked to complete measures of language learning aptitude, learning style, and reported use of language learning strategies. In the context of weekly one-to-one lessons in L2 German, the participant performed the same oral task throughout the data collection period, describing to his tutor what he did the day before. Development of metalinguistic awareness and oral L2 proficiency were assessed on the basis of the participant's productions which were analyzed using the CHILDES system (http://childes.psy.cmu.edu/). Metalinguistic awareness was operationalized as overt use of epilinguistic and metalinguistic tools including self-correction behaviour, requests for and acknowledgement of tutor input (Ellis, 2004; Gombert, 1992). Oral L2 proficiency was operationalized as accuracy and complexity of utterances (Ellis & Barkhuizen, 2005; Larsen-Freeman, 2006). I will describe the learner's development over time, highlighting patterns of variation and apparent stability in his metalinguistic and linguistic performance; in addition, relationships between variables will be presented. I will attempt to explain findings with reference to the notion of attractor states. In dynamic systems theory, attractors can account for phases of both stability and instability in a developmental trajectory and thus constitute potentially helpful metaphors in our understanding of the L2 learning process.

Peter Griggs (IUFM, Université Lyon) peter.griggs@iufm.univ-lyon1.fr

Enhancing and structuring language data during oral interaction in the polysemiotic context of a foreign language class
This study is based on a qualitative analysis of video recordings of English lessons given by 3 native French teachers working respectively in a primary school, a *collège* and a *lycée*. Characterised by an inductive process of reconstitution and reformulation of textual input, the interactional sequences analysed are oriented towards an explicit mode of learning in so far as they induce pupils to focus on form-function mappings and to look for regularities in language structure. Adopting a socio-cognitive perspective, the study explores how the different non-verbal components exploited by the teachers during classroom interaction (notably gesture, prosody and pedagogical aids) combine with the verbal mode to serve as mediation tools in scaffolding the pupils' perception, structuring and analysis of language data. The study shows how non-verbal means are used to highlight different levels of language (phonological, lexical, morphosyntactic, semantic, pragmatic) during oral interaction. By scaffolding language production, this exploitation of the polysemiotic environment pushes learners into more active participation and may thereby trigger in them deeper cognitive processes. The parallel use of alternative modes of communication also allows participants to distinguish clearly and to switch smoothly between different discourse and metalinguistic functions: expressing and clarifying meaning, regulating interaction, providing feedback, segmenting and structuring discourse, analysing language structure. The findings of this empirical study will be discussed in the light of second language acquisition theory, and in particular that of noticing and emergentist hypotheses, while at the same time taking into consideration the specificity of the foreign language classroom environment.

Xavier Gutiérrez (University of Windsor) xavierg@uwindsor.ca

Metalinguistic knowledge in LREs with covert metalinguistic activity
Language-related episodes (LREs) (Swain, 1998) with covert metalinguistic activity (i.e., without "any explicit reference to language") (Gutierrez, 2008, p. 522) hardly receive any attention in the LREs literature. An exception is Fortune and Thorpe (2001) who note that in such episodes L2 developmental processes are possibly at work and that learners are resorting to either implicit knowledge or unarticulated metalinguistic knowledge. Gutierrez (2008) hypothesizes that in writing tasks the latter possibility is more likely. This paper reports an exploratory study that sought to confirm this hypothesis by accessing the learners' knowledge representations in such episodes. Three groups of three intermediate-level (B1+, CEFR) Spanish L2 learners each were asked to write a text in collaboration based on a picture story, with the researcher present during the task. Using concurrent stimulated recall (CSR), LREs with covert metalinguistic activity were identified as they occurred during the task and the learners were prompted to elaborate on their knowledge source. CSR was implemented following the recommendations in Gass and Mackey (2000). The LREs and the ensuing elaboration were qualitatively analysed and coded regarding the nature of the knowledge representations. About 30% of the data were randomly selected and coded by a second rater. Inter-rater reliability was 92%. The data analysis shows that over 80% of representations constituted metalinguistic knowledge. It also shows different characteristics of the variable nature of this knowledge, in line with current descriptions in the literature (Ellis, 2004). Implications for further research on LREs and for language pedagogy will also be discussed.

Daphnée Simard (Université du Québec à Montréal) simard.daphnee@uqam.ca & **Leif French** (Université du Québec à Chicoutimi) Leif_French@uqac.ca

Do L2 learners' written productions contain the language features they reflect upon?
There is mounting evidence that the practice of metalinguistic reflection (MR), or the conscious act of reflection about language (Gombert, 1992), promotes L2 development in classroom settings (e.g., Armand, 2000; Roulet, 1995; Swain, 1995). A few studies have examined the link between MR and L2 acquisition (e.g., Renou, 2001; Simard, French, & Fortier, 2007) and also between MR and L2 oral production (e.g., Griggs, 1997; Huot, 1995). However, one link entirely unexplored is the potential connection between MR and L2 written production. The present study sought to investigate the possible association between MR and the language features used in L2 written productions. The participants were grade-six children (*n* =29; 11.4 yrs.) from an intact ESL class and had received approximately 350 hours of communicative language instruction prior to the onset of the study. MR was operationalized as the verbalized rules and generalizations about English usage noted in a language journal completed by participants over a three-month period. Written L2 productions (WP) were gathered at the beginning (T1) and the end (T2) of the three-month period, using a picture story task. Additionally, a phonological memory test (French, 2006) and an information questionnaire were administered to account for the possible influence of individual differences on MR and WP measures. The possible associations between WP and the content of their MR were

explored statistically and also qualitatively via the ATLAS SI program by comparing the language used in both the journals and narratives (T1-T2). The findings and conclusions of these analyses are discussed.

Véronique Fortier (Université du Québec à Montréal) fortier.veronique@uqam.ca

Exploring the relationship between syntactic awareness and phonological memory capacity: The case of heritage children and their French L1 counterparts
Syntactic awareness (SA), defined by Gombert (1992) as "the ability to reason consciously about the syntactic aspects of language, and to exercise intentional control over the application of grammatical rules" (p.39), has been the focus of different studies comparing the language development of children educated in their first language (L1) and others in their heritage language (HL) (e.g., Simard & Fortier, 2007). Despite the results indicating differences between L1 and HL students' SA (see Bialystok, 2001), no study was devised to cognitively explain these differences in the learners' SA, although L1 and HL learners show differences on various cognitive abilities, such as working memory capacity (e.g., Feng, Bialystok & Diamond, submitted). In the present study, we investigated the relationship between SA and *phonological memory capacity* (PMC), a sub-component of working memory more specifically involved in language development (French, 2006), among L1 (French; *n*=30) and HL (Portuguese; *n*=30) elementary school students. Participants' SA was measured using a repetition of ungrammatical sentences and a replication of error (participants identify an error in an ungrammatical sentence and reproduce it in a grammatical sentence) tasks. A non-word repetition task (Poncelet & Van der Linden, 2003) was used to measure the participants' PMC. Finally, the participants' vocabulary knowledge was measured using the EVIP, and sociodemographic information was gathered using a background questionnaire. HL participants performed the SA tasks and the vocabulary measure in both French and Portuguese. The results highlighting the relationship between SA and PMC will be discussed in light of each group's characteristics.

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SYMPOSIUM

MULTIMODALITY IN LANGUAGE AND LITERACY INSTRUCTION AND RESEARCH

June 3 2010/le 3 juin
13:15-15:30
LB 211

Organizer/Organisatrice: **Kelleen Toohey** (Simon Fraser University)toohey@sfu.ca

There is increasing evidence that children, youth and adults increasingly "read" and use multiple sign systems to construct and express meanings that may not be adequately communicated using only language (e.g., Anning, 2003; Berghoff, Cousin, & Martens, 1998; Gee, 2000; Kress, 1997; 2000; Pahl & Rowsell, 2006). With interest among some educators in 'letting in' the myriad of meaning systems their learners use outside classrooms, literacy researchers are increasingly faced with finding ways to gather and analyze multimodal data, so as to understand learners' knowledge, and their perceptions of their lives and learning. Visual representations have been gathered and analyzed by researchers in various fields such as psychology and anthropology to learn more about participants' constructions of their worlds (e.g., Adler, 1982; Dennis, 1970; Diem-Wille, 2001; Koppitz, 1984). In literacy teaching and research, however, methods of examining what participants know and represent multimodally, have been less common. This session will focus on issues in multimodal instruction and analysis experienced by four researchers with diverse learners: primary and secondary students in Canada, India and Uganda, and university students in Canada. The chair will introduce the session, provide overview and introduce speakers (15 minutes). Each of the four presenters will share data and analyses in relation to their study (25 minutes for presentation, 10 minutes for questions/comments). A 15-minute break will occur after two papers. The papers will be followed by 25 minutes for audience comments and questions.

Maureen Kendrick (University of British Columbia) maureen.kendrick@ubc.ca & **Harriet Mutonyi** (Uganda Martyrs University) hmutonyi@yahoo.com

Cartoon drawing as a means of accessing students' health literacy knowledge: A case study focusing on HIV/AIDS in Uganda
Combating the spread of HIV/AIDS in Uganda has involved massive public education campaigns. One of the challenges of these campaigns has always involved the need to simultaneously respect and transcend cultural taboos around direct discussions about sexuality and sexual issues, particularly among youth. Research consistently shows that drawing, as a means of investigating what students know, has the potential to reveal students' perceptions of given concepts and provides an alternative to predominantly language-based methods. Visual methods, however, have rarely been taken up in research on students' health literacy. This interpretive case study examines the use of cartoon drawing as a unique tool for understanding Ugandan secondary students' conceptions of HIV/AIDS, particularly concepts that are culturally not discussed directly. Like literacy, we view health literacy as a social practice rooted in conceptions of knowledge, identity, and being (Street, 2003) which are linked to the ways "learners understand themselves, their social surroundings, their histories, and their possibilities for the future" (Norton & Toohey, 2003, p. 1). Our method of analysis draws on the descriptive frameworks of Rose (2001), Kress and van Leeuwen (1996), Dyer (1982), and Warburton (1998). The diversity of ways in which these students represent their knowledge of HIV/AIDS demonstrates that cartoons have considerable potential as a pedagogical resource for health literacy in general and HIV/AIDS education in particular. The visuals also raise important questions about the

potentials and limitations of other multimodal representations (e.g., dramatic performance, film production, photography) for HIV/AIDS curriculum design and implementation in schools in global contexts.

Diane Dagenais (Simon Fraser University) dagenais@sfu.ca, **Cécile Sabatier** (Simon Fraser University)cecile_sabatier@sfu.ca &
Danièle Moore (Simon Fraser University)danmoorefr@yahoo.ca

Reading the linguistic landscape: The use of photography as a tool for the development of children's multilingual literacies in a French immersion program in Canada

Shohamy and Gorter (2008) have led renewed research interest in the language of signage in multilingual urban linguistic landscapes. This research documents how the multimodal literacy environment of cities reflects the histories and contemporary relationships between language groups in shared and contested spaces. In our work, we apply research on the linguistic landscape, developments in sociolinguistic and educational research on language awareness pedagogy (Candelier, 2003) and advances in theories of multilingualism to study elementary school children's interpretations of the bilingual and multilingual print on signs in their communities. In this presentation, we examine excerpts from videotapes that illustrate how a group of teachers and grades 5 and 6 children enrolled in a French Immersion program engaged in a series of pedagogical activities focused on gathering and analyzing photographic data on commercial and public signs near their school. These activities aimed at fostering critical language awareness (Fairclough, 1992) of diversity and language contact. We consider both the challenges and the potential of analyzing photographic and video data. As well, we argue that Scollon and Scollon's (2003) geosemiotic analysis of readers' interactions with print and the study of environmental print established in French urban sociolinguistics (Bulot 1998; Calvet 1994; Lucci et al. 1998) offer promising heuristic tools for understanding multimodal literacy practices in multilingual contexts.

Kelleen Toohey (Simon Fraser University)toohey@sfu.ca

Videomaking in two contexts

Luke (2003) pointed out the centrality of complex blends of old and new media in the everyday worlds of children, claiming these blends introduce children to their culture's use of image, music, print and other mediations. In particular, many children have vast experience with visual and auditory representation through television watching. An inventory of a group of 4th and 5th grade Canadian English language learners' out-of-school literacy experiences revealed their extensive viewing of television. As well, a group of Tibetan students in Dharamsala, India are avid television viewers. In this project, children in each setting were given cameras and technical support to make videos of their own to represent their lives to one another. Ethnographic documentation included interviews with teachers and children, observations, videotaping of the children's planning meetings and shooting, and their eventual editing of the films on computers. Broadly sociocultural in theoretical orientation, we analyze children's complex meaning-making (especially with images), their symbolic competence (Kramsch & Whiteside, 2008), and their translation of video techniques they have viewed into techniques they appropriate for their own productions. We discuss how children utilized out-of-school knowledge in creating their videos, how they blended old and new media in their creations, and what effects the project had on their oral and written language learning. We illustrate the instructional activities of teachers as "collegial pedagogy" (Soep, 2009). We also discuss some of the limitations of the projects, especially in terms of the institutional constraints in school that make such projects unlikely or at least, infrequent.

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POSTERS
(in alphabetical order by <u>the last name</u> of first author)

AFFICHES
(en ordre alphabétique du <u>nom de famille</u> du premier auteur)

<u>Balcom</u> Patricia (Université de Moncton) patricia.balcom@umoncton.ca & **<u>Bouffard</u> Paula** (Concordia University) bouffard@alcor.concordia.ca

The initial state in L2 and L3 acquisition of adverbs and complex negation: How long does it last?

This study examines the initial state in the acquisition of adverbs and complex negation in French by unilingual anglophones and bilingual arabophones whose L2 is English. In French the unmarked order for adverbs is SVAO; in English it is SAVO. In Arabic, adverbs occur in both SAVO and SVAO. With negation, in French *ne* combines with a negative adverb (e.g. jamais) with the order SnegVAO. In English, *never* occurs in SAVO position, and *not…anymore* with SAuxnegVOA order. In Arabic *maa* combines with a negative adverb (e.g. *muul*) with the unmarked order SAnegVO, but French SnegVAO is also grammatical. We hypothesized that similarities between Arabic and French and the L3 effect would lead to higher accuracy by the L3 learners. L2 subjects were 24 students at an American university, and L3 subjects were 13 students at an Emirati university. Both were registered in French courses for true beginners. A sentence-completion and a judgement task were administered after 15 hours of instruction. Preliminary results show that the L2 learners produced more target-like SVAO than the L3 learners. The majority in both groups accepted grammatical SVAO but most also accepted *SAVO. With complex negation half the subjects in both groups produced SnegVAO, over 90% accepted SnegVAO, and over half corrected *SAnegVO to the target form. With minimal input both groups have begun to move beyond the initial state, and there does not appear to be an L3 effect.

June 2 10:45-11:00

<u>Beaudoin</u> Martin (University of Alberta) martin.beaudoin@ualberta.ca & **<u>Guilbault</u> Christian** (Simon Fraser University) guilbaul@sfu.ca

Jugement d'accent étranger Anglophone en français: le point de vue des enseignants
Les facteurs qui déterminent la persistance d'un accent étranger sont relativement bien connus mais les caractéristiques phonétiques directement responsables du jugement d'un tel accent chez les locuteurs natifs sont, elles, mal identifiées. Est-il vrai que les propriétés suprasegmentales du discours des apprenants anglophones en français (comme le rythme mesuré dans Guilbault 2002) sont plus influentes que les propriétés segmentales (mesurées par Gavac 2006 par exemple), comme le suggère Munro (1995), Munro & Derwing (1995) et Andersion-Hsieh et al. (1992) notamment? Si oui, est-ce l'intonation ou le rythme qui compte le plus? Quant aux segments, est-ce l'aspiration des occlusives, la production de voyelles diphtonguées ou la présence d'un /R/ rétroflexe par exemple qui est plus important? Et qu'en est-il de l'importance des autres segments déviants? De courts enregistrements de 20 apprenants intermédiaires du français L2 qui produisent des combinaisons différentes d'écarts phonétiques ont été présentés à 10 professeurs de français qui avaient pour tâche d'en évaluer l'intelligibilité et la compréhensibilité. Ces professeurs ont ensuite été interviewés individuellement pour voir s'ils pouvaient réfléchir consciemment et verbaliser les caractéristiques phonétiques qui les ont forcés à porter leurs jugements. Cette étude empirique qualitative permet une première évaluation de l'importance relative des caractéristiques phonétiques du discours des anglophones apprenants le français L2 dans les jugements d'accent étranger des locuteurs natifs. Cette évaluation permettra de mieux comprendre les causes de l'accent étranger et de mieux cibler les méthodes de correction phonétique.
1er juin de 9:45 à 10:00

Hinenoya Kimiko (McGill University) kimiko.hinenoya@mail.mcgill.ca

'Identifiability' vs 'accessibility' in learning the English article
The English definite article is traditionally thought to express the referential function of 'identifiability', that is, it serves to identify the referent so that the hearer can recognize what is being discussed (Lyons, 1999). Recently, however, this traditional notion has been heavily criticized as insufficient. As a result, the mental space notion of 'accessibility' from cognitive linguistics has been gaining theoretical ground (Epstein, 2002). Accessibility involves connecting the referent(s) with related entities from the speaker's point of view. Although the distinction between identifiability and accessibility may not be crucial when simply reading example sentences, these underlying notions could have different pedagogical implications. Delving into this notion, I analyzed 200 example sentences and identified four types of accessibility: structural, contextual, contextual-conceptual, and conceptual. This classification triggered two hypotheses:
1) Some usages of *the* are more complex than others, because of differing accessibility: the farther away from accessibility, the more difficult for the learner to grasp.
2) Once the notion of accessibility is taught to learners, they will better understand the nature of *the* than when taught the identifiability principle.
To test these hypotheses, two distinct theory-based, computerized instructional treatments were developed and administered to two groups of Japanese learners of English (n= 41 and 42). One group received the identifiability-based treatment and the other the accessibility-based treatment, each treatment lasting about 2 hours given on 3 occasions. Pre-, post and delayed post-tests measured learners' knowledge of the definite article. The ANOVA results revealed that the accessibility group consistently outperformed the identifiability group.
June 2 10:45-11:00

Martín Maisa, Mustonen Sanna, **Reiman Nina** & **Seilonen Marja** (University of Jyväskylä, Finland)
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Communicative proficiency and linguistic development: Do the two ever meet?
The proposed poster will present results from the CEFLING Project which combines second language acquisition and language testing research to explore the linguistic basis of the Common European Framework of Reference (CEFR 2001) levels. The CEFR is very influential in many European countries, e.g. in Finland all language education and most assessment systems are based on it. The data, 1196 L2 Finnish writing samples on three tasks from adult (669 texts) and young (12 – 16 years, 527 texts) have been assessed by three trained and experienced raters using a communicative CEFR scale with no mention of any linguistic properties of the texts. The same texts have been analyzed for a variety a linguistic domains, such as the use of local cases, transitive constructions, passive etc. using the DEMfad Model (Franceschina 2007), tracking the development of frequency, accuracy, and distribution of each linguistic domain. The results show that while all domains emerge at the lowest proficiency level A1 and there is a great deal of variation, certain developmental steps can be connected to given proficiency levels. An interesting overall finding is that in many domains the frequency of occurrence of a domain happens between levels A2 and B1 (the "Threshold Level"), while the accuracy tends to grow between levels B1 and B2.
June 2 10:45-11:00

Nowacka Dorota ndorota@ifa.amu.edu.pl

Stimulating oral interaction in the foreign language classroom
As it has been commonly accepted by researchers, the ability to speak in a foreign language can only be developed when foreign language learners actively engage in communication. For example Richards (1990: 76-77) claims that conversational competence should be described as "the product of engaging learners in conversational interaction". Thus, it may be assumed that foreign language learners will develop communicative competence by simply doing it, i.e. by engaging in conversations in the foreign language. Research conducted in Poland among university students, non-native users of English, aimed at identifying those classroom tasks that prompt interactional modifications between foreign language learners. The investigative question which was posed concerned selected task types and their potential for stimulating communicative interaction. The poster presentation will explore the notion of oral interaction modification and some ways of adapting teaching materials so that they stimulate conversational interaction among foreign language

learners. Most importantly, the research investigated the selection of communicative tasks and their accuracy- vs. fluency-orientedness. It has been assumed that foreign language learners will acquire conversational competence via fluency tasks. Nevertheless, some accuracy-oriented tasks proved crucial in building the learners' confidence in the use of the foreign language and allowed for some interaction modifications.

June 1, 9:45 à 10:00

Park Seong Man (McGill University) seong.m.park@mail.mcgill.ca

How to keep an immigrant language alive: The role of ethnic community institutions and of one special institution
My research objective is the investigation of the linguistic and cultural influence of Korean ethnic churches as major ethnic community institutions on Korean-Canadian students' heritage language (HL) and identity maintenance in Montreal. In recent years, there has been increasing support for the preservation of HLs for the promotion of immigrant students' healthy sense of ethnic identity, academic development, and wider societal benefits (Cummins, 2000; Garcia, 2003). In this regard, Fishman (1991) emphasizes the importance of families and local communities for HL maintenance. However, despite the extensive involvement of Korean immigrants in ethnic churches, very little is known about the linguistic and cultural role of these churches for the younger generations of Korean immigrant families (Park & Sarkar, 2007). Therefore, the research questions focus on how Korean ethnic churches support HL and cultural identity maintenance for the younger generations of Korean immigrant families in Montreal. I elicited data from qualitative interviews, participant observation, and group discussions with the participants (n=37 in total) who were Korean Canadian students (n=19) and Korean immigrant adults (n=18) from January through April, 2008. The results show that Korean ethnic churches in Montreal do indeed play important roles for the maintenance of the HL and cultural identity for the younger generations of Korean immigrant families. The results also suggest that all the members of the Korean ethnic churches should make the best use of current resources in Korean ethnic churches because this institutional infrastructure is clearly in place and would not need to be re-created.

June 2 10:45-11:00

Pierce Lara (McGill University) lara.pierce@mail.mcgill.ca & **Genesee** Fred (McGill University) fred.genesee@mcgill.ca

English language development of internationally adopted children from China
Internationally Adopted (IA) children discontinue acquisition of their birth language once acquisition of the adoptive language begins, often between 12 and 24 months of age. This raises the question of whether language development in IA children is similar to that of L1 or L2 learners, or is distinct. Like L2 learners, they are older at L2 onset and have had exposure to an L1; however, they differ from L2 learners because the birth language is not maintained and the adoptive language is acquired through total immersion and child-directed speech, like L1 learners. Few studies have directly examined specific grammatical aspects of the adoptive language of IA children. The present study examined receptive vocabulary and tense marking morphology in 6 IA children from China adopted into English-speaking families at age 1;01, on average. The children were tested at 9, 15, 21, 27, and 34 months of English exposure. The target features were examined using language tests and spontaneous language samples. While vocabulary is relatively stable across learner groups, tense marking morphology is vulnerable in groups such as L2 learners. Results were compared to age- and exposure-matched monolingual English norms and to school-age English-L2 learners who, although older, had equal exposure to English as the IA children. Results revealed developmental patterns for the IA children that are distinct in some aspects from both L1 and L2 learners. Results will be discussed in terms of the role of age and amount of exposure to English, and the role of the L1.

June 1, 9:45 à 10:00

Pinchbeck Geoffrey (University of Calgary) ggpinchb@ucalgary.ca & **Crossman** Katie (University of Calgary) kcrossm@ucalgary.ca

Curriculum of iEAP – Intensive English for Academic Purposes
This poster presents a conceptual framework and a blueprint that provides the specifications for the development of our intensive English for Academic Purposes (EAP) project, formally entitled /Language Learning Support for First year Post-secondary English Language Learners: Curriculum Design and Development. We provide a description of the target population generally identified in the research literature as Generation 1.5, we briefly outline the objectives of our intervention strategy and the assessment components. Most salient to this phase of our work is the blueprint that reflects the underlying principles for curriculum design using the LearningByDesign framework that will direct our next phase: the development of the curriculum. We underscore the principles of curriculum design that inform this work, and we provide the overall plan of the work ahead. This will involve contextualizing our blueprint by way of thematically organized content that will reflect the learning engagements commonly encountered at university that these students are expected to find challenging. Language demands, concepts, language and learning strategies and academic skills that must be addressed directly and explicitly in the context of the thematic units are articulated. Three areas of content study are represented that reflect these students' preferences in their programs of study: science and engineering, business and communications, social sciences and humanities.

June 1, 9:45 à 10:00

Shiu Julie Li-Ju (University of Toronto) jujushiu@gmail.com

Investigating grammatical difficulty in relation to second language proficiency
The question of what makes learning second language (L2) grammar difficult has long concerned L2 researchers and teachers. The SLA literature suggests that grammatical difficulty can be extrapolated from psycholinguistic perspectives (e.g., developmental sequence) or linguistic perspectives (e.g., the complexity of grammatical structures) (DeKeyser, 2005; Ellis, 2006). However, despite various theoretical accounts for the possible causes of grammatical difficulty, there is still no consensus on how to determine grammatical difficulty. In addition, the literature contains very little on grammatical difficulty from the perspective of L2 learners, and little is known

about how learners' perceptions of grammatical difficulty interact with their overall L2 proficiency. In this poster presentation, I will report on a study that attempted to explore these perceived research gaps. The study consisted of a questionnaire and a proficiency test. 277 university-level Chinese EFL learners in Taiwan completed a questionnaire designed to explore learners' perceptions of grammatical difficulty for 20 selected English grammar features. The same student cohort took a cloze test, which was designed by Fotos (1991) to measure EFL students' English proficiency. The results of the questionnaire and the cloze test were examined to see how the students' perceptions of grammatical difficulty interacted with their L2 proficiency levels.
June 2 10:45-11:00

Turner Carolyn (McGill University) carolyn.turner@mcgill.ca, **Tan** May (McGill University) may.tan@mail.mcgill.ca & **Deschambault** Elyse (Ministère de l'éducation, loisirs et du sport, Québec) Elyse.Deschambault@mels.gouv.qc.ca

Development and field-testing of the writing task for Quebec's secondary five provincial ESL exit exams: Using the washback effect to create an assessment bridge
This poster uses a mixed methods approach to examine test development from the lens of washback theory. It discusses how the washback effect may be used to help teachers build an assessment bridge between internal classroom evaluations and external assessment. It presents results from the development and field testing of a new writing task for Secondary Five students in Quebec's high-stakes ESL exit exam. The writing task forms part of an integrated approach to evaluation: the speaking task is followed by the writing task, with both focusing on the topic of Media Hype. Students either write a letter to the editor (Task A) or an opinion letter (Task B). Data comes from the Education Ministry's test development sessions and from 24 teachers who participated in field testing. They provided written feedback on the task and the rubric, and returned 664 student scores.The analysis of teacher feedback indicates that task familiarity plays a role in students' choice of task. Students' unfamiliarity with the evaluation procedure also affected their performance. Student scores were 7.5 points below those of the 2007 provincial exit exams on average. MANOVA results show that the teacher variable significantly influences these scores. The results point to the importance of familiarizing teachers and students with the task, procedure and evaluation criteria ahead of time, so they can make the necessary adjustments in classroom teaching and learning (washback effect).They also demonstrate the teacher's crucial role in helping students bridge the gap between classroom evaluation and high-stakes external exams.
June 1, 9:45 à 10:00

Yang Jin-suk (Chung-Ang University, South Korea) julie.jsyang@gmail.com

Second language learning as participation and belief change: Focusing on study abroad learners
This paper attempts to understand the change of learner belief through overseas second language (L2) learning experience, using a case study approach, resulting in different motivational behaviors afterwards. By taking a Vygotskian school of sociocultural theory (Vygotsky, 1978, 1987), it tracks two learners' L2 learning experiences. Examining the learner within his or her socio-historical context elaborates a more complete picture of L2 learning process than has been the case in computational model (Ellis, 2008) of Second Language Acquisition (SLA) (e.g., Gass, 1997). Instead of focusing only on learner's internal process presumed to drive SLA, this study views each learner as a motivated being (Gillette, 1994), whose unique L2 learning participation (Wenger, 1998) influence motivational behaviors. Based on homogeneous sampling strategy (Duff, 2007), a broad survey on L2 learning experiences was conducted in a university located in Seoul, South Korea. Among fifty students, only six participants were recruited for this research. The participants shared similar educational backgrounds including age, gender, the visited region (North America) and duration. Research data were collected through autobiographies on overseas L2 experiences (A4 1 page), interviews, picture-cued stimulated recall and the diaries posted on a personal blog. In this paper, I focused on two learners who show contrasting differences in L2 motivational outcomes. My findings show that 1) the learner's belief is dynamically evolved through interaction with language learning community, resulting in qualitatively different motivation between learners and that 2) the role of specific learning goals bears an utmost importance for persisting L2 learning motivation.
June 2 10:45-11:00

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REGULAR CONFERENCE PAPERS
(in alphabetical order by <u>the last name</u> of first author)

COMMUNICATIONS REGULIÈRES
(en ordre alphabétique selon le <u>nom de famille</u> du premier auteur)

Ahmed Amer (University of Toronto) aahmed@oise.utoronto.ca & **Lenchuk** Iryna (York University) ilenchuk@yorku.ca

English collocations: What are they? What are they for? Why are they there?
This paper addresses the linguistic phenomenon of collocation in English. While everybody agrees that collocations are very important and that they make up a great percentage of natural verbal communication in English, the question of the true nature of collocations is still a matter of debate between generative and non-generative theorists of language (cf. Bartsch, 2004). The present paper, grounded in the field of psycholinguistics, attempts to shed some light on the true nature of collocations. In particular, emphasis will be placed on the issue of how collocations are represented in the mental lexicon of language users, and whether they are stored as individual words or as inseparable chunks. Some of the major work on collocations and the lexicon will be reviewed (Aitchison, 2003; Bartsch, 2004; Carter, 1987; Church & Hanks, 1990; Gyllstad, 2007; Halliday, 1966; Lackoff & Johnson, 1980; Sinclair, 1991;Wray, 2002). The present paper should have some interesting implications for the field of second language learning and teaching. This is because collocations pose a

major difficulty for second language learners, as they do not seem to be rule-governed, and are culture-specific. The paper should also be of interest for the field of natural language processing, as it will provide some clues for how the presenters believe collocations are stored in the mental lexicons of language users.Based on the insights gained from the present paper, the presenters will conclude by providing some suggestions as to how collocations could best be approached in the field of second language acquisition.
June 2 13:00-13:30

Ammar **Ahlem** (Université de Montréal) ahlem.ammar@umontreal.ca & **Sato** **Masatoshi** (McGill University) masatoshi.sato@mail.mcgill.ca

Corrective feedback, noticing, and individual differences: Exploration into their relationships with second language acquisition
The present study examines two variables that arguably account for differential second language (L2) development resulting from corrective feedback (CF) interventions, namely, noticing and individual differences. On the one hand, psycholinguistic theories maintain that noticing is the necessary first step for L2 development. On the other hand, cognitive individual characteristics are thought to predict divergent learning outcomes. Nonetheless, the direct relationships between these variables are still underinvestigated. In the present study, two intact ESL classes (Grade 5 and 6: N = 50) were given implicit and explicit reformulations during communicative activities. The CF was provided on three morphosyntactic error types, namely, possessive determiners, questions, and simple past. During the activities, which were video-taped, a red card was flashed after some CF episodes to prompt the learners to report their thoughts (online recalls). One day after the intervention ended, they were shown some video-taped excerpts that contained CF episodes and were asked to describe their thoughts (i.e., retrospective recalls). L2 development was measured by oral and computerised picture description tasks before the treatment started, immediately after it ended and three weeks later. In addition, tests were administered to measure working memory, attention control, analytical ability, and processing speed. Preliminary analyses revealed dynamic relationships between the variables: online noticing scores are more highly correlated with L2 development than retrospective recall scores; individual differences are highly correlated with the noticing scores and L2 development. The study not only sheds light on the construct of noticing but also makes methodological suggestions to investigate noticing.
June 2 8:30-9:00

Arnott **Stephanie** (University of Toronto) sarnott@oise.utoronto.ca

Beyond pedagogic prescriptions: Theorizing and describing the 'method' in AIM
While the Accelerative Integrated Method (AIM) for second language (L2) instruction appears worthy of the status of 'method' (Richards & Rodgers, 1982, 1985, 1986), AIM teachers are often portrayed as mere executors of the activities prescribed in the instructional materials. To investigate the accuracy of this representation, I will present the descriptive findings from a study that addressed the following questions: (i) What is the teacher's role in the initial stages of AIM implementation?; and (ii) How does the teacher's role change as AIM progresses? Twelve observations of one Grade 3 core French as a second language (CF) class were conducted, and the AIM teacher and a sample of her students (n = 12) participated in two interviews. Analysis of the case study data reveal that the AIM teacher played six important roles during the study period: (i) communicated student expectations; (ii) consistently and constructively modeled the L2; (iii) scaffolded L2 learning using gestures; (iv) facilitated vocabulary acquisition; (v) corrected student errors and prompted L2 refinement; and (vi) cultivated positive attitudes toward the L2. In addition, this AIM teacher was observed exercising her agency (Wertsch, Tulviste & Hagstrom, 1993) in supplementing the recommended AIM activities and materials. Ultimately, these findings suggest that the role of AIM teachers ought to transcend what is described on paper, and that AIM implementation can simultaneously transform teacher practice and the method itself. The implications of this study for future AIM research will also be discussed.
June 1, 11:10-11:40

Artemeva **Natasha** (Carleton University) natasha_artemeva@carleton.ca, **Fox** **Janna** (Carleton University) janna_fox@carleton.ca & **Chen** **Lin** linchengood@gmail.com

***It's all about you*: Instructor approachability and personal pronouns in the university mathematics classroom**
In this presentation we report on preliminary results of a large-scale SSHRC-funded study of genres of teaching university disciplines by instructors with different cultural, linguistic, experiential, and educational backgrounds. The aim of our presentation is to demonstrate how the use of personal pronouns (e.g., *I*, *we*, and *you*) by mathematics instructors signals the degree of the instructor approachability and emotional connection to students. In our study we draw on previous research on the use of pronouns in academic lectures and seminars (e.g., Fortanet, 2004; Samson, 2004; Simpson, 2004) and on a theoretical framework provided by the combination of Corpus Linguistics (e.g., Hornero, Luzón & Murillo, 2006) and Rhetorical Genre Studies (e.g., Bakhtin, 1986; Freedman & Medway, 1994a, 1994b; Miller, 1984). To investigate connections between the social, cultural, and linguistic contexts in which genres of teaching university mathematics are used, we collected digital video and audio recordings of lectures and interviews with instructors, and samples of written genres (e.g., lecture notes, textbooks). Lecture recordings allowed us to set up a Mathematics Lecture Corpus (MLC) that we have further analyzed in order to investigate lexico-grammatical patterns of the teaching genre. Methodologically the study combines the modified Grounded Theory data analysis (Charmaz, 2006) with the MLC analysis. The findings of the study indicate that we can determine differences in the degree of instructor approachability across the participants in this study and thus provide a potential leverage point (Fox, 2004) for reflection and/or intervention in the support of new mathematics instructors.
June 3 10:50-11:20

Bagheri **Mohammad Sadegh** bagheries@sums.ac.ir & **Fazel** **Ismaeil** ifazel@gmail.com (Islamic Azad University, Shiraz Branch, Shiraz, Iran)

English learners' utilization of strategies in an E-learning program
This study aimed to find out the effects of e-learning on students' learning and motivation strategies. The theoretical framework is self-regulation which, as postulated by Pintrich (2000), Ruohotie (2000) and Zimmerman (2000), refers to self-generated, self-activated and self-monitored thoughts, feelings and actions which ultimately affect one's learning. Degree of strategy use was evaluated in both traditional and e-learning modes of learning. Moreover, the effects of the e-learning program on learning strategies, motivation and volition regarding sex, age, educational degree and internet literacy were sought. The participants were 100 Iranian EFL students (62 females and 38 males) exposed to an e-learning class for two months. A modified version of the MSLQ (Motivated Strategies for Learning Questionnaire), a volitional questionnaire, a demography questionnaire and a series of interviews with the students and teachers were utilized. The data were analyzed both quantitatively and qualitatively to find out the changes the students might undergo moving from conventional mode of learning to e-learning and gain some insights for prospective e-learning programs.
June 1 13-50-14:20

Baker Beverly Anne (McGill University) beverly.a.baker@mcgill.ca

Use of the cloze-elide task in high-stakes English proficiency testing
This paper describes the use of a 35-line "cloze-elide" task (Davies, 1975; Manning, 1987; Alderson, 2000) in the pilot administration of an English proficiency test for Quebec pre-service teachers. Interest in the cloze-elide has recently been revived in language testing. What is the utility of speeded tasks such as the cloze elide as a predictor of and/or a complement to direct measures in writing assessment? In one recent large-scale test (Elder & von Randow, 2008), cloze elide scores were predictive of students' future test scores and were useful in identifying "linguistically at-risk students" (p. 176) in a relatively efficient and non-discriminatory way. An analysis of results for the cloze elide in the Quebec pilot suggest similar benefits. However, two major misgivings led to the decision to drop this task from the test's final version, for two reasons:

- For the time being, there is too little information about the construct this task is addressing (and a mismatch with the construct perceived to be addressed by other tasks on the test).
- There was an outcry by test takers regarding the unfamiliarity of the task and anxiety related to timed tasks in general.

A key issue to be discussed from the analysis of this task include the use of information from the *test takers* as a way of gaining insight into the social and political repercussions of the testing enterprise, in addition to the language skills being elicited by the task.   This responds in part to the concern that "…evidence of test-taking processes to elucidate the precise nature of the cloze elide construct is thus far lacking" (Elder & von Randow, 2008, p. 191).
June 3 9:40-10:10

Ballinger Susan (McGill University) susan.ballinger@mail.mcgill.ca & **Phipps** Heather (McGill University) heather.phipps@mail.mcgill.ca

From bilingual to cross-linguistic: Connecting immersion languages through literature and learning strategies
This presentation will detail and report results for a 9-week, winter 2010 study that combined bilingual literacy and strategy instruction. Teachers read aloud to students from the English and French versions of the same picture books, and students engaged in paired activities that bridged the readings. Meanwhile, the researchers gave mini-lessons on strategic behaviors for collaboration and reciprocal learning. Data collection included audio recordings of student interactions, teacher interviews, and stimulated recall sessions with student focal groups.The project was designed to promote a) collaborative language learning among Grade 3 French- and English-dominant immersion students, b) collaboration between the students' French and English teachers, and c) students' cross-linguistic connections of material learned in both immersion languages. The study responded to several prominent issues in the immersion literature such as the lack of authentic children's literature and creative writing opportunities in immersion classrooms (Cummins, 2000), the need for immersion educators to bridge the gap between students' languages to better exploit their bilingual resources (Cummins, 2007), and the prevalence of diglossic immersion classrooms, where students do not benefit from L2 use with their peers (Tarone & Swain, 1995).
June 3 10:50-11:20

Bangou Francis (University of Ottawa)fbangou@uottawa.ca & **Fleming** Douglas (University of Ottawa)dfleming@uottawa.ca

Power, ESL teacher candidates and knowledge base construction
This presentation reports the findings of a qualitative case study in which student candidates at a large Canadian university were asked how they went about constructing a knowledge base related to the teaching of ESL to public school elementary and secondary students. This research, which formed part of an international study with a Lebanese university, gathered data through semi-structured interviews and voluntary contributions to course blogs. The findings indicate that most of the respondents held strong beliefs about ESL learners prior to taking the course and, to various degrees, struggled with the course content. We argue that this study strongly supports the need for prior beliefs to be taken into account if second language teacher training is to overcome erroneous conceptions of learners by novice practitioners. In our session we will also cite more recent work in this area by Farrell (2007), who argues that prior beliefs and experiences are more influential than what is commonly taught in teacher education programs; Garcia (2008), who argues that little is known about how teachers use prior knowledge in their teaching and learning; and Haneda (2006), who argues that more attention should be put on how power relations influence concepts of community.
June 3 10:50-11:20

Barkaoui Khaled (York University) kbarkaoui@edu.yorku.ca

Effects of marking method and rater experience on ESL essay scores

This study examined the effects of marking method and rater experience on the performance of ESL essay raters. Despite the ubiquitous use of rating of samples of written performance as a method of deciding ESL learners' abilities and future, little is known about how variation in marking methods and rater background affects essay scores and rater performance (Cumming et al., 2002; Hamp-Lyons & Kroll, 1997; Lumley, 2005; Weigle, 2002). This study addressed this research gap by examining and comparing holistic and analytic scores assigned by 31 novice and 29 experienced raters to a large sample of ESL essays. Essay scores were analyzed using a multi-faceted Rasch model to estimate and compare essay scores and rater severity and self-consistency across marking methods (holistic vs. analytic) and rater groups (novice vs. experienced). The findings indicated that raters tended to be less severe with analytic scoring; holistic scoring led to a higher level of inter-rater agreement; analytic scoring led to higher rater self-consistency; the two rater groups differed in terms of levels of severity, inter-rater agreement, and self-consistency; and the two marking methods performed differently across the two rater groups. Overall, the findings of the study suggest that the two marking methods might be useful for different assessment purposes, contexts, raters, and examinee populations. The findings of the study and their implications for ESL essay rating practices and research will be discussed.
June 2 8:30-9:00

Bayona Patricia (University of Western Ontarion) pbayona@uwo.ca

L3 acquisition vs. early bilingualism: What crosslinguistic influences have to say
The study focuses on crosslinguistic influences (CLI) observed in written performance of two groups of adult students: One with successive acquisition of ENG L1, FR2 and SPA L3 and a second group of early bilinguals in ENG and FR, with SPA as an "L2" language. In particular, the study is based on a quantitative error analysis of the written compositions, where traces of CLI with previously acquired languages were extracted and classified according to their morphological features in order to determine if 1) the age of acquisition of FR appears as an influential variable in the production of CLI in SPA L3; and 2) to determine if the principle of typological proximity (Hammarberg 2001) applies across the scenario for both groups of participants.Based on the proposal of the Language Mode Continuum by Grosjean (2001; 2004), the study assumes that participants were in a trilingual mode when writing the compositions, given that lexical elements were traceable to the two previously acquired languages. In addition, an alternative reading of Grojean's proposal is offered: it is argued that third language learners show a *concurrent* state of activation of the three languages that make up their language mode, instead of a showing a *gradual* activation as originally proposed by Grosjean.
June 3 8:30-9:00

Beaulieu Suzie (University of Alberta) beaulieu@ualberta.ca

Quel français fait-il enseigner aux infirmières bilingues en milieu francophone minoritaire?
Si les infirmières œuvrant dans leur langue seconde (L2) possédaient un niveau langagier jugé suffisant par les institutions postsecondaires qui les ont formées, il n'en demeure pas moins qu'elles font face à divers problèmes langagiers en milieu clinique (ex. : difficulté à comprendre l'accent et les expressions colloquiales des patients) (pour un résumé, voir Wang et al, 2008). Ces résultats sont peu surprenants puisque l'enseignement des L2 est souvent implicitement orienté vers l'acquisition de la variété standard de la langue cible (Rehner & Mougeon, 2003). Pour intégrer une plus grande variété linguistique dans l'enseignement des L2, Valdman (1976, 2000) propose le concept de norme pédagogique qui en premier lieu vise à refléter le comportement linguistique observable des locuteurs de la langue cible. Cette étude se propose de déterminer la norme pédagogique à adopter dans la formation langagière en français L2 d'étudiants en sciences infirmières en milieu minoritaire francophone. Pour ce faire, une dizaine d'heures d'interactions professionnelles entre infirmières bilingues et patients francophones dans un centre de santé bilingue en Alberta ont été enregistrées. Les données ont été analysées afin d'identifier les actes de parole retrouvés dans ce contexte, de même que les formes utilisées pour les accomplir. Le comportement linguistique des participants a ensuite été comparé à la norme promue dans le matériel pédagogique commercial destiné à cette clientèle. Cette analyse a démontré que le matériel commercial ne répond pas aux besoins communicatifs des apprenants, d'où l'importance d'établir une norme pédagogique à partir des pratiques langagières locales.
1er juin de 10:35-11:05

Berthiaume Rachel (Université de Montréal) rachel.berthiaume@umontreal.ca & **Daigle Daniel** (Université de Montréal) daniel.daigle@umontreal.ca

Connaissance des règles de formation des mots en français chez de jeunes élèves dyslexiques
Les recherches portant sur les apprentis lecteurs dyslexiques expliquent généralement leur difficultés à développer des processus de reconnaissance des mots écrits hors contexte (Stanovitch, 1990) en raison de leur incapacité à analyser la structure phonologique de la langue (Demont, 2003; Ramus *et al*., 2003; Sprenger-Charolles et Colé, 2003). Toutefois, étant donné que 80 % des mots du français sont morphologiquement complexes (Rey-Debove, 1984) et que l'orthographe française contient à la fois des informations qui relèvent de la phonologie et de la morphologie (Jaffré, 1999), l'apport des connaissances morphologiques occupe aussi une place importante dans le processus de reconnaissance des mots. La présente recherche a pour objectif de vérifier si des élèves dyslexiques analysent les mots du français écrit en fonction des unités morphologiques dérivationnelles qui les constituent. Une épreuve de jugement de plausibilité requérant de déterminer lequel de deux pseudo-mots est le plus probable en français écrit a été administrée à un groupe de 26 élèves dyslexiques âgés de 9 à 12 ans appariés à 30 élèves de même niveau de lecture (CL) et à 26 élèves du même âge (CA). Les résultats obtenus indiquent que les dyslexiques ont des performances inférieures aux sujets du groupe CA mais comparables aux sujets du groupe CL. Les résultats obtenus constituent une prémisse à l'étude du rôle des connaissances morphologiques dans l'apprentissage de la lecture par des enfants dyslexiques.
2 juin 8:30-9:00

Bourdages Johanne (Université d'Ottawa)Johanne.Bourdages@uOttawa.ca & **Gervais Marie-France** mfgervais@gmail.com

Variation sociolinguistique et input institutionnel : l'utilisation du futur dans les documents pédagogiques en FLS
Notre projet répond à un appel lancé par Nadasdi et al. (2003) d'examiner ce qu'ils nomment *l'input institutionnel* qui inclut les documents pédagogiques (DP) utilisés en classe de français langue seconde (FLS), pour en jauger «le rôle [...] dans l'acquisition de la variation par les apprenants de langue seconde» (p.216). Plusieurs études sur la variation sociolinguistique en FLS (dont Dewaele, 2004) montrent la difficulté des apprenants à maîtriser la compétence sociolinguistique. Plusieurs de ces recherches mentionnent la piètre contribution des DP et le besoin d'un enseignement explicite de la variation sociolinguistique (ex. Dewaele et Regan, 2002). Cependant, ces recherches ont été faites avec un nombre très limité de DP et par conséquent leurs résultats sont difficilement généralisables. Notre étude adopte une approche sociolinguistique variationniste (Labov, 1976). Pour répondre aux questions suivantes : «Dans quelle mesure les DP utilisés à l'école secondaire incluent-ils la variation sociolinguistique ?» et «Si la variation est présentée, est-elle accompagnée d'explications ou de mentions quant à son utilisation?», nous proposons une analyse de contenu d'un corpus de 38 DP portant sur une variable sociolinguistique bien documentée en français (ex. : Poplack et Turpin, 1999), soit l'utilisation du futur qui se présente sous trois variantes : le futur fléchi, le futur périphrastique et le présent. Nos résultats montrent que les DP incluent peu ou pas la variation sociolinguistique et quand les variables sont présentées, les indications ou les explications liées à leur usage sont souvent en contradiction avec les données sociolinguistiques natives.
1er juin 15:45-16:15

Byrd Clark Julie (University of Western Ontario) jbyrdcla@uwo.ca & **Faez Farahnaz** (University of Western Ontario) ffaez@uwo.ca

Applying CEFR in ESL and FSL teacher education programs in Ontario: Challenges, prospects, and new directions
With the increased internationalization of language education, this presentation critically explores how ESL and FSL teacher educators and candidates utilize and make sense of the Common European Framework of Reference (CEFR) in relation to their own teaching contexts. Drawing upon a critical narrative inquiry (Connelly & Clandinin, 2000) and case studies, we present data from 20 pre-service teacher candidates participating in both ESL and FSL teacher education classes at a university in Southwestern Ontario. In order to investigate the usefulness of CEFR in a Canadian context and how the teacher educators and candidates envision using this framework in their own teaching context(s), we sought to understand their reactions as well as the strategies they employed while incorporating CEFR in their own pedagogical practices and conceptions of learner autonomy (Little, in press). As such, we collected and analyzed data primarily from reflective journals, e-mail exchanges, observations, and semi-structured interviews. While the findings are particular to the ESL and FSL teaching contexts, there are some overlapping complexities and challenges that demand further investigation on the use of CEFR in Canada and its impact on conceptualizations of linguistic proficiency. At the same time, there were moments of rethinking and evidence of self-reflexivity across the data that permit us to share some important implications and new directions for second language teacher education. Finally, we argue that by understanding and using the CEFR, we are able to make interesting comparisons and contrasts between ESL and FSL programs.
June 2 13:00-13:30

Canac-Marquis Réjean (Simon Fraser University) rcanacma@sfu.ca & **Sabatier Cécile** (Simon Fraser University) Sabatier@sfu.ca

Acquisition des pronoms clitiques et implications pédagogiques en contexte d'immersion française en Colombie-Britannique
Notre communication présente les premiers résultats d'une étude transversale du processus d'apprentissage du français langue seconde (FL2) en contexte d'immersion chez des élèves de la 2ème à la 12ème année en CB. Cette étude vise une compréhension nouvelle des fonctionnements langagiers bi/plurilingues, et du potentiel qu'ils présentent pour l'enseignement/apprentissage des langues secondes en contexte éducatif. Le cadre théorique mobilise des théories de l'acquisition d'une L2 en grammaire générative (Hawkins, 2001 ; Herschensohn, 2000) et les approches interactionnistes de l'acquisition (Pekarek Doehler, 2000 ; Lantof, 2000) ainsi que les études sur la notion de compétence multi/plurilingue (Coste, Moore et Zarate, 1997 ; Cook, 2002). Ces approches cognitives et socioculturelles, traditionnellement opposées, sont ici rapprochées (suivant Firth & Wagner, 1997, 2007 ; Larsen-Freeman, 2007) pour caractériser les facteurs internes et externes impliqués dans la construction de la compétence plurilingue des élèves d'immersion en CB. Notre hypothèse est que *l'étude du processus d'acquisition des formes langagières d'une L2 par les apprenants est essentielle pour réfléchir ensuite au développement de curricula et à la formation linguistique des maîtres.* Le corpus repose sur des enregistrements d'interactions de classe recueillis entre 2008 et 2010. L'acquisition des pronoms clitiques, formes grammaticales problématiques pour des apprenants anglophones de FL2, fera ici l'objet de notre analyse. Nous montrerons que seule la prise en compte de facteurs à la fois cognitifs et communicationnels permet de comprendre les écarts, les étapes et les stratégies que ces apprenants de FL2 donnent à voir. Les résultats nous permettront ensuite d'envisager de proposer des stratégies d'enseignement/apprentissage de ces formes problématiques pour des apprenants de FL2 en formation des maîtres.
1er juin 16:20-16:50

Carr Wendy (University of British Columbia) wendy.carr@ubc.ca & **Mady Callie** (Nipissing University) calliem@nipissingu.ca

Canada's linguistic ideal: Allophone immigrant perspectives
The Canadian government's ideal of strengthening national identity through official bilingualism is examined from the perspective of recently arrived allophone students and their parents vis-à-vis learning French as an additional language in an English dominant community. Such an ideal, the imagining of a nation, includes the privileging of certain languages (Heller, 1999)—in this case, English and French, which in turn gives rise to the questions of who forms part of the dominant group, who does not (Blackledge & Pavlenko, 2001), and what advantages accrue to those in the dominant group. Such questions are of particular pertinence to Canada's growing immigrant population as it constructs and reconstructs its identity in a new community. We report on the findings of semi-structured interviews with allophone, immigrant students and parents that were conducted in order to explore their perceptions of learning their second official language and the benefits they hoped to achieve. The interview findings from two studies (one conducted with core

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French students and their parents in Ontario; the other conducted with intensive French students and their parents in British Columbia) reveal that the participants view French language learning as an investment not only in their pursuit of belonging to a new community but also in their economic advancement and multilingual identity.
June 1, 11:45-12:15

Chambers Wendy (University of Calgary) wlchambe@ucalgary.ca

Digital acculturation within multicultural online learning communities: Interactions and perspectives
While literature in the field of distance education addresses issues associated with building and sustaining online learning communities (Chen, 2004; Conrad, 2005; Garrison & Anderson, 2003; Haythornthwaite, 2006; Palloff & Pratt, 1999, 2005) it does not address *how* language, culture, and communicative competencies contribute to the development of a learning community nor does it address how language impacts the interactions, perspectives, and overall educational experiences of its members (Cassell & Tversky, 2005; Gunawardena, et al., 2001; Uzuner, 2009). This presentation reports on a grounded research study that seeks to develop an evidence-based framework for understanding the evolution of online communicative presence and its effect on individuals' sense of acculturation to an online learning community comprised of participants representing diverse linguistic and cultural perspectives. Four online professional development courses offered by an internationally recognized teaching association were investigated. The central research questions are:
1. What is the process of digital acculturation for participants engaged in multicultural online learning communities?
2. What are the distinguishing features of acculturation?

Data sources for triangulation include: an e-survey; text-based threaded discussion forum postings analyzed using a systemic functional approach (Halliday, 1973, 1978) to discourse analysis; focus groups and interviews with the learners; and an interview with the instructor. The presenter will highlight the major findings of the study and discuss the emergent framework for understanding the complexities and influence of language and culture on the evolution of learners' communicative presence as they interact and collaborate within multicultural online educational communities.
June 1 15:00-15:30

Detaramani Champa R. (City University of Hong Kong) enchampa@cityu.edu.hk

The interaction of motivation, instructional preferences and language learning strategies in learning English
For many years integrative and instrumental perspectives of motivation the by products of the impressive body of research conducted by Gardner and Lambert and others in Canada have dominated research in motivation is FL and SL learning. However, since the 1990's other researchers who have conducted a number of studies have shown the importance of testing a wide range of components on a more global scale (Clément et al 1994; Dörnyei, 1990, 1993; Schmidt & Savage 1992; Schmidt et al., 1996). In order to better understand the interaction of motivation and classroom learning, this study investigated the relationship of motivation, instructional preferences and use of language learning strategies. An adapted version of Schmidt, Boraie and Kassabgy's (1996) questionnaire and an English cloze test were used to collect the data from 891 Chinese university students. The statistical procedures used to analysis the data included descriptive statistics, factor analysis, Pearson correlations, MANOVA and regression. The results of this study suggest that the subjects' motivation is driven by external rewards. Subjects with high motivation prefer all classroom instructional styles significantly more than subjects with low motivation. The results also indicate that subjects with high motivation used significantly more language learning strategies than subjects with low motivation. The results further indicate a significant positive relationship between intrinsic motivation and performance in English.
June 1 15:45-16:15

Chapelle Carol A. (Iowa State University, USA) carolc@iastate.edu

L'évolution du contenu canadien dans les livres pour l'enseignement du français aux États-Unis
La recherche sur la communication Internet entre des apprenants de langues étrangères (LE) démontre que ceux-ci manquent de préparation pour la conversation interculturelle (CI) (Belz, 2003). Depuis les dix dernières années, de nombreuses études ont eu comme but de mieux comprendre et de mieux enseigner la CI (Risager, 2007). Cependant, est-ce que cette recherche a mené à des changements dans la façon de manier les contenus culturels dans les livres pour apprenants de LE ? Cette communication présentera les résultats d'une étude qualitative sur les changements en contenus culturels portant sur le Canada dans les premières éditions et dans les éditions plus récentes de neuf livres de français LE utilisés aux États Unis. Les contenus canadiens comprennent des informations culturelles comme l'histoire du Québec ou les écrivains québécois, qui apparaissaient dans les livres (Chapelle, 2009). Le but de cette recherche est de 1) découvrir s'il y a des changements dans les contenus canadiens, et le cas échéant, 2) si ces changements peuvent mener à l'amélioration de la CI des étudiants américains. Particulièrement, je cherche une augmentation des thèmes qui présentent aux étudiants les différences idéologiques entre le Canda et les États-Unis (par ex., la valeur donnée au bilinguisme au Canada versus la supposition de monolinguisme comme norme aux Etas Unis). Je conclurai par la suggestion de façons de renforcer les contenus culturels dans les livres étudiés en suivant la pensée des chercheurs quant à la façon de présenter la CI aux apprenants de LE.
3 juin 10:50-11:20

Colby-Kelly Christian (McGill University) christian.colby@mail.mcgill.ca

Innovation in *Assessment for Learning* in an L2 classroom: Learner exploration of grammar through concept mapping
The use of formative assessment to drive learning finds voice in the *Assessment for Learning* (AFL) approach, a fine-tuned methodology which has drawn considerable research interest (Black, 2005; Brookhart, 2005; Cowie, 2005; Leung, 2005, 2007; Leung & Mohan, 2004). Recently some (Colby-Kelly & Turner, 2007; Taveres & Hamp-Lyons, 2008) have attempted to situate AFL in the L2 classroom.

The present research draws on Colby-Kelly and Turner's baseline study, and investigates an L2 AFL application aimed to stimulate learner metacognition in an innovative design. Thus, this mixed methods study interprets AFL using concept mapping to help learners understand a challenging L2 grammar point (use of will/would), and asks "*Do* Assessment for Learning *practices enhance the learning of a modal form in a second language classroom*? The participants were four teachers and two 'treatment' and two 'control' groups classes (N=52) of pre-university English for Academic Purposes classes in Quebec, in 2009. The 'treatment' learners completed a preparatory computer-assisted learning (CAL) 'mystery' themed module, and concept maps produced (1) online by individual students, (2) in student groups, and (3) in class-teacher exercises. Quantitative measures included frequency counts of modal forms in pre-, post- and delayed-post tests. Qualitative measures included teacher and student perceptions *questionnaires,* reflective *surveys*, observation *field notes, audio recordings* of discussions*,* as well as individual-, group- and class-produced *concept maps*. Preliminary results will be examined and reported in this case study of these learners' attempts to solve the 'mystery' of second language modal usage in an application of L2 classroom-based AFL.
June 2 14:45-15:15

Collins Laura (Concordia University) laura.collins@concordia.ca & **Horst** Marlise (Concordia University) marlise@education.concordia.ca

The vocabulary of teacher and student talk – a corpus-based study
Two key findings from research investigating incidental vocabulary acquisition through reading are: i) the importance of multiple exposures to new words and ii) the small numbers of words learned proportional to the amount of text encountered. Whether incidental acquisition of new words through listening follows a similar profile is less clearly understood, in part because classroom studies have typically relied on short listening treatments. The research we report examines the opportunities for vocabulary acquisition in the teacher talk addressed to advanced adult ESL learners over nine weeks of a conversation class. A longitudinal corpus of the speech of six learners in the course was explored for uptake of less familiar words used by the teacher. Lexical frequency profiling revealed that the teacher speech was a rich resource for learning new vocabulary. There were hundreds of infrequent words that were likely to have been unfamiliar to the learners, and the overall known word density (Nation's, 2006, comprehensibility criterion) was high, facilitating inferencing of the meanings of the less familiar words.   However, few of these words were recycled the numbers of times research shows are needed for lasting retention. The student data confirm frequency of occurrence in the teacher speech as a predictor of student use. Other predictors include amounts of explicit teaching focus and the importance of the words for completing tasks. Overall, the findings suggest that attending to teacher speech alone is an inefficient method for acquiring new vocabulary knowledge. Ways of enhancing vocabulary learning through listening will be discussed.
June 2 14:45-15:15

Contente Maria G. (Concordia University) contente.maria@gmail.com or yo_maria_ibo@hotmail.com

Word-final /u/-deletion in the Portuguese of the Azorean Diaspora in Montreal: A variationist approach
Using sociolinguistic methodology for data collection and analysis, this paper examines the variable phenomenon of word-final [u] deletion (e.g., (gat/u/ => gat_ 'cat') in the variety of Portuguese spoken in the island of Faial, Azores. This linguistic variable is considered a marker (Labov, 1972) and, as such, it is a potent carrier of social information (Silva, 2005; Bulhões & Cardoso, 2007). In this study, native speakers of Faialense Portuguese (FP) living in Montreal completed a series of audio-recorded interviews that followed standard sociolinguistic protocols to obtain a wide range of stylistic variation. The interviews included reading lists of words and sentences aloud, picture naming, and a free-style informal conversation. The statistical results (via Goldvarb X) indicate that FP speakers are more likely to delete word-final [u] when engaged in less formal tasks (e.g., in free-style interviews), as is commonly attested in the sociolinguistic literature for stigmatized phenomena such as u-deletion. Surprisingly, the results also indicate that gender plays a significant role in determining the outcome of this variable phenomenon: women tend to delete more often than men, a pattern that is most commonly found when the novel form is a more prestigious variant (Smith, 1979; Coates, 1993). In the context of FP-Montreal speakers, we interpret these results to mean that women hold a stronger group affiliation to their mother tongue than men. Other factors that played a significant role in u-deletion include linguistic variables such as the following phonological environment, and the stress status of the u-final syllable.
June 2 10:15-10:45

Cogswell Fiona (Fiona.Cogswell@gnb.ca), **Netten Joan** (joan.netten @sympatico. ca) & **Germain Claude** (Université du Québec à Montréal) germain.claude@uqam.ca

Improving Core French through the implementation of Intensive French: The Case of New Brunswick
New Brunswick replaced Core French for students not participating in early immersion with Intensive French (IF) to assist in achieving its bilingualism goals. This research was undertaken to determine the contribution of IF to this goal. IF is predicated on three theoretical foundations for developing communication skills: the importance of developing implicit competence (Paradis, 2004); the interdependence of languages (Cummins, 1979) and the interdependence of cognitive skills (Vygotsky, 1986). The validity of the core French model has been questioned for some time (Stern, 1976; Shapson and Kaufman, 1977; Harley, Lapkin et al., 1988). The National Core French Study, though proposing a new model (Leblanc, 1990) did not change the traditional teaching paradigm (Painchaud and Boyko, 1990); thus, the results of core French did not improve (PriceWaterhouse Coopers Report, 2000). Province-wide implementation of IF began in September 2008. Evaluation of oral and written skills was instituted to monitor the effectiveness of IF. The hypothesis was that in the first year of implementation 55% of students would achieve the level desired; the percentage would increase in subsequent years. Data gathered through an individual oral interview administered to a stratified random sample of classes representing approximately 25% of all students (over 1035 students) indicates that, in the first year, 58 % of the students achieved level 14 or higher.

These results suggest that an appropriate level of bilingualism for 70% of high school graduates may become an achievable goal for the province.
June 1 10:00-10:30

Daigle Daniel (Université de Montréal) daniel.daigle@umontreal.ca, **Berthiaume Rachel** (Université de Montréal) rachel.berthiaume@umontreal.ca & **Demont Elisabeth** (Université de Strasbourg)elisabeth.demont@unistra.fr

Procédures graphophonémiques chez des lecteurs dyslexiques et des lecteurs sourds du primaire
Considérant le rôle des procédures phonologiques en lecture et le déficit phonologique qui caractérise les élèves dyslexiques et les élèves sourds (Colin et al., 2007; Ramus, 2003), le but de cette étude était de comparer les deux populations en fonction des procédures phonologiques utilisées en lecture. Seize dyslexiques et 16 sourds appariés sur la compétence en lecture et sur l'âge ont été comparés à 21 normo-lecteurs de même compétence en lecture (CL) et à 24 normo-lecteurs du même âge (CA). Deux tâches évaluant les correspondances graphophonémiques, mais de niveaux différents en termes de contraintes cognitives (CC- et CC+) ont été utilisées. Dans la tâche CC-, les sujets devaient déterminer lequel de deux pseudo-mots (*assidème* ou *annidème*) ressemblait le plus à la cible (*acidème*). Dans la tâche CC+, les sujets devaient choisir parmi quatre pseudo-mots celui qui commençait par un son différent (*cékane cavène codile cutare*). Pour tous les groupes, les résultats aux deux tâches ne relèvent pas du hasard. Les résultats de tous les groupes indiquent aussi une réussite plus grande à la tâche CC- qu'à la tâche CC+. De plus, peu importe la tâche, les dyslexiques, les sourds et les CL ont des résultats comparables, mais inférieurs à ceux des CA.Cette étude montre l'importance de considérer le niveau de contrainte cognitive associé à la tâche, en particulier avec des populations en difficulté. Elle indique aussi que les dyslexiques et les sourds sont comparables et qu'ils peuvent traiter les propriétés phonologiques des mots écrits lors de la lecture.
2 juin 9:05-9:35

De Koninck Zita (Université Laval) Zita.DeKoninck@lli.ulaval.ca & **Armand Françoise** (Université de Montréal) Francoise.Armand@UMontreal.ca

Réflexion sur les modèles d'intégration linguistique, scolaire et sociale des élèves issus de l'immigration au Québec
Le but de notre présentation sera de rendre compte des résultats préliminaires d'une vaste recherche menée au Québec, à l'échelle provinciale, auprès des milieux scolaires accueillant des élèves issus de l'immigration. La recherche, subventionnée par le MELSQ (2006-2009) et par le Centre Metropolis du Québec, visait à dresser un portrait général des différents modèles de service d'accueil et d'intégration scolaire des élèves immigrants afin d'engager une réflexion sur les pratiques mises en place ces dernières années, tant à Montréal que dans les régions. Les différentes étapes méthodologiques se sont déroulées de la façon suivante : questionnaire en ligne suivi d'entrevues téléphoniques auprès des répondants de 34 commissions scolaires, puis rencontre de 281 acteurs (directions, enseignants de classes d'accueil, de classe régulière et de soutien linguistique, parents et élèves) dans 15 écoles, au primaire et au secondaire, à Montréal, à Québec et en région. Les données recueillies ont permis de cerner les enjeux et les défis auxquels font face ces divers acteurs dans le processus d'intégration. Dans le cadre de notre présentation, nous nous pencherons plus particulièrement sur les résultats du questionnaire en ligne et des entrevues téléphoniques. Le but sera de dégager, d'après les réponses des responsables de dossier, quels sont les éléments favorisant la mise en place des modèles et comment ces intervenants soutiennent que les pratiques d'intégration en lien avec ces modèles, dans leurs milieux respectifs, constituent ou non, à leurs yeux, des voies pour une intégration linguistique, scolaire et sociale réussie des élèves issus de l'immigration.
1er juin 13:50-14:20

de Moras Nadine (University of Western Ontario) ndemora@uwo.ca

Le français écrit des étudiants anglophones de niveau intermédiaire
Les études sur les productions écrites des étudiants francophones constatent que ceux-ci manquent de connaissances et de stratégies (Lefrançois, 2005) et ont des difficultés dans tous les domaines de l'écriture en France, en Belgique et au Canada (Lépine, 1995). Le même phénomène existe chez les étudiants anglophones (Madden & Laurence, 1994), entre autres en Australie (Miller, 1980) et aux États-Unis (Peters, 1986). Les apprenants d'une langue seconde font face aux mêmes problèmes ainsi qu'à des difficultés supplémentaires (Cobb, 2003), notamment l'interférence de la langue maternelle Thomas (2008). Leur vocabulaire est simple, vague, peu recherché et répétitif ; les structures des phrases et le style s'apparentent plutôt à la langue orale (Dewaele, 2004). À toutes ces difficultés se rajoutent les problèmes de contenu, d'organisation, de cohérence et surtout de rhétorique (Chandrasegaran, 1996). Myles (2002) fait remarquer que si la pratique de l'écriture, à elle seule, améliore les compétences en anglais L1, elle est insuffisante pour les apprenants de l'anglais L2 car ils ont besoin de plus d'explications, de corrections et de rétroactions. L'étude de Thomas (2008) indique que les étudiants de niveau avancé, ayant passé une année en France ont surtout amélioré la langue familière mais pas la langue recherchée. Comment les étudiants anglophones peuvent-ils améliorer leur français écrit ? Après avoir analysé plusieurs productions écrites d'étudiants anglophones de niveau intermédiaire en français, nous déterminerons les points essentiels à considérer dans l'enseignement du français L2 pour que les étudiants soient capables de produire des compositions de niveau universitaire (de Moras, 2010).
2 juin 9:40-10:10

Delcenserie Audrey (McGill University) Audrey.Delcenserie@mail.mcgill.ca & **Genesee Fred** (McGill University) Fred.Genesee@mcgill.ca

Language acquisition in school-aged internationally adopted children from China
Internationally-adopted (IA) children are unique second language (L2) learners–they discontinue acquisition of the birth language once acquisition of the L2 begins. Many studies of IA children, especially those from China, report that they quickly attain age-appropriate levels of competence in the L2 (e.g., Tan & Yang, 2005). However, Gauthier and Genesee (in press) found that while IA children from

China living in francophone families scored within the normal range on standardized language tests at 36-52 months post-adoption, they scored significantly lower than controls matched for SES and gender on measures of receptive language, expressive vocabulary, and sentence repetition. The present study examined whether the lags exhibited by Gauthier and Genesee's adoptees would persist into the school years, when language demands on children increase considerably. Twenty-eight French-speaking Chinese adoptees (6;9-8;10 years of age) were compared to 28 monolingual non-adopted francophone children matched for age, gender, and SES on: non-verbal intelligence, expressive and receptive vocabulary, sentence repetition, reading, knowledge of word definitions, and receptive grammar. Results showed that the two groups did not differ on non-verbal IQ, but the IA children scored significantly lower than the controls on receptive grammar, expressive vocabulary, word definitions, and sentence repetition. The adoptees' scored within the typical range on all standardized tests, except sentence repetition, which was also the best single predictor of their scores on all other measures, suggesting that adoptees have verbal memory difficulties that affect other domains of language acquisition. The role of age of acquisition of the adoptive language is also considered.
June 3 14:25-14:55

Derwing Tracey (University of Alberta) Tracey.derwing@ualberta.ca & **Munro Murray** (Simon Fraser University)mjmunro@sfu.ca

Adult immigrant language development in Canada
Given that official language knowledge is essential for full participation in Canadian society, an understanding of factors influencing immigrants' acquisition of their L2 can help language training programs serve immigrants' needs effectively. To evaluate these factors, this correlational study employed data from Citizenship and Immigration Canada on over 3800 immigrants. Independent measures included basic demographic information and type of language training. Immigrants were tested using the Canadian Language Benchmark Assessment tool for speaking and listening at the time they completed their Canadian citizenship test. A descriptive analysis revealed a wide range of average CLB scores across mother tongues. Scores also varied according to language training. Other influences included formal education in Canada, immigration class and occupation. A multiple regression analysis including variables related to language training, mother tongue, level of education in Canada, age at immigration, immigration class, and city of residence accounted for over 41% of the variance in CLB scores. A noteworthy finding of the study was that members of both East Asian and Southeast Asian language categories were disadvantaged relative to other language groups. This is particularly surprising in the case of Mandarin speakers, most of whom belong to the independent immigration class; thus they were chosen on the basis of their high levels of education. This finding points to the need for language training that is targeted to listening and speaking skills for members of these language groups, especially since they comprise the largest cohorts of newcomers to Canada.
June 2 13:00-13:30

Deschambault Ryan (University of British Columbia) rdescham@interchange.ubc.ca

Toward an alternative understanding of L2 lexical inferencing: From individual to interactional accomplishment
Recent studies of L2 lexical inferencing have relied on concurrent think-aloud protocols as a primary method for data collection (e.g., Bengeleil & Paribakht, 2004; Nassaji, 2003; Rizai & Babei, 2008). Although the participant-researcher interactions inherent in this data collection method are frequently indexed by study authors in implicit or explicit ways, these interactions have yet to be accounted for in analyses purporting to describe lexical inferencing. Thus, motivated by current approaches which highlight the social (Swain, 2006) and interactional (Sasaki, 2008) nature of think-alouds in L2 research more generally, this presentation highlights some of the ways these social and interactional features have been disregarded in analyses of L2 lexical inferencing data, and similarly, how they might be included. Situated within activity theoretical approaches to the think-aloud methodology (Smagorinsky, 1998, 2001) and discursive psychology (Edwards & Potter, 1992, 2005), the goal is to provide a re-analysis of think-aloud data from published and unpublished studies of L2 lexical inferencing. Beginning with a focus on the important role of transcription practices in the analytic process, I draw on conversation analytic techniques (Schegloff, 2007) and positioning analysis (e.g., Korobov & Bamberg, 2004) to demonstrate how lexical inferencing is interactionally (as opposed to individually) achieved. Beyond its attempt to problematise the current understanding of lexical inferencing by providing alternative theories for and approaches to analysis, this presentation also contributes to the literature which treats 'thinking-aloud' as a socially oriented action (e.g., Sasaki, 2008; Smagorinsky, 1998, 2001).
June 1 15:45-16:15

Dick Robin robinlornedick@yahoo.ca & **Collins Laura** (Concordia University) laura.Collins@Concordia.ca

Perfecting the perfect: Identifying and accounting for developmental patterns
Research on the acquisition of the L2 English tense/aspect system has revealed that the present perfect emerges after the simple past (Bardovi-Harlig, 2001; Collins, 2004; Ayoun & Salaberry, 2008) and that the perfect progressive emerges after the simple perfect (Bardovi-Harlig, 2001). What is less clearly understood is whether certain meanings/uses of the perfect (e.g. perfect of experience, perfect of result, etc., Comrie, 1976) are acquired before others. There is some evidence of this in L1 acquisition (Gathercole, 1985; Fletcher, 1984; Johnson, 1984) but this has received little research attention in SLA. This cross-sectional study examined the order of acquisition across four categories of the present perfect (perfect of experience, result, persistent situation, and the perfect progressive) among 150 adolescent francophone learners of English at three levels of proficiency (low, intermediate, and high). The learners and a control group of 47 adolescent anglophones completed 1) a preference task targeting balanced numbers of each of the four perfect categories and 2) a written response to a prompt designed to elicit the perfect. Seventeen francophones also reflected on their preference task responses in retrospective oral interviews. The repeated measures ANOVA of the preference task revealed a clear developmental sequence: perfect of experience, perfect progressive, perfect of persistent situation, and perfect of result. This order was confirmed in the production data. The explanation for the observed patterns, informed by the interview responses, considers the roles of input (frequency and saliency) and L1-influence. The pedagogical implications of the findings will also be presented.
June 2 13:35-14:05

Dicks Joseph (University of New Brunswick) jdicks@unb.ca & **Culligan** Karla (University of New Brunswick) kculliga@unb.ca

The appropriateness for the Canadian context of formal assessment instruments based on the Common European Framework of Reference for Languages
The Common European Framework of Reference for Languages (CEFR) and the companion European Language Portfolio (ELP) have generated considerable activity in Canada (CASLT, 2008; Rehorick, 2004). Despite the focus of the ELP on self-assessment, the Council of Europe supports the development of formal assessment tools based on the CEFR (Council of Europe, 2009). In Canada, European FSL tests such as the DELF and TCF are being used. The purpose of this presentation is to describe a research study conducted to assess the appropriateness of one such formal tool, the *Test de connaissance du français* (TCF), for pre-service FSL teachers in New Brunswick. Two main questions guided this research: (1) Is the oral subtest of the TCF a potential replacement for the NB Oral Proficiency Interview? (2) Could the subtests of the TCF be used to formally assess students' competency in all skill areas? The study involved 17 participants: all had taken the OPI and all took the full version of the TCF. A survey explored participants' reactions to the TCF and its subtests. Qualitative analysis, which involved the identification of emergent themes from participant comments, revealed four major themes including concerns regarding cultural bias. Quantitative analysis involved a correlation of results on the OPI with the oral subtest of the TCF, using Vandergrift's (2006) concordance. Results showed a strong positive correlation between the TCF oral and OPI. The presentation will conclude with a recommendation for caution in the use of the TCF and similar tests in the Canadian context.
June 2 13:35-14:05

Doe Christine (Queens University) Christine.doe@queensu.ca

The validity of the Canadian Academic English Language Assessment as a diagnostic assessment: What's use got to do with it?
In recent years, diagnostic assessments that identify English Language Learners' strengths and weaknesses through detailed feedback have shown to positively impact classroom instruction and student learning (Fox, 2009; Read, 2008). Despite these perceived benefits, there have been limited studies that have investigated the validity (i.e., accuracy and usefulness) of such assessments (Bachman & Palmer, 1996; Messick, 1989). Previous research has examined the representativeness of the test items and tasks to the theoretical construct (Alderson, 2005) and self-reported benefits from instructors and students (Fox, 2009; Jang, 2009). To date, there have been no studies that have used observational data to examine in-depth the usefulness of diagnostic feedback for classroom instruction. Through the use of 15 classroom observations of two English for Academic Purposes (EAP) courses, 3 semi-structured instructor interviews, and document analysis of course planning and instructional materials this study explored the use and impact of diagnostic assessment feedback on classroom instruction. Prior to instruction, all of the students (n=60) completed the Canadian Academic English Language Assessment. Their course instructor was subsequently provided with diagnostic feedback about the students' language ability related to writing, reading, and listening. Narratives of the classroom observations were created through the use of field notes and audio transcripts (Clandinin & Connelly, 2000). The results revealed the complexity of integrating externally developed assessments focused on learning into instruction. These findings further highlight the necessity of drawing on classroom observations to examine the validity of a diagnostic assessment as it pertains to the usefulness for classroom instruction.
June 1, 10:00-10:30

Douglas Scott Roy (University of Calgary) sdouglas@ucalgary.ca

The interplay of university level writing competence and vocabulary in the transition from high school to post-secondary academic success
Identifying the transition from high school to university as a key point in a student's academic career, this paper considers the interplay of free active vocabulary, university level writing competence and academic success for domestic ESL students who have graduated from Canadian high schools and have been accepted into university studies. This paper looks at how the undergraduate academic achievement of domestic ESL students compares to that of their Native English Speaking (NS) counterparts and explores the relationship between academic achievement and the written vocabulary profiles of approximately 150 first year students at a large western Canadian university. Through computerized corpus analysis, using the tools available on www.lextutor.ca (Cobb 2009), vocabulary profiles are compiled from a 400 word essay exam written by first year students. Students are tracked via transcript analysis which is correlated to their vocabulary profiles. Results show that domestic ESL students enter university with less robust vocabulary profiles than their NS counterparts. Furthermore, domestic ESL students have lower GPAs, attempt more credits which are not earned, take more semesters to graduate, and are placed more often on academic probation. However, a higher percentage of domestic ESL students graduate from university than their NS counterparts. Domestic ESL students are perseverant and academically qualified. Nevertheless, lower English language proficiency levels prevent these students from reaching their maximum potential at university. Participants in this session will leave with a clearer picture of corpus based analysis, and the implications of the paper's findings for policy, pedagogic practices, and programming.
June 1 16:20-16:50

Dressler Roswita (University of Calgary)rahdress@ucalgary.ca

The importance of self-identification in L2 motivation research
Some recent research in second language learning has focused on Heritage Languages Learners (hereafter HLLs) who were raised in a home where the second language is spoken, may speak it to some degree, but are not completely bilingual (Valdés, 2000). Defining which L2 learners should be considered HLLs has typically been the task of the researcher, based primarily on methodological considerations. While linguists argue for a narrow definition based on language competence (Polinsky & Kagan, 2007), motivation researchers maintain the usefulness of a broader definition which emphasizes a familial or affective connection to the language (Beaudrie

& Ducar, 2005; Comanaru & Noels, 2009; Noels, 2005). In this paper, I argue that motivation researchers must consider the students' positioning and investment in the term HLL when determining which definition to use (Block, 2006; Norton, 2000). This study examined the motivation of undergraduate students of German as expressed over the course of one semester. Participants completed two questionnaires: one early in the semester and one at the end. The data were analyzed first using the definition commonly used in HLL motivation studies, assigning students to the group HLL if they or second or third generation family members spoke the target language. Then the data were analyzed based on the students' choice as to whether they felt the study definition described them. Results show more significant differences in motivation between the groups HLL and non-HLL if students' self-identification is used, suggesting that self-identification is indeed a key element in the measurement of L2 learning motivation.
June 1 16:20-16:50

Du Xiaoxiao (University of Western Ontario) xdu7@uwo.ca

Literacy learning journey of Chinese immigrant children in Canada
Currently, Canadian primary classrooms are increasingly diverse. Chinese immigrants are the top minority group and Mandarin Chinese is the top minority language in Canada (Citizenship and Immigration Canada 2009). It is of great research significance to examine Chinese immigrant children's literacy learning in Canada. This study was grounded in socio-cultural perspective of literacy learning, that is, literacy learning is embedded in social and cultural interactions. Literacy learning is not just about grasping reading and writing skills but a social and cultural event (Paul & Rowsell, 2005). A qualitative case study approach was conducted to get a further understanding of Chinese children's literacy learning. Data collection included observations, interviews and children's work samples and data analysis were done in a comparative way to find emerging themes. The findings of the study indicated that Chinese children faced a literacy dilemma of becoming emergent bilinguals or being English monolinguals (losing their mother tongue). At public school, Chinese children had to adjust themselves to Canadian classroom culture and ways of teaching and learning. Chinese children had to negotiate between school literacy practices and home literacy practices: they had to learn what count as standard in classroom. They did not just learn a new language but also had to learn a new way of thinking. Therefore, they learn the English language and Canadian culture. Findings suggested mainstream teachers could do more to scaffold Chinese children's literacy learning at school such as encouraging becoming bilinguals and embracing Chinese cultural and linguistic knowledge in daily literacy instruction.
June 2 9:05-9:35

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New horizons for research on plurilingualism
Many researchers (for example, Grosjean, 2003; Hamers & Blanc, 2000; Mackey, 1997; Sharwood-Smith, 1994) used the term bilingualism to refer to situations where more than two languages are involved. Our paper aims at demonstrating that bilingualism cannot *de facto* involve plurilingualism, as these researchers suggest, but rather the other way around: plurilingualism involves bilingualism. We will illustrate this point from a psycholinguistic perspective, and more precisely, within the framework of Hamers and Blanc's (2000) typology of bilinguality. In this paper, we will first define the concepts of bilinguism, bilinguality, plurilingualism, multilingualism and multilinguality. Second, relying on different studies in the domain of plurilingualism (for example, Dewaele, 2004; Kim et al., 1997; Wattendorf et al., 2001), we will put forward evidence that the types of bilinguality identified by Hamers and Blanc following specific psychological dimensions (i.e. age, cognitive organization, competence, presence of L2 community, language status, group membership and cultural identity) cannot account for all possible types of plurilingualism that may arise in line with these dimensions. Consequently, bilingualism and bilinguality cannot be superordinate concepts. All along the process, the psychological dimensions involved in a multilingual situation will lead us to suggest types of plurilingualism/multilinguality built on Hamers and Blanc's work. With this typology, we will emphasize the value of seeing plurilingualism holistically and seeing the multilingual speaker as a complex psycholinguistic system. The different types of plurilingualism we will present in this paper set the scene for future interdisciplinary studies on plurilingualism.
June 1, 10:35-11:05

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An empirical investigation of corrective feedback uptake in an ESL writing classroom
Taxonomic investigations of corrective feedback (CF) (Lyster & Ranta, 1997; Lyster, 1998) have recently led second language acquisition (SLA) research to pay more attention to the interface between oral and written CF and its impact on interlanguage development in both oral and written modes (Ellis, 2009; Sheen, 2010). However, how oral CF is taken up, enacted and applied at written levels has yet to be examined in different content domains of SLA. Addressing this gap in the literature, the present qualitative case study aimed to investigate the impacts of teacher-provided oral CF on students' written products in a college level ESL writing classroom. The study looked into the use of oral teacher CF and how students processed and applied oral CF on their written products that they produced in and outside the classroom. Data was collected through two-months of participant observation and collection of students written artifacts on which intensive textual analyses were conducted. Results indicated that different types of oral CF impacted the accuracy and the appropriateness of students' writing. While *explicit correction* and *elicitation* types led to structural accuracy and appropriateness on students' writings, *clarification* and *recast* types of oral CF did not display such positive results. Findings also revealed that the temporality of the context is important in voiding or validating the constructive effects of oral CF. While students were successful in taking up and appropriately applying the oral CF with the immediate task in the classroom, the more remote-context activities (e.g. outside-class assignments) did nullify such positive impacts of the CF.
June 2 9:05-9:35

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Factors affecting the second language learning motivations of non-heritage Chinese learners in a heritage language school environment
In 2006 Canada Census Statistic Report, the Chinese population in Ottawa, Canada was 3.7%. The fact of fast growing economy in China, and its increasingly important role on the world stage attract non-Chinese-heritage learners to learn the language and understand the culture. It is within this context that the Mandarin Special Project was initially set up in 2005 in a Saturday morning International Language Program, for curriculum design, teaching and learning material development targeting at the upcoming potential education market. The research project is a qualitative case study. The goal of the research is (1) to experiment classroom and gym activities that have positive effects on students' motivation in learning, (2) to raise awareness of parents' roles in maintaining students' interests in the program, (3) to investigate how teaching Chinese characters impacts students' interests/motivations in the language. The participants were aged 5 to 15, from non-Chinese linguistic backgrounds. The data were collected within 2.5 school years, consisting of (1) questionnaire, (2) video taped interviews, classroom teaching, activities and cultural events, (3) samples of in-class written work, and homework. The results show that (1) non-academic activities were important in helping students renew their interests in the lesson, (2) parents' roles to maintain students' motivation in learning the language was critical; the support and understanding of parents from the teacher was also critical to the child, (3) teaching Chinese characters from etymological pictures to calligraphic writing and painting helped in building extensive interests and motivations.
June 2 15:30-16:00

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Investigating pair and small group interaction during a collaborative writing task
This study adopts a sociocultural approach to compare interaction between dyads and small groups as they complete the same collaborative writing task. Previous studies have shown that learners writing in dyads collaborate in the solution of their linguistic problems, pooling their linguistic resources and engaging in language-mediated cognitive activities that serve to build new knowledge (Lapkin, Swain & Smith, 2002; Swain & Lapkin, 1998). This research has confirmed the benefits of pair over individual work (Kim, 2008; Storch, 1999, 2005, 2007; Suzuki, 2008), but has paid little attention to small group interaction. In the present study I compare pair and small group interaction to investigate the role played by the number of participants on the performance of collaborative writing tasks. Five classes of 18 intermediate level learners of Spanish as a foreign language participated in this study. Learners were given a set of 15 pictures and asked to rearrange them in order to create a story. Half of the learners worked in pairs and the other half in groups of 4. Interaction between pairs and groups was analyzed focusing on language-related episodes (LREs). Differences were found in terms of frequency and, more importantly, outcome of the LREs. The percentage of correctly resolved LREs was higher for groups, as collaborative scaffolding helped them to achieve correct solutions for their linguistic problems. The comparative analysis of the written texts yielded no significant differences in terms of fluency or complexity. However, it revealed that learners working in groups produced significantly more accurate written texts than learners working in pairs. These differences are explained as a result of the different nature of their oral interactions.
June 1 15:00-15:30

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Collaborative task as situated social practice: A socio-interactionist approach to learning foreign languages in instructional settings
This paper develops an empirically based analysis of the notion of collaborative task in foreign language learning in the light of the strong perspective of the socio-interactionist approach (Mondada, 2004), which combines the contribution of Conversation Analysis and sociocultural theory (Hall, 1997: Lantolf and Thorne, 2006). A brief historical review of this notion in the field of SLA is provided (Spada and Lima, 2008; Swain and Tocalli-Beller, 2005; Wesche and Skehan, 2002) followed by a discussion of learning as situated social practice (Lave and Wenger, 1991) and as shared meaning making by participants who co-construct knowledge through interaction. It is also assumed that the referred social practices are performed in the social interaction as a form of social action with consequent creation or maintenance of power relation, as well as negotiated democratic participation. The analysis of the face-to-face interactions of a 5th grade group of a public school in Porto Alegre (Brazil) during English classes demonstrates that such practices are likely to promote opportunities for the reorganization of the task itself, unfolding diverse configurations of classroom talk, with positive outcomes for the meaning negotiation and identity construction (Norton, 2006) for some, on one hand, but, on the other, resulting in silencing and exclusion for the peripheral participants (Wenger, 1998).
June 3 13:50-14:20

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The interaction of motivation and test anxiety in performance on a high-stakes language test: What does the test score really measure?
Second language (L2) applicants to English-medium universities are often required to take a language proficiency test as part of their admission process. Test-takers' performances on such tests may determine their future educational and life options and thus, they bear high-stakes. In this study, L2 applicants took the Canadian Academic English Language (CAEL) Assessment as a requirement for university admission. When the stakes are high, research suggests that test-takers' motivation and anxiety are significant factors associated with test performance (Gardner, 1985; Horwitz, 2001; MacIntyre, 2002). However, the interaction of these two factors has not been investigated in high-stakes language test performance. This study investigated N=203 CAEL test takers' test performance in relation to their reported levels of test anxiety and motivation, and their perceptions of the uses and stakes of the test. The Language Learning

Orientations Scale (Noels et al., 2000) was used to measure the motivation constructs. The Cognitive Test Anxiety scale (CTA) (Cassady & Johnson, 2002) was used to assess students' test anxiety levels. Descriptive statistics, exploratory factor analysis, and multiple regression analysis were used to analyze the data. Results confirmed the theoretical pattern of this relationship: test anxiety factors (negative) were significant predictors of the CAEL in the presence of motivational factors (positive), with 8% of the variance in total score explained by motivation and anxiety factors. Findings from this study begin to address the gap in our understanding of the role test anxiety and motivation play in L2 test-takers' performance on high-stakes tests.
June 1, 10:35-11:05

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Teaching non-verbal communication to second language teachers: A comparison
Knowing how to communicate is crucial in teaching. While both are essential, nonverbal communication (NVC) may actually be more important than verbal behaviour in the classroom (McCroskey, Richmond, & McCroskey, 2006). NVC plays an important role in one's credibility, competency (Georget, 2008), and self-confidence (Briñol, Petty, & Wagner, 2009). In fact, teachers who consciously use NVC strategies appear to be more efficient than those who don't (Love & Roderick, 1971). Yet, an analysis of Québec teacher training programs reveals that the teaching of NVC is practically absent, not to say nil, as compared to that of oral expression. NVC skills appear to be particularly crucial in the English as a second language (ESL) classroom, where the language taught is also the language of communication. Knowing that following a NVC formation, future ESL teachers gained in self-confidence (Gazaille, Plouffe, Gauthier, Gagnon, & McClintock, 2009), we wanted to verify the value of such a formation. Because the ability to communicate lies in one's capacity to "take advantage" of their personality and body (Quentin, 2004), we drew on drama techniques to build and offer seven two-hour long NVC workshops to future ESL teachers. Two questionnaires and a semi-structured interview were used to measure the impact of the workshops. A comparison of the results is done with those found in the literature. Our presentation will discuss the results in terms of levels of satisfaction and increases in perceptions of dynamism and self-confidence.
June 1 14:25-14:55

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Learning ESL in a francophone milieu: An inter-level ICT tutoring project
The contemporary interest for the learning of second languages (L2) has led to important changes in the Québec education programs. In line with these, two courses of English as a second language (ESL) have become mandatory at the CEGEP level, a post-secondary education network offering both technical and pre-university programs. At the same time, universities were adding a year to their ESL teaching degree. Nevertheless, employers (MEQ, 2002), university supervisors and cooperative teachers respectively still question graduate CEGEP students' and future ESL teachers' level of English. This situation seems particularly serious in the province's unilingual regions where out-of-class contacts with English are basically nonexistent. Offering the possibility to extend learning beyond the classroom, information and communication technologies (ICT) can augment the number of L2 contacts for the learner. ICTs can also influence student motivation (Cox, 1997), the most influential variable for learning a L2 in a unilingual milieu (Colletta, Clement, et Edwards, 1983). Considering that cross-age peer tutoring shows positive benefits for both tutees and tutors, we paired CEGEP students registered in an ESL course (tutees) with ESL student teachers (tutors). The project was experimented in Trois-Rivières, a francophone city located in the province of Québec. Focus groups and end-project surveys were used to assess the impacts of the project. Our presentation will discuss the results obtained after a year of distance inter-level tutoring in terms of satisfaction and language learning done by both tutors and tutees.
June 1 15:00-15:30

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Blackfoot English dialects in language and literacy education
This paper reports on morphosyntactic aspects of a variety of English spoken by members of the Blackfoot Confederacy in Southern Alberta. Examination of written data from the mid 20th century and the early 21st century by both Blackfoot and English mother tongue speakers suggests the existence of a stable, intergenerationally transmitted English ethnolect. A recurring desideratum in the literature on Indigenous English Dialects is a proper description of these varieties to support the development of locally appropriate language, literacy and writing curriculum and of culturally appropriate assessment and treatment protocols for speech-language pathology (Ball et al. 2006; Crago & Westernoff 1997; Epstein & Xu n.d.; Heit & Blair 1993; Verlee 2003; Wolfram & Christian 1979). Especially for non-Indigenous practitioners, it can be difficult to distinguish differences in language use resulting from cultural and linguistic differences from those resulting from true delays or impairments (Ball & Bernhardt 2008; Eriks-Brophy et al. 2008; Flanigan 1985; Peltier 2009). This paper focuses on those features of the morphosyntax of Blackfoot English which (i) are part of a stable ethnolect rather than mere interlanguage features, (ii) can be argued to be the result of substrate influence, and (iii) are most likely to be misinterpreted as simple "errors" by teachers and speech-language pathologists. Features include uninflected verbs, tense incongruence, non-standard participle and infinitive forms, non-standard number agreement, non-standard pronoun use, unmarked possessive constructions, non-standard use of articles and demonstratives, and parts-of-speech inconsistencies (Alford 1974; Bartelt et al. 1984; Craig 1991; Leap 1993; Rowicka 2005; Wolfram 1984).
June 2 10:15-10:45

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Toward an administrative word list in French and in English
One of the difficulties encountered by federal public servants in working in their second official language is to develop work-related vocabulary knowledge (Gentil, Connor, & Bigras, 2009). Given the diversity of specialty areas and position types within the Canadian public service, a research challenge is to identify vocabulary that is both specific to the public service register and yet common across units and departments. The need to establish a common vocabulary curriculum suitable for multidisciplinary English for General Academic Purposes classrooms resulted in the compilation of the Academic Word List, a list of 570 word families that account for about 10% of tokens in academic texts regardless of disciplinary specialization (Coxhead, 2000; Hyland & Tse, 2007; Nation, 2001). This study investigates the possibility of compiling an administrative word list in both English and French using procedures similar to Coxhead's development of the academic word list in English while adapting procedures for French (Cobb & Horst, 2004). The entire textual content of a department's website was downloaded and analyzed using WordSmithTools and Compleat Lexical tutor. The procedure was repeated for three other departments. The paper will report on preliminary findings based on a comparison of vocabulary lists extracted from each departmental website with the academic word list and the 1000, 2000, 3000 frequency lists already available for French and English. Methodological and pedagogical implications will be discussed.
June 2 14:10-14:40

Gibbs Charles gibbscharles@hotmail.com & **Cardoso Walcir** (Concordia University) walcir@education.concordia.ca

Learner-controlled captioning: a new frontier? Exploring the impact of learner control on the development of listening skills in a multimedia environment
Much research has demonstrated that the addition of text to videos, films or television programs can benefit second language learning (e.g., Vanderplank, 1988; Markham, Peter & McCarthy, 2001). However, when the goal of using such materials is to develop listening comprehension skills, the addition of captions or subtitles may not lead to the anticipated results because learners may have a tendency to read the script, rather than to develop listening skills (Jones, 2003). It is not easy for learners to adjust their listening environment to suit their changing needs. This paper describes research exploring the impact of giving learners control over their listening environment. Thirty-one adult students of English in Montréal, Québec viewed nine web-based videos over a two-week period. One group was given control over the use of captions, while the second group was exposed to captions on a continual basis. It was hypothesized that the learners who were given control would avoid the pitfalls of reading captioned videos, and would therefore develop transferable listening skills to a greater extent than the learners who were not given such control. Scores on post-treatment comprehension tests without captions were higher for the group that had been given control during the treatment, but these results were not significant. However, significant results were found when the participants were grouped by initial listening ability. Weak listeners were more likely to improve their listening skills, while stronger listeners learned more new words. The paper concludes by elaborating on the future direction of learner-controlled captioning.
June 1, 11:10-11:40

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The incorporation of critical pedagogy into a pre-service teacher education program
Critical pedagogy, an approach which offers a means of combining a critique of previously unquestioned practices with concrete ways of introducing change, has become the focus of recent pedagogy research. The approach can help teachers analyze and act on their students' knowledge and experiences to challenge hierarchical social relations and power structures. Although many researchers are advocates of incorporating critical pedagogy into English as a second language (ESL) teacher education programs, they rarely offer concrete ways of including such an approach (Auerbach, 1995; Pennycook, 2001). The research we report begins to bridge this gap between theory and practice by integrating critical pedagogy into a pre-service teacher education program. Specifically, the novice teachers practiced three key principles of critical pedagogy: 1) draw from and validate what students already know: 2) focus on students' lived experiences and 3) ask genuine questions. The novice teachers were divided into three groups who received varying degrees of critical awareness raising through hands on lesson planning, materials adaptation and supervised teaching during a 13-week course. Results of this study suggest that novice teachers who were exposed to targeted critical thinking feedback developed their critical awareness and incorporated critical pedagogy into their teaching more frequently than novice teachers who received only a basic overview of critical pedagogy. A recognized limitation of this research is that it pertains to a specific group of novice teachers in a particular context; however, the procedure described here is versatile and comprehensive and can thus be adapted to other contexts.
June 1 13:50-14:20

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Recasting recasts: Expanding corrective feedback to heritage language learning interactions
The goal of this paper is to investigate, from a language socialization perspective (Duff, 2003), how Spanish-speaking families attempted to socialize their children into particular language practices in order to help them develop and maintain Spanish. It draws on an 18-month ethnography conducted in Metro Vancouver, Canada. Via a discourse analysis of naturally-occurring interactions, the research findings demonstrate how the families used two main types of corrective feedback as means of achieving their language development objectives. They used recasts (Ellis & Sheen, 2006; Lyster & Ranta, 1997) to provide negative evidence to children regarding incorrectly formed utterances (e.g., verb forms, lexis, syntax). Through the use of recasts, they also attempted to offer a subtle code correction, that is, to keep the children focused on speaking Spanish. Whereas the type of recasts usually discussed in the SLA literature refer to within-code corrections, the cross-code recasts found in the study were meant to prompt a code switch. While this type of negative evidence in L1 acquisition has previously been acknowledged (Loewen & Philp, 2006; Long, 1996), its existence and use as a way of socializing linguistic ideologies in heritage language maintenance studies has not been discussed in the research literature. It is argued in this paper that because language socialization is an interactionally-negotiated process (Ochs, 1988), cross-code recasts can generate interactions

with the potential to foster heritage language acquisition and maintenance, thus contributing to the socialization of particular linguistic ideologies and practices.
June 2 9:40-10:10

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Pre-service ESL teachers' written corrective feedback practices and beliefs
This mixed-method study using an embedded design investigated the written corrective feedback (WCF) strategies used by pre-service ESL teachers (i.e., the *mentors*) to mark learners' productions, and the relationship between those WCF strategies and error categories to ultimately provide a WCF typology. The mentors (*n = 18*) were paired with three high school ESL learners (*n = 61*) who each wrote six English compositions over a 12-week period. Compositions (*n = 238*) were emailed to the mentor who returned them with WCF on form. A questionnaire on CF administered before and after the project, a post-project semi-structured interview, and a journal kept throughout the study helped better understand the mentors' pedagogical choices. A total of 2,506 errors were identified and corrected by the mentors. The association between the WCF strategies and the categories of errors was analyzed through a CATMOD log-linear procedure, and a typology of the different strategies used by teachers to provide WCF on form was drawn. Results show that direct correction is the preferred CF strategy over all. However, certain categories of errors generated other correction strategies, a choice that can be explained partly by the treatable vs. untreatable nature of errors and factors related to the mentors' understanding of the pedagogical and ideological functions of CF. The data obtained from the questionnaire, interview and journal shed light on the observed practices.
June 2 10:15-10:45

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Genre analysis and contrastive rhetoric as heteroglossic and hybrid paradigms in ESL/EFL writing
The present study is an attempt to enhance the social accountability of an otherwise cognitive domain; ESL/EFL writing research has benefited from the application of the concepts of genre analysis and contrastive rhetoric to bring the social aspect to the study of written composition. Incorporating Bkhatin's (1981) conceptions of heteroglossia, existence of multiple linguistic codes representing multifarious cultures within a single language, and hybridity, the conscious double-voicedness of an utterance echoing the voices of different epochs, can even further enhance and enrich the field by providing a socially informed paradigm that explains ESL/EFL learners' writing behaviour, choices, and performance. This paper reviews the theoretical concepts of heteroglossia and hybridity, demonstrates how they can be applied to ESL/EFL genre analysis and contrastive rhetoric, provides a model that explicates the relation of heteroglossia and hybridity to writing genres, and reviews a few empirical studies that have applied heteroglossia in them and demonstrates how some studies can be better explained using heteroglossia and hybridity. An empirical contrastive rhetoric study will be reanalysed using the genre model developed, indicating the original researchers findings can be reinterpreted with a heteroglossic perspective. Finally, there will be a discussion about whether or not genre should be explicitly taught.
June 1 13:50-14:20

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Insights from the 'learner-task-electronic dictionary' interaction on the computer
I will report on a small scale study which took place in the context of the development of an electronic dictionary for advanced learners of French (Hamel, 2009; Hamel and Milićević 2007). The aim of the study was to observe empirically the 'learner-task-electronic dictionary' interaction on the computer, while attempting to measure the 'quality' (Nielsen, 1994) of this particular type of human-computer interaction. In order to do so, I used a 'direct observation' approach to dictionary use by language learners (Tono, 2000; Thumb, 2004), based on innovative technologies and techniques borrowed from the field of computer ergonomics (Nogier, 2001; Baccino et al. 2005). Five advanced learners of French performed two micro-tasks focusing on their encoding knowledge of lexical relations, namely collocations, for which they had access to two electronic dictionaries. The film of their interaction on the computer was screen captured. Electronic data on the process, as well as the product of this interaction were collected, tagged and analyzed. The results seem to indicate that learners with higher efficiency and effectiveness scores, as far as the successful and timely completion of the micro-tasks are concerned, are those displaying better dictionary search strategies. They also point out to some features of the two electronic dictionaries used that could be further improved.
June 1 14:25-14:55

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Anglicism frequency in French: A corpus-based approach
The goal of this study is to examine the frequency of anglicisms in both written and spoken French using corpora collected from two reality television shows and from blogs -- data representing two varieties of French: Quebecois French (QF), and France French (FF). The following research questions guided this study: (1) Which variety of French uses a higher percentage of anglicisms?, (2) Will one language type (written vs. spoken French) yield a higher frequency of anglicisms than the other?, and (3) What is the effect of a type/token frequency distinction in analyzing anglicisms in French? The corpora (including oral and written data) of approximately 100,000 words were designed especially for this study. Data for spoken French for each variety were gathered from two reality television programs: Star Academy (in France) and Star Académie (in Quebec). Writing samples from French speakers were acquired using text from various Internet blogs. The analysis results indicate that anglicisms tend to occur less than one percent (1%) of the time. Furthermore, of this total, the percentage of tokens/types in FF was 0.75% / 0.40%, while QF totaled 1.23% / 0.52%, suggesting that in this study, QC contains more anglicisms than FF. Concerning language type, anglicisms also appear to be more frequent in the written

corpus (blogs) for types, while anglicism tokens are higher in the oral corpus (TV shows). However, when taking language variety into consideration, FF uses a higher percentage of anglicisms in written language while QF employs more anglicisms in spoken language.
June 3 13:15-13:45

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Markedness and frequency in L1 acquisition of /s/ + consonant onset clusters: A longitudinal study
The L1 acquisition of onset clusters is a process characterized by variability and overlapping stages of development (McLeod, van Doorn, & Reed, 2001; Kirk, 2008). Findings related to /s/ + consonant clusters (#sC) specifically have shown that there is no consistency in children's #sC reduction patterns (Yavas & Core, 2006). The goal of this study is to investigate the acquisition of word-initial homorganic #sC sequences, namely /st/, /sl/, /sn/, in one monolingual English speaking child between the ages of 2;3 and 3;6. It adopts a multidisciplinary approach for data collection and analysis that includes insights from phonological theory, sociolinguistics and psycholinguistics. Using controlled elicitations of pseudowords (via finger-puppet interactions and role-playing), recording of caregiver-talk, and a language observation journal, the developmental path of #sC clusters was charted longitudinally. The results of the study indicate a correlation between the order of #sC acquisition and the predictions made by the Sonority Sequencing Principle (SSP; Clements, 1991). Briefly, the least marked and SSP-abiding /sl/ cluster was acquired before the most marked and SSP-violating /st/. Accordingly, the frequency of #sC forms in caregiver talk had no influence in the development of #sC: The vastly most frequent /st/ was the least form to be acquired. In sum, this study confirms the hypothesis that "not everything that that can be counted counts": the task of explaining language acquisition phenomena is a complex one and, as such, it requires a wider variety of analytical tools.
June 2 14:10-14:40

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Globalization and World Englishes
One theoretical model informing much research on the impact of English in historically non-native contexts is Kachru's (1985) world Englishes framework and his conceptualization of the Three Concentric Circles of English use: the Inner Circle, where English is used as an L1; the Outer Circle, where English functions as an additional language largely in former British colonies in Asia and Africa; and the Expanding Circle, or countries without former colonial ties to Great Britain where English continues to be viewed as a foreign language. Since the 1960s research on the impact of English has focused mostly on the Outer Circle (e.g., Llamzon, 1969; Spencer, 1971; Kachru, 1983; Gupta, 1994; Wolf, 2001; Schneider, 2007), however, in the last decade there has been growing scholarly interest in the increasing functional range of English in the Expanding Circle (e.g., Deneire and Goethals, 1997; Friedrich and Berns, 2003; Proshina, 2005; Hilgendorf, 2007). In light of the globalization of business practices and economies, as well as the increasing trend towards transnational communication via traditional and new media, more research is needed to examine the degree to which English is used as an international and intranational language in the Expanding Circle, and therefore is shifting in status from that of a foreign code to an additional language. This paper explores this phenomenon with respect to the specific example of the Federal Republic of Germany, taking into consideration recent studies on language and globalization (e.g., De Swaan 2001, Brutt Griffler 2002; Phillipson 2003; Sonntag 2004; Pennycook 2007).
June 2 16:05-16:35

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Teaching English collocationally to enhance Taiwanese EFL learners' reading comprehension and vocabulary learning: A follow-up study
The presentation is a second exploratory analysis with new data and adjusted methodology, following-up on a pilot study presented at ACLA/CAAL, 2009. The study investigates the effects of collocation-focused instruction on Taiwanese EFL learners' reading comprehension and vocabulary learning. Three groups of Taiwanese college English majors (i.e., 180 students) are divided based on a standardized English proficiency exam. Each group receives (a) a vocabulary pretest, (b) 3 different types of instruction—single-item vocabulary instruction, lexical collocation instruction, and no instruction—in separate classes, (c) a reading comprehension test, and (d) 3 vocabulary recall tests (immediate, 1-week delayed, and 2-week delayed). The results from this study indicate that (1) the lexical collocation instruction improves the subjects' vocabulary learning more than their reading comprehension across all three academic levels; (2) the treatment of collocation instruction promotes the subjects' performance on the 3 recall tests, outscoring the other two instruction types in the vocabulary retention patterns. The quantitative data revealed findings similar to those observed in the pilot study, suggesting that explicit collocation instruction seems to be a better option for teaching new vocabulary although its effects on reading comprehension are not evident.
June 1 15:45-16:15

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Littératie en langues secondes des immigrants adultes : ce qu'en disent (et ne disent pas) les larges études statistiques
À l'heure actuelle, environ 20% de la population canadienne est née à l'étranger et possède une langue maternelle autre que l'anglais ou le français. D'ici 2030, cette même population assurerait presque la totalité de la croissance démographique du pays (Bélanger, Martel et Malenfant, 2005; Crompton, 2008). Dans cette conjoncture nouvelle, l'estimation des habiletés de littératie des immigrants allophones est devenue cruciale puisque, comme en témoignent de nombreuses études récentes, les niveaux élevés de littératie sont en lien étroit avec le potentiel d'intégration socio-économique (Jezak, 2010, à paraître).Les enquêtes de littératie menées depuis une vingtaine d'années par Statistique Canada (1989, 1998, 2003, 2005) auprès des larges échantillons représentatifs de la population adulte constituent actuellement la principale source de données sur les habiletés de lttératie des immigrants en français ou en anglais langue seconde. Notre

communication a pour objectif un examen critique des données sur la population immigrante provenant de ces enquêtes. Dans un premier temps, nous discutons des assises du cadre conceptuel des enquêtes, conçu à l'intention des locuteurs de langue maternelle, ainsi que de ses limites en contexte de l'évaluation des locuteurs de langue seconde. Dans un deuxième temps, nous examinons la méthodologie et en particulier la question d'échantillonnage d'une population diversifiée sur le plan culturel et linguistique. Dans un troisième temps, nous faisons un survol des résultats pour la population immigrante. En conclusion, nous suggérons quelques pistes de réflexion pour une meilleure prise en compte des spécificités des immigrants, notamment par l'inclusion d'une mesure de la maîtrise de littératie en langues maternelles de même que celle de la compétence en langue seconde. Une telle réflexion revêt un intérêt particulier dans le contexte d'une nouvelle enquête des habiletés de littératie prévue par Statistique Canada pour l'année 2011.
3 juin 8:30-9:00

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Non-native university students' L2 speech: Intelligibility and pronunciation in the first and final year
Non-native university students who are successful in using a second language meet at least one basic requirement: other people can understand what they are saying. However, it is not clear **whether** and **how** non-native students might become more intelligible during their university studies (Kennedy, 2009). This study therefore explores two questions: (1) Is non-native students' speech more intelligible (better understood) and more favourably rated at the end than at the beginning of their studies? (2) What linguistic factors lead to communication breakdowns between non-native students and native-speaker interlocutors? Twenty first-year and twenty final-year non-native undergraduate students recorded a mock job interview with a native-speaker interviewer. One-minute excerpts of each interview were played to 10 native listeners, who rated them on three scales for accentedness (how native-like the student sounds), comprehensibility (how easy it is to understand the student), and communicative effectiveness (how effectively the student would communicate at work). Five interviews from each group (n = 10) were also video-recorded and later played to the interviewer in a stimulated recall task. The interviewer identified all communication breakdowns and discussed possible reasons for them. Each breakdown was then analyzed to isolate the pronunciation elements identified as problematic by the interviewer. Results showed no clear difference in intelligibility or ratings between first-year and final-year students. However, intelligibility differences did appear between students from different academic programs. Furthermore, the main pronunciation problems were the production of segments and misplaced word and sentence stress. Implications for the training of non-native university students are discussed.
June 3 13:15-13:45

Kouame Koia Jean-Martial (Université de Cocody-Abidjan, Côte d'Ivoire)marcidel@hotmail.com

Étude comparative de la pratique linguistique en français d'élèves d'établissements français et ivoiriens
Le point de départ de notre recherche est le constat des difficultés majeures en français rencontrées par les élèves du secondaire en Côte d'Ivoire et la volonté d'en comprendre les causes, notamment au moyen d'une analyse comparative des pratiques linguistiques en français d'élèves du même niveau scolaire en France. Cette étude se situe à l'intersection de la didactique du français (Cuq, 1991 ; Verdelhan, 2002) et de la sociolinguistique (Dumont, 1990 ; Bautier, 1995), plus particulièrement en contexte ivoirien (Kouadio, 1999 ; Lafage, 2002) et intègre les outils de différentes disciplines telles que l'analyse du discours, l'énonciation, la pragmatique et la linguistique textuelle. Elle tente de répondre, à des questions comme : Quelles sont les caractéristiques des productions en français d'élèves du secondaire en France et en Côte d'Ivoire ? Quelles sont les façons de faire (stratégies linguistiques) des élèves pour écrire un texte ou pour produire un énoncé oral en français ? Adoptant une approche qualitative de type ethnographique, nous avons recueilli et analysé des données issues de différentes sources : textes officiels, copies d'élèves, entretiens avec les enseignants et les élèves et observations dans les classes (784 heures d'observation de 1770 élèves repartis dans 38 classes de 12 établissements en Côte d'Ivoire et en France). L'observation des productions d'élèves nous a permis de repérer des particularités par rapport à la norme scolaire, attribuées à des phénomènes interférentiels avec les langues du substrat ou de l'environnement immédiat. Cette étude fait apparaître une similitude de comportements et stratégies linguistiques chez des élèves pourtant issus de pays, de systèmes éducatifs et d'établissements scolaires différents.
3 juin 13:50-14:20

Nutefe Kwadzo Gregory (University of Ghana, Legon) nutefe16@yahoo.com

Les représentations du français sur le marché des langues dans le contexte plurilingue ghanéen : perspectives didactiques.
 Le Ghana, un pays anglophone d'Afrique de l'ouest présente un cadre sociolinguistique complexe caractérisé par la coexistence des langues à statut divers entraînant des rapports de pouvoir (Calvet 1999 et 2002, Heller 2002) entre ces dernières. Dans ce contexte complexe, l'importance des langues est évaluée en fonction de leur capital culturel, social, économique ou symbolique au sens de Bourdieu. Ces valeurs attribuées aux différentes langues jouent un rôle déterminant dans l'élaboration des représentations portées sur celles-ci (Dabène, 1994 et 1997, Matthey, éd. 1997, Moore et Py, 2008). Le cas des représentations du français en milieux urbains au Ghana se situe dans cette dynamique. Cette étude se situant à la croisée de la sociolinguistique et de la didactique est fondée sur le croisement de deux méthodologies d'enquête à savoir le questionnaire (administré à 240 étudiants) et les entretiens de groupes (regroupant 29 étudiants). Ces enquêtes qui ont été réalisées auprès de la population des apprenants de troisième année universitaire de l'Université du Ghana cherchent à répondre à certaines questions. Ici, nous nous pencherons sur les questions suivantes : Quels sont les représentations du français en milieux urbains au Ghana ? L'apprentissage du français est-il important dans le contexte socio-économique ghanéen ? Et quels sont les défis liés à l'enseignement du français dans ce contexte ? Les résultats des enquêtes servant d'éléments d'analyse pour répondre aux questions ouvrent la perspective d'une réflexion sur une didactique plus adaptée à ce contexte (Blanchet, Moore et Asselah Rahal, 2008). Dans cette perspective, il s'agira d'intégrer les apports des cultures ghanéennes et des représentations du français pour explorer des pistes pour une didactique contextualisée.
3 juin 15:00-15:30

Lam Yvonne (University of Alberta) yvonne.lam@ualberta.ca

Cognitive linguistic models and the acquisition of the preposition *a* in Spanish as a second language
Given the recent claims by cognitive linguists about the benefits of their theories for second language teaching (e.g. Achard & Niemeier, 2004; de Knop & de Rycker, 2008), I examine whether these models accurately reflect how the multiple uses of the Spanish preposition *a* "at, to" are acquired by second language learners. According to these models, the spatial use of a preposition is the conceptual basis from which the other uses extend (Lakoff, 1987; Langacker, 1987). If acquisition mirrors this model, the spatial use of *a* is acquired first, followed by the most logical extensions – in this case, time (*a las tres* "at 3:00"), and lastly, the least semantically-motivated grammatical and phrasal uses (where *a* signals an animate direct object or is a collocate).Twenty-six adult learners of Spanish – 10 beginners, 11 intermediate, and 5 advanced – recounted the events in two picture stories specifically designed to elicit the different uses of *a*. The results fail to confirm the hypothesis. As proficiency increased, accuracy of use of the spatial sense decreased because *a* was underused in favour of other prepositions. Moreover, the temporal use showed greater accuracy than the spatial use at all levels, suggesting it was acquired independently and not as an extension. Factors such as the number of possible alternatives and the specificity of meaning – several prepositions express a similar spatial relation, while there is no other way to express time – seemed to play a greater role than conceptual basicness.
June 2 14:45-15:15

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An emergent zone of proximal development (ZPD): The role of languaging
Framed in a Vygotskian sociocultural theory of mind (e.g., Vygotsky, 1987), this paper addresses the following research question: what is the role of languaging in the emergence of a ZPD co-created by two adults: a resident in a long-term care facility (LTFC) and the researcher? The ZPD is an ongong activity in which participants, using the resources at hand, respond contingently and responsively to each other. In so doing, intersubjectivity (Matusov, 1996) is accomplished. During a ZPD, cognition and affect are interwoven. One of the resources drawn upon to mediate activity in the ZPD is language. The process of using language to mediate complex acts of thinking has been referred to as languaging (Swain, 2006). We describe the growth of a ZPD, in which intersubjectivity is established, providing a context in which the LTCF resident (Mike) rediscovers his lost expertise, risks new challenges, and regains his sense of well-being. Through a microgenetic analysis of selected excerpts from 12 one-on-one sessions, we illustrate how their languaging activities allow the researcher and Mike to develop intersubjectivity, and allow Mike to demonstrate expertise in several areas, thereby enhancing his self-esteem. The researcher and Mike co-construct knowledge and their relationship through languaging, which is shown to have a positive impact on Mike's cognition and affect. We provide triangulated evidence from (a) the sessions themselves, (b) interviews with his spouse and a personal care attendant, and (c) the researcher's journal.
June 3 13:15-13:45

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La conscience phonologique des enfants bilingues français-anglais pré-lecteurs : Une étude comparative France - Canada
La présente étude, menée dans une perspective comparative, porte sur la conscience phonologique d'enfants bilingues pré-lecteurs. Les travaux auprès de populations bilingues d'âge préscolaire et scolaire suggèrent que ces derniers ont plus précocement conscience de la structure phonologique de leur langue que leurs pairs monolingues (Bruck & Genesee, 1995). Toutefois, ce constat semble varier en fonction de différents aspects, notamment du type de bilinguisme, de la transparence orthographique, etc. (Campbell &Sais, 1995 ; Loizou & Stuart, 2003). Mais quand est-il lorsque les enfants font partie de communautés linguistiques différentes? L'objectif de cette étude est d'examiner la conscience phonologique d'enfants bilingues dans deux contextes linguistiques différents afin de déterminer, d'une part, si ces derniers possèdent une conscience phonologique similaire avant l'apprentissage formel de la lecture et, d'autre part, de quelle manière les particularités linguistiques du français et de l'anglais influencent les enfants lorsqu'ils segmentent les mots. Cinquante enfants bilingues français-anglais (30 au Canada et 20 en France), âgés de 5 ans, ont participé à cette étude. Deux groupes contrôles d'enfants monolingues français et anglais ont également été rencontrés. Deux tâches, couramment citées dans la littérature, ont été utilisées : une tâche de segmentation libre et une tâche de segmentation contrainte. Les données mettent en évidence une manière tout à fait spécifique et intéressante de segmenter les mots de la part du groupe bilingue. Ces résultats sont discutés relativement aux spécificités linguistiques des deux langues et à l'impact de la langue de la communauté linguistique.
3 juin 10:15-10:45

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Usages de 4 enfants et de leur entourage à l'île de LA Réunion : inputs et outputs dans une communauté créole.
La situation sociolinguistique de l'île de Réunion est caractérisée par le contact de deux langues parentes : Créole et français. Les locuteurs les mélangent largement (Lebon-Eyquem, 2004) dans le même discours voire dans le même acte de parole. Pour rendre compte de la mouvance et de la complexité de la parole réunonnaise, Prudent (1993) a créé le concept d'interlecte. Puisque les enfants de l'île sont exposés à ce type d'inputs en permanence, la question est de savoir comment est ce qu'ils construisent leur langage dans un environnement aussi variable. Pour y répondre, des études de cas ont été effectuées en situation écologique. Trois enfants âgées de 5 ans au début de l'étude longitudinale ont été enregistrés cinq fois pendant dix-huit mois, en interaction avec leur entourage dans le cadre scolaire et familial. Conformément à la méthodologie variationiste, l'analyse de données est concentrée sur une variable, les formes verbales qui permettent de classer les productions en 3 catégories : le français, le créole et les formes interlectales (alternances codiques, formes hybrides imprévisibles et formes métisses interlinguales comme « il **té i** frappe Sophie » où les marqueurs pré-verbaux créoles

« té i » se substituent à la désinence de l'imparfait). Les résultats montrent que les enfants ajustent leurs formes verbales à celles utilisées par leur entourage lorsque l'enjeu pragmatique est important. En outre, la capacité à discriminer les langues en présence semble être un facteur essentiel lors de l'acquisition langagière dans un milieu où les frontières entre les codes sont floues.
June 1, 13:15-13:45

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Pour une didactique du français contextualisée : le cas de l'enseignement du français en situation d'urgence et de traumatisme
Dans un ouvrage récent qu'elle codirige, D. Moore (2009) nous invite à « inventer la (les) didactique(s) du XXIe siècle », en discutant notamment les catégorisations que la didactique a forgées depuis son émergence comme champ disciplinaire à part entière. Elle nous enjoint également à une meilleure contextualisation des didactiques. Définis par Cambra Giné (2003) comme des « *ensembles structurés de traits d'une situation sociale qui peuvent être pertinents pour la production et l'interprétation d'un évènement communicatif* », les contextes devraient être pleinement pris en compte, dans leur complexité, pour l'analyse des situations d'enseignement-apprentissage.
Dans le cadre de cette communication, nous entendons engager une réflexion sur l'intégration des micro- et macro-contextes en didactique des langues, dans une approche résolument multiréférentielle. Nous intéressant à une situation d'enseignement particulière, celle de l'enseignement du français aux mineurs non accompagnés au sein des services de protection de la jeunesse, nous mettrons d'abord en évidence la nécessité d'appréhender le contexte d'enseignement dans ses multiples dimensions - politique, juridique, organisationnelle, psychologique voire psychanalytique – afin de pouvoir déceler ce qui « se joue » véritablement dans la salle de classe. A l'aide de quelques extraits d'observations de classe, nous montrerons combien les seules approches linguistique ou sociolinguistique ne sauraient toujours être suffisantes pour déchiffrer la complexité des situations de classe. Nous poserons ensuite la question du transfert de ces savoirs multiréférentiels pour la mise en œuvre d'une didactique adaptée aux apprenants (dans une visée d'enseignement-apprentissage); mais adaptée également au « contexte de vie » des élèves en tant qu'individus.
1er juin de 10:00-10:30

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Academic engagement in a sheltered learning community: The ideological and linguistic constraints of undergraduate ELLs
The provision of optimized content-based instruction to English language learners (ELLs) within a nurturing learning community has gained increasing recognition for fostering the students' engagement in academic activities and enhancing their learning outcomes across disciplines (e.g., Kasper, 2000; Zhao & Kuh 2004; Song, 2006). Many pathway programs have been implemented at English-medium postsecondary institutions to facilitate undergraduate ELLs' engagement; however scant literature is available to examine the effectiveness of these programs and to provide an in-depth understanding of the students' engagement orientations. This paper reports on a case study that investigates undergraduate ELLs' educational experience in a "sheltered" first-year program at the largest art-based university in Canada. It focuses on students' perceptions regarding a) the critical factors contributing to their active engagement in the learning community, b) the benefits they receive from dedicated instruction provided by the program, and c) the assessment of whether the benefits outweigh the possible detrimental effects caused by their isolation from the general student population for portions of their course load. This study employed multiple research instruments, including focus groups and semi-structured interviews. The findings indicated that the undergraduate ELLs tended to make conscious decisions regarding their engagement or non-engagement in certain academic activities based upon a) negotiating their *ideological beliefs in given contexts and b)* evaluating their linguistic and cultural competence related to a particular activity *(see also Duff, 2003;* Zappa-Hollman*, 2007)*. This reflects the complex dimension *of language* socialization practices and demystifies the stereotype of language socialization patterns based on ethnic stratification.
June 1 13:15-13:45

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On the syntactic status of complex wh-questions in non-native grammars: Evidence from Spanish and German
Spanish and English only display long distance wh-questions of the type illustrated in (1), while languages such as German allow wh-questions as in (2) and (3).

(1)	***A quién*** *piensas que ha conocido Samir?*	["target"]
	Who do you think Samir has met?	
(2)	***Was*** *glaubst du* ***wen*** *Samir getroffen hat?*	["scope"]
	*What do you think who Samir has met?	
(3)	***Wen*** *glaubst du* ***wen*** *Samir getroffen hat?*	["copy"]
	*Who do you think who Samir has met?	

In spite of the fact that neither "scope" nor "copy" wh-questions are grammatical in English, both have been shown to occur in the adult L2 English grammars of speakers whose L1s do not exhibit them. Such a presence has been accounted for as evidence that adult L2 learners have access to Universal Grammar (UG) principles. However there are many constructions which do not violate any UG principle but are never found to occur in adult L2 developing grammars. Thus, possible accounts for such a presence could be that they are task-induced or that they are default options which represent an interlanguage developmental stage. In order to find an explanation we elicited acceptability judgments from eighteen advanced L2 speakers and twelve L1 speakers of Spanish and twelve advanced L2 and twelve L1 speakers of German. We hypothesized that if these constructions are a default option, both L2 Spanish and L2 German will display a similar pattern of acceptance, in spite of the fact that input could only play a role in the case of German. If they are task-induced, native speakers of Spanish will also accept these constructions. The results show that both L1 and L2 speakers of Spanish accept "scope" and "copy" wh-questions though rather marginally and that there is no difference between the two groups. As for the German groups, only the L2 German group significantly differentiates between "scope" and "copy" and they differ in their acceptance of "scope"

and "copy". Based on these results we conclude that: (i) the presence of these constructions in non-native the Spanish—an therefore in other non-native languages where neither the L1 nor the target grammar exhibits them—may be task-induced; (ii) they are not evidence of an interlanguage development stage (iii) input seems to play a role in the case of "scope" but not in the case of "copy".
June 1 16:20-16:50

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Learning occasions through collaborative tasks in English as a foreign language
The data reported in this paper form part of a program of qualitative research focusing on the use of collaborative tasks in learning English as a foreign language in Brazil. The research examines the concept of collaborative dialogue (Swain, 2000), understood as dialogue that constructs linguistic knowledge within a sociocultural view of language learning. Six pairs of university English learners took part in the research as volunteers, performing two collaborative tasks. The dialogues established between the members of each pair were tape and video-recorded as they performed the tasks. After the dialogues they were asked to write a short text. The students were interviewed immediately after completing the tasks for insights into their own learning experiences. A month later they had the opportunity to watch their own performance and discuss their errors and propose corrections. All the dialogues were transcribed so as to examine the moments in which negotiation of meaning and form arose. The results indicate that learners reflect upon the target language, test hypotheses and reformulate their production in order to promote mutual comprehension in the learning process. The results also reveal that the interaction established during the production of the collaborative dialogue can yield foreign language learning as the students notice linguistic gaps in their language, discuss the reformulation (Tocalli-Beller & Swain, 2005) and seek solutions together.
June 3 14:25-14:55

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Incidental vocabulary learning in the Spanish L2 classroom
An important component of L2 vocabulary acquisition is incidental learning, which occurs while learners' primary focus is on communication or other aspects of language (Nation, 2001). However, it is also suggested that the 'quality' of learners' engagement with incidental vocabulary items is crucial for word retention (Hulstijn, 2001; Laufer & Hulstijn, 2001). The current study, involving pre/post-testing and video-recorded observations, investigates the acquisition of 26 vocabulary items during a semester-long Spanish 202 class at a North American university. The vocabulary items were designated as incidental because they did not occur in the course textbook; nevertheless they were predicted to occur during classroom interaction. To measure students' knowledge of the vocabulary items, a Vocabulary Knowledge Test (Paribakht & Wesche 1997) was administered at the beginning and of the semester. Gain scores for each vocabulary item were calculated, with results revealing higher learning gains for some vocabulary items in comparison to others. In addition to examining the test scores, the 20 hours of classroom videos were transcribed. All occurrences of the incidental vocabulary items were identified and coded, with reference to Hulstijn (2001), according to the ways in which learners engaged with the vocabulary items. Specific types of engagement included: 1) the frequency of occurrence of each word, and 2) the type of interaction, such as L1 glosses and corrective feedback. These types of engagement were then compared with the learning gain scores for each word. The presentation will summarize the effects of these various factors on the incidental learning of vocabulary.
June 2 13:00-13:30

Lotherington Heather (York University)HLotherington@edu.yorku.ca

Creating alternative spaces for minority languages in elementary school: Towards multilingual possibilities
Globalization and digitization have deeply affected modes of communication, language domains, speech communities, genres, identities, representational modes, and normative standards (cf: Kellner, 2004; Kress, 2003; Lankshear & Knobel, 2006). Contemporary children, who are socialized into homes and communities of increasing cultural and linguistic complexity as well as a digitally connected world of multiple languages and genres, do not enter kindergarten classrooms with the kind of literacy socialization envisioned in the curriculum. Therefore, every classroom teacher is also a language teacher. But this teaching need not, and indeed should not take the reductionist route of ESL and FSL to the exclusion of locally and globally available languages that both facilitate L2 learning and open up spaces for global competencies. To contribute positively to educational change within the highly complex institution of formal education (Radford, 2006), we have created a university-teacher consortium bringing together researchers and teachers at York University and Joyce Public School in a learning community, following a guided action research methodology (Lotherington, 2009). Our mission is to co-design flexible, ludic (de Castell & Jenson, 2003), culturally sensitive projects in the primary and junior grades (k-5) that include rather than exclude children's home and community language networks, and the digital literacies we believe should be a part of fundamental literacy education in the 21st century. We do this through dialogic learning (Bakhtin, 1981) in experimental multiliteracies pedagogies (Cope & Kalantzis, 2009; NLG, 1996) that create project-based learning that welcomes community languages, cross-curricular learning, multimodal expression, and digital play into the language and literacy classroom. This presentation explains and illustrates our research towards 21st century language and literacy education.
June 2 8:30-9:00

Luchini Pedro Luis (Universidad Nacional de Mar del Plata, Argentina)luchinipedroluis@gmail.com

Implications for using and teaching English as an International Language: An exploratory study
English today is a language of international communication used by over 1.5 billion non-native speakers worldwide (Crystal, 1997; Kachru, 1992). This spread of English often creates special challenges related to the mutual intelligibility of non-native speakers whose first languages (L1s) are different. The goal of this study was two-fold: (i) to identify elements of speech that contribute to

unintelligibility between non-native speakers of different L1s, and (ii) to analyze the impact that an exploratory task had on 24 pre-service students -whose L1 was Spanish- attending in an English pronunciation course at Universidad Nacional de Mar del Plata, Argentina.The speech data for this study were collected from 14 international students studying at Concordia University, Montreal, Canada. The students, who came from various L1 backgrounds were paired with a different-L1 partner and recorded in a dyadic interaction task. Each pair of students then participated in a stimulated recall task, listening to their recording and identifying instances of communication breakdown. These recordings were transcribed and analyzed by the 24 student teachers. Then, using the Lingua Franca Core as an analytical framework (Jenkins, 2000), they identified cases of communication breakdown for possible sources of unintelligibility. Results revealed that non-native production of some segments, especially when combined with misplacement of nuclear stress, were the greatest source of unintelligibility between different-L1 speakers. Most listeners acknowledged having gained some awareness of the importance of EIL for their own language development and as a tool for their future professions. Implications of these findings will be discussed.
June 2 14:10-14:40

Masoodi Sepideh (University of Calgary) smasoodi@ucalgary.ca & **Rabbani Z.Azar** (Islamic Azad University) arabbani@ucalgary.ca

Discovery Approach: A reflective method to teaching self-editing skills
It is widely accepted that writing mainly consists of the processes dealing with generating and organizing ideas. However, observing mechanical accuracy is inevitable since it is regarded as an obligatory criterion to meet in academic contexts (Ascher, 1993; Bates, Lane & Lange, 1993; Ferris, 2002; Janopolous, 1992). The present study aimed to investigate if Discovery Approach can develop self-editing skills in EFL writers. *30* Iranian college students of intermediate proficiency participated in a project comprised of three-stages: focusing on form (FOF), recognizing major patterns of errors (MP), and self-editing (SE). While doing *FOF* tasks, they were less focused on simply looking for errors but critically examined and analyzed sample essays to *discover* what impedes their overall understanding of the text. *MP* drew their attention to the repeated patterns in the logs of the mistakes they made when writing. These two initial stages developed such *awareness* in the participants over how form might affect content that they started editing their own essays *(SE)*. To examine the effects of Discovery Approach, a pre- and post-test asking them to write and edit a paragraph were conducted respectively. The results of the statistical data analyses along with the participants' reflection indicated a significant improvement in their editing skills. The results have considerable implications for teaching writing skills as well. Learners can be introduced to new tools and techniques to practice self-editing. With a shift of emphasis from form to meaning, moreover, EFL/ESL teachers can work on the learners' sentence-level needs to grow them into independent skilled editors.
June 2 15:30-16:00

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Using collaborative syntactic priming activities in the Thai EFL context
Previous classroom studies have demonstrated that L2 learners benefit from carrying out collaborative activities because they provide each other with interactional feedback, produce modified output, and reflect on language form (e.g., García Mayo, 2002; Leeser, 2004; McDonough, 2004; Swain & Lapkin, 2001). Researchers have questioned whether learners also benefit from peer collaboration because it generates syntactic priming (McDonough & Kim, 2009; McDonough & Mackey, 2006, 2008). Syntactic priming is a speaker's tendency to produce a syntactic structure that was present in the recent discourse, rather than produce an equally acceptable alternative. It has been shown to occur when L2 learners carry out collaborative activities with native-speakers and advanced L2 speakers who were scripted to produce specific structures. However, the effectiveness of collaborative syntactic priming activities in L2 classrooms has not been explored. This study investigated the effectiveness of four collaborative syntactic priming activities designed to elicit developmentally-advanced *wh*-questions during peer interaction. The activities complemented the content and linguistic focus of the learners' EFL course, but differed in terms of the diversity and sequencing of their lexical items. Thai EFL learners (n = 33) completed the activities as part of their regularly-scheduled integrated-skills course. Their interaction was audio-recorded and transcribed, and their production of developmentally-advanced *wh*-questions was analyzed. The results indicated that materials with a more limited range of lexical items elicited the target structure more effectively than materials with greater lexical diversity. Implications for the design, sequencing and implementation of collaborative syntactic priming activities in L2 classrooms are discussed.
June 2 9:05-9:35

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From first to second draft: Student (in)action in response to teacher commentary
The question of how ESL teachers respond to their students' written texts continues to attract considerable interest from researchers and teachers alike. Although teachers expect to comment on their developing writers' texts, they lack information on what comments trigger revision in students' work. As Guenette (2007) points out, despite the large number of published studies on the topic, researchers need to keep refining the ways in which they study the topic before they can offer teachers useful insights. This study used a repeat measures longitudinal design to explore how ESL students' second draft compositions reflect teacher comments received on their first draft. Twenty-three undergraduate students enrolled in an English for Academic Purposes course at a North American university participated by contributing their first and revised drafts of three different compositions, produced at the beginning, in the middle and at the end of the 12-week term respectively. Teacher comments to the first drafts were coded according to the various comment options open to writing teachers (Ellis, 2009). The revised drafts from the students were then compared to the commented first drafts to determine what strategies each student used in light of the teacher comments. Trends for different comment types will be presented for each composition and overall. In general, however, results show that students were most likely to act on a direct comment that related to specific grammar points. By contrast, the least likely comments to elicit action were indirect comments that vaguely suggested the addition of detail.

June 3 9:05-9:35

McQuarrie Lynn (University of Alberta) Lynn.McQuarrie@ualberta.ca & **Abbott Marilyn** (University of Alberta) mabbott@ualberta.ca

Reading in bilingual Deaf children: What does ASL phonology have to do with it?
Research is widely available outlining the factors that contribute to successful reading acquisition for monolingual English-speaking children. For example, an understanding that phonological awareness (PA) is one factor that has been implicated in reading development for children who use spoken language for communication. We know very little, however, about the specific language factors that contribute to the development of reading for children who use sign language for communication. While recent evidence documents significant relationships between students' proficiency in American Sign Language (ASL) and their English literacy skills (Chamberlain & Mayberry, 2008), the exact nature of this relationship is not well understood. Existing research does not address whether development of PA in a natural sign language is related to English word recognition for deaf children, nor has it examined how ASL PA is related to reading comprehension. These are important questions that have never been systematically investigated, but are essential for understanding reading acquisition processes and optimal literacy instruction for children whose phonological foundation is based on the visual/motoric parameters of signs rather than on the auditory/phonetic patterns of speech. To address these questions, this study will investigate the relationship between ASL PA (i.e., handshape, location, and movement parameters) and written word recognition and reading comprehension skill in 50 bilingual deaf children. Linear regression will be used to examine the nature of the relationships among the ASL phonological parameters and the reading measures. Key findings will be articulated and their significance to bilingual deaf education and literacy initiatives will be discussed.
June 2 16:05-16-35

Mohamed Hassan Mohamed Rania (Université de Montréal)Raniafr2004@yahoo.fr & **Ammar Ahlem** (Université de Montréal) Ahlem.ammar@umontreal.ca

Croyances des enseignants et des apprenants à l'égard de la rétroaction corrective à l'oral en français langue étrangère
Les chercheurs dans le domaine des LS et LE, à l'exception de Krashen et Truscott, s'entendent que la rétroaction corrective joue un rôle primordial dans l'apprentissage. Celle-ci attire l'attention de l'apprenant aux aspects formels de la langue pour ensuite les acquérir. Durant cette rétroaction, l'apprenant peut remarquer l'écart entre sa forme fautive et la norme fournie par son enseignant (Schmidt, 2001). Les croyances des enseignants quant à l'acte d'enseigner déterminent leur pratique pédagogique en classe (Johnson, 1994). De plus, la divergence entre les croyances des enseignants et de leurs apprenants pourrait avoir des effets négatifs sur l'acquisition d'une langue (Horwitz, 1988). Des études (Barsoum, 1990; Agami, 2002) ont montré que les productions orales des étudiants égyptiens en FLE contiennent beaucoup d'erreurs. Il nous paraît donc intéressant d'entreprendre une étude plus approfondie visant à explorer les croyances des professeurs universitaires et celles de leurs étudiants égyptiens en ce qui a trait à la rétroaction corrective et la différence entre ces croyances et à identifier les pratiques réelles des professeurs en classe afin de décrire à quel point celles-ci reflètent les croyances exprimées. Pour ce faire, nous avons eu recours aux trois outils : un questionnaire pour 175 étudiants et 25 professeurs, une entrevue semi-dirigée avec neuf professeurs et des observations directes en classe de ces professeurs interrogés. Les résultats ont affirmé qu'il y a une divergence significative entre a)- les croyances des professeurs et celles des étudiants et b)- ce que quelques professeurs disent et ce qu'ils font réellement en classe.jkk
1er juin 11:10-11:40

Mougeon Françoise (York University) fmougeon@glendon.yorku.ca & **Rehner Katherine** (OISE-University of Toronto) krehner@oise.utoronto.ca

Attitudinal and contextual factors promoting successful L2 mastery of sociolinguistic variation
This paper explores the impact of attitudinal and contextual factors on the learning of sociolinguistic variation by advanced FSL learners. The 61 participants are former core French or immersion students in 1st or 4th year in a bilingual Ontario university. The paper is undertaken within the theoretical framework of Labovian sociolinguistics (e.g., Labov, 1966; 1972; 1990), an area of study accounting for differential patterns of variant use through an examination of (extra-)linguistic factors. Frequency counts and chi-square calculations are used to correlate the learners' use of nearly half a dozen informal variants with their perceived levels of bilingualism, self-reported usage of French, actual and future commitments to French, stays abroad in a Francophone environment, high school program type (i.e., core versus immersion), age of initial learning (i.e., early or late start), and year of study (i.e., 1st versus 4th). The results suggest that the strength and predictive nature of these attitudinal and contextual factors differ (e.g., perceived bilingualism demonstrates no predictive value, while reported usage does) and that these factors interact in interesting and sometimes unexpected ways (e.g., actual and future commitments to French interact with stays abroad and with early L2 exposure through the immersion system to facilitate such learning and redress students' inadequate use of certain (in)formal variants).The educational implications of the findings are discussed in light of current literature on the learning of sociolinguistic variation by other populations of L2 learners (e.g., Dewaele, 2004; Mougeon, Rehner, & Nadasdi, 2004; Regan, Howard, & Lemée, 2009).
June 3 8:30-9:00

Munro Murray J. (Simon Fraser University) mjmunro@sfu.ca & **Derwing Tracey M**. (University of Alberta) Tracey.derwing@ualberta.ca

Persistent effects of age on second language proficiency
The relationship between age and ultimate attainment in second language learning continues to generate a great deal of controversy. In a large study of US census data, Hakuta, Bialystok and Wiley (2003) reported a negative relationship between age of arrival in the US and

English language proficiency. Because the age-related decline persisted well past early adulthood with no clear discontinuities, the authors argued against traditional conceptions of a critical period that ends abruptly relatively early in life. However, that investigation relied on self-reported data, a less than optimal approach for evaluating language proficiency. Their study has also engendered debate about sample bias in census data (Stevens, 2004). In the current study, we present data drawn from a pool of over 3800 newcomers to Canada whose speaking and listening proficiency were tested by Citizenship and Immigration Canada at the time they wrote their citizenship tests. We thus eliminated problems associated with using self-reported perceptions of language proficiency. Even when a large array of variables were taken into account, regression analyses revealed a persistent effect of age of learning on CLB scores across several first language groups. The findings are thus consistent with those of Hakuta et al.
June 3 15:00-15:30

Neumann **Heike** (McGill University) heike.neumann@mcgill.ca

Information management and grammar assessment: What do teachers attend to in L2 academic writing?
According to Purpura (2004), grammar assessment should gauge the test takers' grammatical ability. That is, it should assess the extent to which test takers can apply theoretical grammar knowledge to communicative tasks in a second language (L2). In terms of academic writing, this involves the ability to apply knowledge of form and meaning in graphology, lexicon, morphosyntax, and information management (IM) to text production. For teachers in academic writing classrooms, however, accuracy on the sentence level appears to be the main indicator for teachers when assessing grammar in essays using rating scales (Neumann, 2009). The level of IM in L2 texts, on the other hand, and its impact on teachers' judgement of the writers' grammatical ability have not been investigated. A systemic functional linguistics (SFL) framework has been used previously to describe "the language of schooling" (Schleppegrell, 2004) and to investigate text and information structure in the writing of the English language learners in US schools and colleges (Kies, 2009). In the current study, conversely, it is used to examine whether there are quantitative and qualitative differences in regards to IM between academic essays that are assigned high, medium, and low marks for grammar by teachers. Ten essays written by students in academic L2 writing classes at a Canadian university were analyzed in depth within a SFL framework. The findings provide insight into the relationship between teacher-assigned grammar grades and the level and type of IM evident in the L2 texts. The results have implications for writing pedagogy and assessment.
June 1 14:25-14:55

Pinto Maria Antonietta (University of Rome) mariantonietta.pinto@uniroma1.it or maripinto@tiscali.it

Metalinguistic and metacognitive abilities: an empirical study on university students
We will present a study on metalinguistic and metacognitive abilities focused on argumentation in a logical thinking task and in a metalinguistic test, as we believe that metacognition and metalinguistics are tightly interwoven and also sensitive to cultural factors such as gender and academic curriculum. In this study we addressed University students of Rome (Italy), 94 from scientific and 99 from humanistic curricula, 98 males and 94 females. They were administered:
-    a metalinguistic ability test for adults which assesses metalinguistic awareness at the implicit and the explicit level (L and ML scores),
-     the Raven's PM38 (Raven, Raven, Court, 2003), a typical non verbal abstract thinking test, that requires to select the right figure in a class intersection task. In addition to the traditional administration, that simply requires the indication of the right figure, we asked to justify the reasons of each response. Non verbal PM38 responses were assessed in the traditional way (number of correct responses) while the qualitative levels of verbal argumentation were assessed by two scales, one for the correct responses (C. R. ARG.) and one for the incorrect ones (I. R. ARG.).
A 2-factor ANOVA revealed a prominent effect of gender, in favor of females for I.R.ARG. and C.R.ARG, for total L, total ML and total TAM-3, whereas the role of curriculum was weaker. Significant correlations were found between the argumentative scores of each test. These results can illuminate the relations between metalinguistics and metacognition as well as the issue of linguistic styles related to gender.
June 3 10:15-10:45

Planchenault Gaëlle (Simon Fraser University) gaelle_planchenault@sfu.ca

Développement des compétences sociolinguistique et sociopragmatique chez des apprenants de Français Langue Seconde : Voyage d'étude en France et retour en contexte de français minoritaire.
Dans deux rapports datant de cette année, le Comité permanent des langues officielles et le Commissariat aux langues officielles insistaient sur le rôle des universités dans la formation des fonctionnaires bilingues d'une part (*5 000 postes bilingues à combler chaque année : Le rôle des institutions postsecondaires dans la promotion de la dualité linguistique canadienne*) et dans la création d'opportunités de communication authentique (*Deux langues, tout un monde de possibilités : L'apprentissage en langue seconde dans les universités canadiennes*). Si plusieurs ouvrages récents (DuFon et Churchill 2006; Regan, Howard et Lemée 2009) soulignent les bienfaits des voyages d'étude pour le développement d'une compétence sociopragmatique, peu se demandent si un changement de pays est nécessaire, par exemple dans le cas du Canada où la langue 2 est langue officielle. Dans cette communication, nous montrerons qu'un voyage d'étude favorise non seulement le développement de la compétence sociopragmatique mais permet également de minimiser l'impact de l'insécurité linguistique en français. Lors de la première phase de l'expérimentation, nous avions travaillé avec 70 étudiants du département de français de l'université Simon Fraser afin de développer une conscientisation de la variation sociolinguistique en L2. La communication que nous proposons cette année s'appuie sur la deuxième phase de notre recherche. Lors de cette étape, nous avons suivi un groupe d'étudiants lors d'un voyage d'étude en France afin de voir comment leurs compétences se développaient lors de contacts avec des locuteurs natifs. Ces derniers ont participé à quelques activités guidées visant à développer leur conscience pragmatique et ont tenu un journal sur leur impression et leurs expériences dans la langue 2. L'étude préliminaire de nos résultats montre que si le voyage en

France a contribué à renforcer leur motivation et a atténué leur insécurité linguistique, il met aussi en exergue le fait que le manque de contacts avec des francophones natifs peut être nuisible à ces progrès.
1er juin 15:00-15:30

Pletch Aiko (Concordia University) a_plet@education.concordia.ca & **Gatbonton** Elizabeth (Concordia University) Elizabeth.gatbonton@concordia.ca

Taking advantage of genuine interaction opportunities in a bilingual city: Why Montreal L2 learners do or don't
Although the benefits of engaging in genuine interactions for second language (L2) learning have been widely documented (Mackey, 2009) and students are constantly reminded to take advantage of opportunities to interact with fluent speakers outside the classroom many L2 learners are reticent to do so. Anecdotes explaining this reticence abound but there has been little systematic exploration of this phenomenon. We report a study exploring this issue in the context of Montreal, a French-English bilingual city where opportunities to interact with target language speakers are plentiful but learners do not always avail themselves of these opportunities. Using a two-pronged questionnaire and a matched guise task, we surveyed 40 Anglophone and 40 Francophone learners and their targeted native speaking interlocutors on their perceptions regarding their prospect for, hopes and fears of, and, success in engaging one another in genuine communication in their L2. Results show significant differences between the two language groups in their perception of when and why they use each others' language. Anglophones readily use English with Francophones speaking to them in English to show support for their efforts to do so. Francophones switch to English with Anglophones speaking to them in French in order to make them more comfortable, a switch not always appreciated by those who interpret the accommodation as a negative judgment on their French ability. Overall, the findings paint a complex picture of factors underlying Montreal L2 learners' success or failure to engage in communicative interactions with native speakers of their target language.
June 2 13:35-14:05 ersoy

Plisson Anne (Université de Montréal) anne.plisson@umontreal.ca & **Daigle** Daniel (Université de Montréal) daniel.daigle@umontreal.ca

Compétence orthographique : comparaison d'élèves dyslexiques et d'élèves sourds
Pour les élèves dyslexiques et les élèves sourds, l'apprentissage de la lecture et de l'écriture est particulièrement difficile (Daigle et Armand, 2008; Zesiger, 1995). Les deux populations, pour des raisons différentes, présentent un déficit lié aux procédures phonologiques (Musselman, 2000; Sprenger-Charolles et Colé, 2003). Chez les dyslexiques, la cause du déficit serait centrale (défaut de catégorisation phonologique à un niveau abstrait), alors que chez les sourds elle serait périphérique (défaut d'audition). Or, pour s'approprier l'orthographe, les apprenti-scripteurs doivent mettre en place et utiliser efficacement des procédures phonologiques. Nous avons voulu savoir si les dyslexiques et les sourds sont comparables en termes de compétence orthographique, considérant l'origine spécifique du déficit phonologique dans chaque population. Ainsi, 16 élèves dyslexiques et 16 élèves sourds, tous âgés d'entre 9 et 13 ans et appariés sur le niveau en lecture ont été comparés à 21 élèves normo-lecteurs plus jeunes mais du même niveau en lecture et à 24 élèves normo-lecteurs du même âge. Les textes écrits ont été analysés sur la base de la production orthographique. D'après les résultats, les dyslexiques et les sourds ont des performances inférieures à celles des sujets des groupes témoins. Cependant, les erreurs des dyslexiques suivent le même patron que celui des élèves normo-lecteurs, contrairement aux élèves sourds. Ces résultats sont discutés en fonction des procédures mises de l'avant par les élèves en difficulté et des interventions orthodidactiques à mettre en place.
3 juin 9:40-10:10

Prasad Gail (University of Toronto) gail.prasad@utoronto.ca

Alter(n)ative Literacies: Elementary teachers' practices with culturally and linguistic practices in one French-language school
This qualitative case study was conducted from October 2008 to April 2009 in one French-language school with 1 administrator, 4 teachers and their culturally and linguistically diverse (CLD) students. The school population included over 200 students who spoke 57 different home languages. This inquiry was guided by three main research questions concerning how CLD learners are constructed through French-language schooling policy, how teachers interpret such policies, and what strategies teachers draw on to support CLD learners multiple literacies development in French-language schools. Through the integration of Bhabha's (1994) notion of Third space, multiple literacies theory (Cummins, 2001; Masny 2009) and by teacher interviews, classroom observation, a focus group and students' work samples, an alter(n)ative literacies framework is conceptualised to address growing diversity in French-language schools and teachers' practices of in/ex-clusion with multiple minority learners. The term alter(n)ative is developed to express the intertwined benefit of expanding traditional notions of literacy to include *alternative* language practices and the potential *alter-ative* effect of re-envisioning the resources children bring to their literacy and language development at school. The findings of this study illustrate how teachers can critically (re)interpret official policies concerning French- language schools in order to effectively foster students' alter(n)ative literacies development and learning engagement. In doing so, teachers affirm the plurality of students' multiple identities as a foundation for their participation within evolving cosmopolitan franco-ontarian communities.
June 2 9:40-10:10

Ragoonaden Karen (University of British Columbia) karen.ragoonaden@ubc.ca & **Cherkowski** Sabre (University of British Columbia) sabre.cherkowski@ubc.ca

Discontinuité linguistique et leadership
La discontinuité culturelle est un concept utilisé en sciences sociales pour décrire les discordances entre deux ou plusieurs cultures. Cette hypothèse a été reprise dans les sciences de l'éducation comme élément justificatif de pratiques éducatives (Piquemal & Bolivar, 2009). De nombreuses recherches ont démontré l'importance de valoriser la langue et la culture maternelles de l'apprenant lors de

l'apprentissage d'une langue seconde (Corson, 2001; Cummins, 2000; Egbo, 2009). Recent research supports organizing schools as learning communities based on a living systems model that embraces diversity, inclusion, and respect for differences (Hargreaves & Fink, 2006; Mitchell & Sackney, 2009). A learning community perspective could provide an encouraging way of embracing second language learning and multiculturalism as contributing components of the larger school culture, rather than as outside of the dominant anglophone culture that tends to perpetuate in most Canadian schools. Les stratégies et interventions interculturelles peuvent faciliter la transition entre la réalité monoculturelle de la société majoritaire anglophone vers des réalités culturelles et linguistiques des sociétés minoritaires francophones et allophones.Educational leadership is an essential component of establishing school culture (Hargreaves & Fink, 2006). Unless constructed specifically with the understanding of and respect for the importance of diversity and multiculturalism, school cultures will likely continue to reflect the dominant group values and students will continue to experience cultural discontinuity. Cette communication bilingue va miser sur les orientations théoriques et pratiques de la discontinuité culturelle et linguistique dans l'enseignement et l'apprentissage du FL 2. Une discussion secondaire portera sur le rôle du leadership---to create the conditions for learning communities that embrace cultural and language diversity.
1er juin 14:25-14:55

Rahimi **Mohammad** (Shiraz University, Iran) rahimim@shirazu.ac.ir & **Abdolreza Abdollahi** kalaminst@gmail.com

The effect of formal instruction on learning the rhetorical organization of English argumentative writing by Persian EFL learners
Kaplan (2001) maintains that learners' L1 discourse elements, such as rhetorical organization, influence their L2 writing. In fact, transferring L1 rhetorical organization to L2 writing would affect the quality and comprehensibility of the texts written by L2 learners. There is a view that calls for teaching rhetorical organization because it is believed that L2 learners challenge with such difficulties as linguistic problems, different knowledge and experience in writing, different culture, and writing strategies (Braine, 1994). The present study investigated the effect of instruction on learning L2 rhetorical organization. To this end a sample of 30 Iranian EFL learners, participating in an essay writing course, were given an argumentative topic and asked to write an essay on the topic both in English and Persian (with a lapse of one week between the two essays), before receiving any instruction on the process of argumentative writing in English. After about one and a half months during which the students received instructions on the process of argumentative writing and the appropriate organization of this genre in English, they were given another argumentative topic and were asked to write an English and a Persian version, again with a lapse of one week. The results of the study indicated fundamental differences between the rhetorical organizations of the two languages. The results also showed that training helped the students adopt English argumentative organization while writing in English, but it did not have influence their Persian writing organization. Interview with the students shed some light on the obtained results.
June 1 13:15-13:45

Roessingh **Hetty** (University of Calgary) **hroessin@ucalgary.ca** & **Elgie** **Susan selgie@sympatico.ca**

Patterns of vocabulary use among English language learners and native speakers in the primary grades
Children who begin school with limited English proficiency continue to challenge Canadian educators. In primary grades, English Language Learners (ELL) must simultaneously acquire English oral and written language. Children do not need a large vocabulary to successfully develop early literacy skills; young ELL typically do well compared to their native-speaking (NS) classmates on primary language and vocabulary assessments (Genesee et al, 2005). However many ELL do not maintain their early success and face difficulties at secondary and post-secondary levels (Klinger et al, 2006; Watt & Roessingh, 2001). A body of research and theory has developed understanding of what accounts for differences in ELL achievement at these two periods (Cummins, 1996). We and others propose that differences in vocabulary use between young ELL and NS children may contain clues about later divergence in language achievement (Roessingh & Elgie, 2009; Uccelli & Paez, 2007). This paper is based on stories prompted by a wordless picture book (Mayer, 1967) and told to a researcher by 87 ELL and 75 NS children in Kindergarten and Grade 1. Children's stories were recorded, transcribed and sampled so as to balance NS and ELL by grade and number of words. Much of the analysis was undertaken using the suite of corpus-based programs on Cobbs' *Compleat Lexical Tutor* website. The 'familized' or root words used by each group uniquely and by both groups were compared and categorized as to frequency, function and appropriate usage. There were intriguing patterns of difference between ELL and NS children's use of words.
June 3 13:50-14:20

Rossiter **Marian** (University of Alberta) marian.rossiter@ualberta.ca

L2 oral fluency instruction: Effects on judgments
One factor that affects people's willingness to communicate with second language speakers is L2 users' perceived fluency or ease of expression. Researchers have identified factors that affect listeners' perceptions of oral fluency (e.g., Derwing et al., 2004; Lennon, 1990; Rossiter, 2009) and tasks for developing fluency in the ESL classroom (e.g., Nation, 1989; Wood, 2001). The goal of this study was to determine the effectiveness of fluency instruction to adult ESL learners. The participants in this quasi-experimental study were two groups of immigrants (16 learners in each) registered in full-time, intermediate proficiency ESL classes at a Canadian post-secondary institution. The same instructor delivered 250 hours of ESL instruction to a control group in Term 1 and to a treatment group in Term 2. Sixteen hours of oral fluency instruction (e.g., consciousness-raising, conversation analysis, chat circles) was integrated into the Term 2 curriculum. The learners reported their exposure to English outside the classroom and completed monologue and picture story tasks at Week 1 and again at Week 13. A 20-second segment from each learner production was selected to develop paired speech stimuli randomized across time and across speaker for each task. Native speakers of English provided fluency ratings of the stimuli using a 9-point scale, and analyses were conducted to determine within- and between-group differences in ratings over time, as well as correlations

between the fluency judgments and learners' exposure to English outside the classroom. In this presentation, I describe the context, instruction, results, and implications for oral fluency development.
June 3 10:15-10:45

Rowe Barry (Université Sainte-Anne) barry.rowe@usainteanne.ca

Learner acceptance of global simulations: Enhancing FSL acquisition opportunities
One pedagogical approach to teaching French-as-a-Second Language (FSL) is through global simulations. They allow teachers to reproduce "reality" within the confines of a classroom and language acquisition is often enhanced. Several published resources exist for classroom use and teachers can modify their instructional approaches to include various activities (see, for example, Debyser, 1996). Secondary level FSL learners appear to have improved attitudes, and be more motivated and interested in their learning, as a result of their participation in this pedagogical approach. This paper session will present the results of two similar ongoing research projects in Eastern Canada. Students' self-directed learning (SDL) readiness levels were measured using a Learning Preference Assessment (LPA) instrument developed by Guglielmino (1977). The scores were analysed in relation to their participation in, reaction to, and acquisition success in global simulation experiences. Approximately 120 students from 5 different secondary schools participated in one project. They were active learners in FSL classrooms where the teachers organized their teaching and learning activities with global simulations for a period of 6 to 10 weeks. Student surveys regarding attitudes were administered before and after the simulation activities, and their opinions and comments were gathered in subsequent focus groups sessions. In the second (action research) project, 15 male students (one class in one school) participated in global simulation activities for a period of 8 weeks. Surveys were administered to students before and after the experience in order to glean further information regarding their attitudes towards learning FSL. Teacher observations of student participation and acquisition success were also noted and analysed. These findings would be of interest to second / foreign languages teachers. Additionally, personnel responsible for the development and elaboration of school, district and provincial/state language programs would benefit from an awareness of the results of this research project.
June 1 11:45-12:15

Roy Sylvie (Université de Calgary) syroy@ucalgary.ca

Discourses in French immersion
Blommaert (2005: 3) defines discourse as all forms of meaningful semiotic human activities seen in connection with social, cultural and historical patterns and developments of use. Ideologies (ideas that become normalized or naturalized in the society) operate in discourse and, as a result, form the core of the discourse which becomes ideologized. In the context of French immersion (FI), people with their experiences and perceptions of the program has a lot to say about how one should teach, learn or succeed in FI. In this presentation, I will demonstrate how discourses are often situated historically and socially in broader contexts and in relation to the understanding of second language teaching and learning. In addition, I will reveal what students, parents, teachers and administration say about: 1) when children should start FI; 2) the results of FI. Data for this presentation comes from a 3-year ethnographic and sociolinguistic research study (SSHRC 2004-2008) in three French immersion schools in Alberta. The discourse analysis will demonstrate that: 1) varied discourses are present concerning when to start French Immersion and more people think that students should learn English first, especially immigrants; 2) even after years of research in bilingualism, one still expect that bilinguals should have an equal command of both languages. The latter defines who succeed or not in FI. Discourses on learning and teaching French as a second language reflect the historical and contemporary changes in the Canadian society.
June 1, 11:10-11:40

Salvato Giuliana (University of Windsor) gsalvato@uwindsor.ca

The role of the language background and proficiency level in the interpretation of Italian L2 emblematic gestures
The purpose of this study is to examine the interpretation of Italian emblematic gestures by Italian L2 learners. A recent line of SLA research investigates the interpretation of the form, meaning, and function of L2 gestures by speakers of different languages, with or without the help of target verbal language. To our knowledge, a study of this kind has not yet been carried out with learners of Italian as L2. Data were collected at two Canadian universities, where 329 learners of different levels of proficiency were asked to interpret the meaning of six Italian emblematic gestures without the help of any verbal commentary. The gestures were presented on paper and performed by the main researcher. Data were also collected by means of a questionnaire inquiring about the L2 learners' language background and their perception of the gestures. The analysis of the data shows that more than 80% of the L2 learners are bilingual and multilingual speakers and that almost 80% of them have one Romance language, typically French or Spanish, in their language background. However, the number of languages in the learners' background and the presence of genetically-related languages did not by themselves impact significantly the interpretation of the gestures. Higher proficiency levels and prior knowledge of Italian were, instead, more likely to correlate with a successful interpretation of the gestures. In this presentation, we will discuss our findings and we will consider their implications for second language education.
June 2 9:40-10:10

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Creating a community of learners in the language classroom
From the sociocultural perspective, learning comes through interaction: with peers, with teachers, and with the environment. For learning to take place, students must share goals, responsibilities and outcomes, as well as generate knowledge. In other words, they must constitute a learning community. This talk describes doctoral research carried out among students in an EFL class in a Mexican university. The purpose of the study is to understand the factors that foster a learning community among students working face to face.

While a number of studies (e.g., Brown, 2001; Pallof & Pratt, 2007) have explored the creation of virtual communities in online environments, few studies have investigated how a community evolves in the classroom. The study uses Interaction Analysis (Jordan & Henderson, 1995) for an in-depth qualitative analysis of student interactions, looking for indicators of community creation and knowledge construction, in an attempt to answer the research question: What factors influence the creation of a learning community in a classroom environment? Interaction Analysis uses video recordings of classroom interactions as its primary data. Video allows the researcher to observe the interaction as often as necessary, to understand how the participants work together to construct new knowledge. The preliminary findings show that a learning community is not a natural by-product of collaborative work; rather, the teacher must carry out diverse activities to promote its creation.The speaker will explain the theoretical framework of her research, and describe the tasks and the preliminary findings, as well as some difficulties encountered during the study.
June 3 9:40-10:10

Scholz Kyle (University of Waterloo) kwscholz@uwaterloo.ca

Re-examining foreign language classroom anxiety with a poststructuralist identity
My paper will deconstruct the Foreign Language Classroom Anxiety Scale, created by Horwitz, Horwitz, and Cope, in their seminal paper, "Foreign language classroom anxiety" (1986). This scale, consisting of thirty-three questions, attempts to determine if a learner exhibits language learning anxiety in specific situations. If a positive correlation exists, the learner is said to suffer from language learning anxiety. It is my contention that this scale is outdated and may actually inhibit language learning. I will deconstruct the scale, and introduce the theory of poststructuralist identity, theorized primarily by Bonny Norton (2000), to demonstrate that learners cannot be treated as having static identities, which the FLCAS does. A poststructuralist identity assumes that identity is in a constant state of fluctuation, and may be altered by the social groups and conflicts that a person finds him or herself in. A student may feel comfortable in the classroom at a specific time, and at others not, depending on how he or she positions him or herself in the social world. It is this view of the learner which aids in arguing that the FLCAS can not properly detect anxiety in a language learner. I will analyze select case studies and prove the FLCAS' inability to accurately detect anxiety. I will conclude by offering suggestions as to how the learner can best handle anxiety and prepare him or herself to better understand how to react toward anxiety.
June 3 9:40-10:10

Schulze Mathias (University of Waterloo) mschulze@uwaterloo.ca

How complex is complexity?
Proficiency is often operationalized through three interacting, collective variables: complexity, accuracy, and fluency (e.g., Larsen-Freeman, 2006; Ortega, 2003; Wolfe-Quintero, Inagaki, & Kim, 1998). In this paper, we focus on indicators of textual complexity. We utilize four robust, textual-surface predictors to measure the different dimensions of textual complexity: mean word length, Carrol's type-token ratio (e.g., Larsen-Freeman, 2006), mean comma unit length, and mean period unit length. The last two units are similar to mean clause length and mean number of clauses per T-unit (Foster, Tonkyn, & Wigglesworth, 2000), which are common predictors of grammatical complexity in SLA studies. Combining and balancing these four measures – and not just considering them individually as has been done in previous studies – results in a measurement of the collective variable 'balanced complexity'. This overall textual complexity is computed by measuring the "distance" a language learner has to cover along the four dimensions mentioned above. Using a sample from a corpus of texts produced by language learners in two consecutive 100-level language courses and a 200-level language course, we demonstrate that balanced complexity is likely to have construct validity because of its strong correlation with students' developmental stages. We developed this holistic measure of textual complexity for a study of individual students' language learning processes over one semester. Variables such as textual complexity can be plotted on a time-series graph and and this nonlinear development provides insight into the dynamic and complex system (Larsen-Freeman & Cameron, 2008) of language learning.
June 3 8:30-9:00

Sellick Angelika (University of British Columbia) angelikasellick@hotmail.com

Perceptions of support and success by high school refugee students and their ESL teachers
Many of the studies concerning academic success of immigrant adolescent learners have focused on grades and graduation rates (e.g. Garnett, 2008; Gunderson, 2007). Less attention, however, has been given to how factors such as support systems, both in and outside of the school, might contribute to their success in school. Moreover, few studies have focused specifically on the experience of refugee students.This paper discusses a qualitative study conducted at a high school in Vancouver, B.C. where a class of refugee students has been identified by their teachers as successfully adapting to school life. The aim of the study was to better understand their reported success. It draws on the theoretical framework of Bronfebrenner's (1979) ecological model of human development, as well as the concept of *resiliency* or "the ways in which individuals, despite the presence of risk factors, develop in healthy ways" (Schonert-Reichl, 2000, p.10) . The research questions were:
1)   What support systems are perceived by ESL teachers and refugee students as helping the students to adapt to their new school surroundings?
2)   How do ESL teachers and refugee students understand academic success?
Data was collected through interviews with both teachers and students, and through classroom observations over six months. The interview transcripts and observation notes were analysed using key themes taken from the study's theoretical framework. Preliminary analyses indicate that the ESL teachers and refugee students do not base their understanding of academic success on test scores, but rather on factors such as positive relationships and a sense of belonging.
June 3 10:15-10:45

Shenk Elaine (Saint Joseph's University, Philadelphia, USA) eshenk@sju.edu

Integration, instrumentation, and innovation: (De)constructing the dichotomy of orientations towards language in a Puerto Rican community
Research on second language acquisition identifies orientations towards language acquisition and use that include both an *instrumental* orientation directed towards pragmatic goals, as well as a more *integrative* orientation directed towards interaction with that language's speakers. Research on situations of language contact, especially where this is ongoing and significant far beyond the classroom setting, points out that the supposed dichotomy between these two orientations is somewhat less evident. A third possibility, that of *intrinsic* motivation, also may be present in that a speaker's interest in becoming proficient in another language is not necessarily focused on any one particular language or group of speakers. Using a critical discourse analytical approach, this paper analyzes orientations towards language acquisition in data collected through interviews with 26 participants from Puerto Rico. The paper asks the following questions: In light of significant Spanish-English contact on the island, do participants' discourses uphold the instrumental-integrative dichotomy through the articulation of either a decidedly instrumental or an integrative orientation to the presence of English in their community? Or do these participants actively deconstruct this divide in favor of a more intrinsic motivation towards bi- or multilingual proficiencies regardless of the presence of English? The data suggest that regular personal contact with native speakers of English, combined with the community's constructed and collective memory, does not predispose participants towards an exclusively integrative orientation towards English and its speakers, but rather contributes to an intrinsic motivation that validates and promotes bi-/multilingualism on a broader scale.
June 2 16:05-16:35

Sterzuk Andrea (University of Regina) Andrea.sterzuk@uregina.ca

From nationalism to globalization: A critical exploration of englishes, standard language ideology, and policy and practice at one Canadian university
What it means to be an effective communicator is changing due to the globalized times in which we live; these changes have educational implications (in terms of language policy and pedagogical practices). In nationalist times, the goal of education has been to promote a subjective and monolithic "standard" English (Nero, 2006). In the 21st century, "polycentricity (many norms of correctness that differ within an easy or uneasy intelligibility)" has emerged and English has become "a network of interrelated models" (Lo Bianco, 2000: 93). These changes require a readjustment for higher education which includes an understanding of the legitimacy (Bourdieu, 1991) of multiple Englishes, multiple languages, local variations of English and the hybridity of communication. Drawing on the areas of English as an international language (Sharifian, 2009) as well as multiliteracies and critical applied linguistics (Clemente & Higgins, 2008; Cope & Kalantzis, 2000; Pennycook, 2001), the goals of this paper are to explore the origins, nature, and impact of language and communication policies at one Canadian university. Through policy document analysis as well as semi-structured interviews with professors, administrative staff, and international students, the proposed paper will report preliminary findings from an ongoing qualitative study which explores the following questions: (1) How do Faculty language policies describe English language standards and (2) What kinds of practices do these policies produce? The results of this study will be of interest to researchers in the areas of language policy, linguistic pluralism, intercultural communication, globalization, multiliteracies, and higher education in the 21st century.
June 2 15:30-16:00

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The influence of the social interactional context on test performance: A sociocultural view
In recent years there has been increasing interest in the language testing community in incorporating a sociocultural perspective in second language performance assessment. Sociocultural theory provides language testers with new insights. For example, some scholars (e.g. Swain, 2001) suggest that co-constructed tasks may bias for the best in language testing. Others (e.g. Poehner, 2008) argue for dynamic assessment that enables more valid and appropriate interpretations and uses of assessment results. This study was an attempt to explore the necessity, usefulness and feasibility of incorporating a sociocultural perspective in a small group oral language test in the English for academic purposes (EAP) context by examining the influence of the social interactional context on test performance from a sociocultural point of view. To address the research question how the social interactional context influences test taker performance, two tasks from the Oral Language Test of the Canadian Academic English Language (CAEL) Assessment were used and parallel task versions were also developed by changing test method facets. Both quantitative and qualitative methods were employed to analyze the data collected. Results of this study, particularly the significantly different discourses generated from the individual context and the group context show that analysis of the influence of the social interactional context on test performance from a sociocultural perspective offers language test developers and language testing researchers useful information about test development and test validation inquiry. Practical, methodological and theoretical implications of applying sociocultural theory in second language assessment are discussed.
June 2 14:10-14:40

Suzanne Virginie (Abo Akademi University, Finlande) vsuzanne@abo.fi & **Mutta Maarit** (Université de Turku, Finlande) mmutta@abo.fi

Stratégies procédurales des processus de production orale et écrite en FLE
Les convergences et les divergences dans les activités de production orale et écrite sont envisagées dans cette communication, à la fois sur le plan des processus à l'œuvre et sur celui des stratégies liées à la production et à l'apprentissage de la langue étrangère. Notre corpus est constitué de 22 productions orales et écrites d'étudiants finlandais au niveau universitaire. Ces points d'intérêts sont apparus au cours de discussions autour des résultats de nos recherches respectives. Nous nous sommes posé les questions suivantes : dans quelle mesure et sur quels points les processus à l'œuvre en production écrite et en production orale divergent-ils ? Peut-on trouver des similitudes procédurales entre les deux types de production langagière, et si c'est le cas, quelles sont-elles ? Que peut apporter la

confrontation de ces divergences et de ces similitudes à la pratique pédagogique et à l'apprentissage de la langue étrangère ? Nos résultats montrent que les productions orale et écrite sont moins divergentes au niveau des processus de production. Les convergences sur ce plan portent sur les opérations de répétition, de pause et d'hésitation, de faux départ, de correction et de substitution. Quant aux stratégies, nous avons remarqué des opérations communes de test d'hypothèses et de pré-planification mentale. Pédagogiquement, il nous semble nécessaire d'insister sur le bénéfice d'une pratique intensive de l'oral et de l'écrit et de mettre en parallèle ces processus de production pour en tirer des outils de perfectionnement en FLE.
1er juin 11:45-12:15

Taddarth Assma (Université de Montréal) assma.taddarth@umontreal.ca & **Ammar** Ahlem (Université de Montréal) ahlem.ammar@umontreal.ca

L'importance de l'*uptake* dans l'acquisition des langues secondes
L'*uptake* est la réponse immédiate de l'apprenant suite à la rétroaction de l'enseignant. Beaucoup de recherches descriptives traitent l'identification des différentes techniques de rétroaction ainsi que l'*uptake* qui en résulte et l'effet de la rétroaction [1], cependant il y a peu de recherches empiriques qui déterminent la valeur de l'*uptake*. Certaines études affirment que l'*uptake* est une preuve d'acquisition [2] et d'autres contredisent cette affirmation [3]. Ce débat mène à la question suivante : est ce que l'*uptake* est un signe claire d'apprentissage ou non? Le but de cette recherche est d'essayer de répondre à cette question. Cette étude quasi expérimentale examine la relation entre l'*uptake* et l'acquisition des déterminants possessifs et des questions d'anglais L2. Les participants sont deux classes intensives (ESL) de primaire (N=46) avec leurs enseignants. La procédure débute par un pré-test, suivi d'une intervention pédagogique (activités communicatives) pour les deux groupes, où chaque enseignant donne de la rétroaction sous forme de reformulation (reprise de l'énoncé de l'apprenant) implicite ou explicite. Il y a deux post-tests (immédiat et différé). L'intervention pédagogique est filmée pour identifier l'*uptake* et les tests sont enregistrés pour détecter le taux de précision. Les analyses suivantes seront effectuées pour répondre à notre question de recherche. Au début, on établira les gains du pré-test au post-test pour chaque apprenant, par la suite on calculera l'*uptake* pour chaque apprenant et finalement des analyses de corrélation seront réalisées afin d'établir le lien entre les gains du pré-test au post-test et le taux d'*uptake* pour chaque apprenant.
3 juin 14:25-14:55

Tan May (McGill University) may.tan@mail.mcgill.ca

Teaching mathematics and science in English: Teacher's beliefs about their role in content-based language-learning classrooms
This paper examines how the beliefs of upper secondary Mathematics and Science teachers (MST) influence their pedagogical practices in content-based language-learning classrooms. The data is from a longitudinal study of a policy to teach mathematics and science in English to students in Malaysia. It uses perspectives from research on mathematics and science instruction for English Language Learners (ELLs) and from content-based language instruction. A mixed methods approach for data collection and data analysis was used to examine how teachers' beliefs about their role, and their assumptions about language in learning content, influence their linguistic practices in the classroom. Data sources include surveys, interviews and classroom observations. The results indicate that MST and language teachers' limited perception of their respective roles as *only* content teachers or *only* language teachers reduces the kinds of learning available to students in these classrooms (Brinton, Snow and Weshe, 2004). Other factors such as students' linguistic competence, syllabus requirements, and exam policy also shape teacher-student language interactions during teaching, with implications for student learning as well. The results concur with previous research, which links language proficiency and academic achievement for ELLs (Barwell, 2005; Richardson Bruna & Gomez, 2009). These findings point to the need for closer collaboration between content and language teachers to support student learning (Lyster, 2007). In conclusion, the paper makes recommendations for improving instructional practices to maximise both content and language learning for ELLs.
June 3 15:00-15:30

Tatossian Anaïs anais.tatossian@gmail.com & **Dagenais** Louise (Université de Montréal) louise.dagenais@umontreal.ca

Stratégies d'écriture en situation de clavardage chez les anglophones et les hispanophones : adolescents *vs* adultes
Dans le cadre d'une étude comparative intergénérationnelle réalisée sur les pratiques d'écriture des clavardeurs francophones, nous avons établi quatre catégories générales pour rendre compte des variantes scripturales de notre corpus : procédés abréviatifs, substitutions de graphèmes, neutralisations en finale absolue et procédés expressifs. Nous testons maintenant la solidité de notre typologie pour des langues dont le degré de correspondance phonético-graphique diffère (cf. *orthographic depth hypothesis* [ODH]; Katz et Frost 1992).
Nous présentons les résultats de notre étude sur les pratiques scripturales d'anglophones et d'hispanophones sur des forums de clavardage qui tient en outre compte de la variable générationnelle jeunes / adultes. Pour chacune des langues, nous avons analysé 4 000 énoncés extraits de divers canaux IRC pour adolescents et pour adultes. Nous exposerons d'abord la typologie des variantes scripturales dégagées à partir du français. Nous fournirons ensuite les résultats de notre analyse de l'anglais et de l'espagnol en distinguant nos groupes générationnels. Nous dresserons finalement un inventaire quantitatif des phénomènes scripturaux recensés et procéderons à la comparaison des résultats. Nos résultats montrent qu'à l'instar des francophones, les populations anglophone et hispanophone recourent abondamment aux stratégies d'abréviation et aux moyens de reproduire les paramètres d'une conversation en face à face. Nos résultats confirment les études de Werry 1996, Anis 1999, Pierozak 2000, Crystal 2006 et Sanmartín Sáez 2007 sur l'importance, d'une part, du facteur temps, qui incite les clavardeurs à recourir à des stratégies d'abréviation et d'autre part, sur celle de l'emploi de marques d'expressivité réduisant l'écart entre l'oral et l'écrit.
3 juin 9:05-9:35

Theriault Derek derektheriault@hotmail.com &**Trofimovich** Pavel (Concordia University) pavel.trofimovich@concordia.ca

Learning L2 words with pictures: The role of individual differences in processing word meanings and forms
One issue central to second language (L2) vocabulary learning is a "beginner paradox" (Coady, 1997). How can beginners acquire vocabulary in a meaningful way (e.g., through reading) if they do not know enough words? A common technique for teaching new words to beginners is through pictures. We investigate the effectiveness of using pictures for L2 word learning and examine the role of individual learner differences in this learning.We tested 18 English speakers with no knowledge of Spanish (beginners) and 18 native Spanish speakers (controls). All participants first studied 26 new Spanish words presented three times with pictures (21 s of exposure per word), and then performed two reaction-timed tasks that measure the processing of word forms (recognition) and meanings (translation). The participants also completed tests of working memory (digit backwards) and attention control (trail making). First, the beginners learned the 26 words to a high degree of accuracy (86% correct). Second, the beginners were as fast as the controls in their processing of word forms (795 vs. 790 ms) and were nearly as fast in their processing of word meanings (734 vs. 632 ms). Finally, working memory and attention control accounted for up to 46% of variance in the beginners' processing of word forms and meanings. These findings show that using pictures is a quick and efficient task for committing words to memory but that individual differences in memory and attention are associated with learners' success in this task. We discuss psycholinguistic and pedagogical implications of these findings.
June 2 13:35-14:05

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Teaching for transfer in Core French: Insights from theory and practice
In this paper, we communicate and theorise findings related to language transfer from a case study of literacy practices in primary Core French in Ontario. Teaching for transfer involves employing instructional strategies that connect language and literacy skills across languages. Cummins' (1979) interdependence hypothesis and his (2007) argument for promoting multilingualism support the rationale and design of this research. Previous transfer-related studies in other educational settings (e.g., Harley, Hart & Lapkin, 1986; Hayes & Schrier, 2000; Lyster, Collins & Ballinger, 2009), provide evidence of transfer taking place and means by which teachers facilitate it. To identify elements of the syllabus and instruction that are susceptible to transfer between French (L2) and English (L1) in 3 Core French classrooms, we conducted 4 interviews with each participating teacher and 5 observations in their Grade 3 Core French classes. Data from classroom observations were collected using a modified version of the Communicative Orientation of Language Teaching (COLT) schema (Spada & Fröhlich, 1995), which included an added section on literacy practices, and was complemented by field notes. Interview and observation data suggest that Core French teachers plan for transfer and use a range of strategies likely to promote it. Such strategies include referencing students' first language and engaging in metalinguistic talk. We conclude this paper by synthesising theoretical concepts and findings from teacher classroom practices, and presenting important implications for Core French instruction and policy.
June 1, 10:35-11:05

Thomson Ron (Brock University) ron.thomson@brocku.ca & **Isaacs Talia** (McGill University) talia.isaacs@mcgill.ca

Variation in L2 oral performance: An examination of task-type, topic and speaker involvement
Second language (L2) oral performance can be influenced by task type (Foster & Skehan, 1996) and topic familiarity (Skehan, 2001). However, more research is needed to better understand the relationship between task characteristics, L2 learners' performance, and listeners' judgments of L2 speech. For example, Derwing, Rossiter, Munro and Thomson's (2004) finding that L2 speakers are more fluent in monologue tasks than in picture description tasks might be partially explained by differences in the grammatical person used. The 1st person mode associated with monologues is more practiced and routinized than the 3rd person mode commonly used in picture description tasks. Furthermore, seeing oneself as a participant in a monologue task may promote greater speaker confidence relative to a picture description task in which the speaker is not involved. A lack of familiarity with topics used in picture description tasks may also influence learner performance relative to monologue tasks about familiar topics. In this study, we examine the speech of 38 L2 English learners in four counter-balanced tasks: 1) a 3rd person narrative based on a picture sequence of an unfamiliar event, 2) a 3rd person narrative based on a picture sequence of a familiar event, 3) a 1st person narrative based on the same picture sequence of the familiar event, and 4) a 1st person monologue of a personal experience. Differences in fluency, comprehensibility, and speaker confidence across tasks were assessed using both listener judgments and quantitative measures derived from the speech. Implications for L2 learning and assessment will be discussed.
June 2 15:30-16:00

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Learner investment in L2 communication and learning: Discursive practice during form-focused instruction
Positive effects of form-focused instruction (FFI), a type of second language (L2) teaching that draws learners' attention to form during communicative activities (Spada, 1997), have been reported (Norris & Ortega, 2000). However, few studies have examined how FFI relates to learners' socio-cultural factors. For example, little is known about why many Japanese learners of English tend to react positively to FFI (Muranoi, 2000) but resist exclusively meaning-oriented instruction (Kusano-Hubbell, 2002). One explanation may be that discursive practice during FFI, which provides learners with access to linguistic resources, may lead to greater investment in L2 communication and learning. Learner investment is an ambivalent desire to learn a language taking into consideration the learners' socially constructed relationship to the language (Norton-Peirce, 1995). The primary question is whether different types of instruction lead to different discursive practice, affecting learners' investment in L2 communication and learning. Twenty-four high school students in Japan participated in the study. Two Japanese teachers of English team-taught four 50-minute lessons, each of which included a 30-minute treatment period. During this treatment period, the students completed a 15-minute activity with exclusively meaning-focused

instruction (MFI) and another 15-minute activity that focused on both form and meaning (i.e., FFI). Data were collected through diaries, classroom observations, audio-recorded classroom interactions, questionnaires, stimulated recalls, and interviews over one year. Ten focal students' interactional behaviors are compared to examine the discursive practice during FFI and MFI, utilizing a quantitative analysis of communication patterns and a qualitative analysis of learners' self-report data and their linguistic behaviors.
June 2 16:05-16:35

Trottier Michael (University of British Columbia) meetmnt@interchange.ubc.ca

Intercultural language socialization across contexts: A pilot study of Korean transnational ESL students
This paper presents on initial pilot study data involving the intercultural language socialization (Duff, 2003) of Korean transnational English language learners (ELLs). Situated within a general language socialization (LS) framework (Schieffelin and Ochs, 1986), the study traces the everyday lived realities of Korean ELLs, and is particularly interested in their socialization trajectories, as newcomers, *in* and *through* language. While LS originally developed from pioneering research on *primary* (L1) language socialization (e.g., Schieffelin and Ochs, 1986; Heath, 1983) within homogenous settings, more recent appproaches (e.g., Garrett & Baquedano-Lopez, 2002; Kulick & Schieffelin, 2004; Watson-Gegeo, 2004) have expanded its theoretical construct to look at *secondary* language socialization (i.e., language/literacy practices) across multiple contexts and populations. Along the way, LS's methodological and theoretical pluralism has embraced growing postmodern, poststructural understandings of second language learning, allowing common sociolinguistic phenomenon to be viewed from multiple perspectives (Duff, 2008). Accordingly, the present study examines the LS of Korean ELLs in terms of learner *agency*, *identity*, and *intentionality* as these are manifested through specific learner interactions in the (homestay) home, at school, and within the wider community. Beginning with a brief overview of the relevant literature, the presentation takes a more detailed look at relevant study data (discourse analysis, qualitative interviews, journals, field notes, etc.). Particular emphasis will be placed on the feasibility of a *reflexive* approach (Agha, 2007) to learners' differentiated language participation patterns across their respective *communities of practices* (Lave and Wenger, 1991).
June 3 9:05-9:35

Vandergrift Larry (University of Ottawa) lvdgrift@uottawa.ca, **Weinberg** Alysse (University of Ottawa) weinberg@uottawa.ca & **Knoerr** Hélène (University of Ottawa) hknoerr@uottawa.ca

Developing metacognitive awareness for L2 academic listening
Students listening to academic lectures in their second language (L2) have the double challenge of understanding complex information and unfamiliar language terms. The needs of these students, particularly those studying in English, have been well documented (e.g., Lynch, 2006; Miller, 2009). French immersion (FI) students in a bilingual university in Canada who continue their FI experience in content courses with their francophone peers receive language support in an accompanying French language support (FLS) class. A series of seven podcasts grounded in metacognitive (e.g., Wenden, 1998) and L2 listening theory (e.g., Goh, 2008) were scripted and recorded to provide these students with strategies to enhance their L2 listening ability and note taking skills. This paper reports on the piloting of the podcasts in the FLS classes at the beginning of the Fall 2009 semester. In order to detect any growth in metacognitive awareness of L2 academic listening as a result of exposure to these podcasts, students in the experimental group (n=80 randomly selected from intact classes), will complete the Metacognitive Awareness Listening Questionnaire (with statements slightly reworded to reflect listening to lectures; Vandergrift, 2006) in their FLS class at the beginning and the end of the semester. A control group, similar in size and randomly selected from other intact FLS classes, will also complete the MALQ but will not be exposed to the podcasts. Data will be analyzed using a two-factor ANCOVA to control for any initial difference between the groups. In order to gain greater insight into the developing metacognitive awareness of L2 academic listening, a randomly selected group of six students from the experimental group will participate in a stimulated recall session to reflect on any significant changes (two point difference) in the MALQ score over the semester. Growth in metacognitive awareness of L2 listening by post-secondary French immersion students, as a result of exposure to podcasts grounded in metacognitive and L2 listening theory, is reported in this experimental study.
June 1, 11:45-12:15

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Profil lexical d'élèves de l'élémentaire en français de base
Malgré les nombreuses recherches sur le développement du vocabulaire en langue seconde (Bogaards et Laufer, 2004; Daller, Milton et Treffers-Daller, 2007; Nation, 2001), rares sont celles qui portent sur le français langue seconde (Tidball et Treffers-Daller, 2007) par des enfants en contexte scolaire (Milton, 2006). Parmi les facteurs influençant le développement lexical en français langue seconde, on note le nombre d'heures alloué à l'enseignement de la langue seconde (Milton et Meara, 1998), la fréquence des mots (Richards et Malvern, 2007) et les aspects pédagogiques (Milton, 2007). C'est dans ce contexte que s'inscrit notre projet de recherche qui a comme objectif d'établir le profil lexical d'élèves de l'élémentaire sur le plan de la production orale en français langue seconde. Quel est le vocabulaire appris et effectivement utilisé à l'oral par des élèves de l'élémentaire en français langue seconde? Est-ce que la méthodologie de l'enseignement joue un rôle sur le développement lexical? Nous répondrons à ces questions en comparant deux groupes de français de base (« *Core French* »), le premier ayant suivi un programme de français de base régulier et le deuxième un programme basé sur l'approche gestuelle *AIM* (*Accelerative Integrated Method -* Maxwell, 1999). La cueillette de données a été faite par des entrevues individuelles qui ont été enregistrées, transcrites et analysées selon un instrument conçu pour le projet. En plus d'établir un profil lexical d'élèves de l'élémentaire en français langue seconde, nos résultats permettront de mieux cerner le rôle de la méthodologie d'enseignement quant au développement lexical des élèves débutants.
2 juin 10:15-10:45

de la Cruz **Verónika Villegas** veronika.delacruz@hotmail.com & **Izquierdo** **Jesús** (Universidad Juárez Autónoma de Tabasco, Mexico) jesus.izquierdo@mail.mcgill.ca

Multimedia instruction on Latin etymologies of the English language: Effects on L2 vocabulary learning among university ESL learners
CALL research has examined the effects of multimedia instruction with or without multimedia support (e.g., glosses, input enhancement, Plass & Johns, 2005) on L2 vocabulary. Based on the information-processing model (e.g., DeKeyser, 2007), we examined the effects of multimedia instruction, providing information on the Latin roots of English words and form-meaning mapping practice, on L2 vocabulary gains among university ESL learners from two L2 proficiency levels. Two intact groups of ESL learners enrolled in the Etymology Course of a BA in English Language Teaching outside Canada participated in this study. Towards the end of the course, during one one week, one group (*n* = 20) followed its regular study program, whereas the second group (*n* = 15) covered 5 Latin roots of the English language using a multimedia application. Using a printed version of the 1K Vocabulary Recognition test (Form 1) from Lextutor, http://www.lextutor.ca/tests/levels/recognition/1k/test_1.html, participants in each group were subdivided into true and false beginners. Multimedia effects on vocabulary gains were documented through quantitative (i.e., an in-house made vocabulary test with 55 English words including the target Latin roots) and qualitative (i.e., weekly classroom reports and random classroom observations) instruments. Repeated-measures ANOVAs conducted on the in-house made vocabulary test results reveal significant gains among learners with multimedia instruction regardless of their proficiency level. Preliminary analyses of the qualitative data show better learning attitudes and more interest in the learning tasks among multimedia learners. Based on the information-processing model, the beneficial effects of multimedia instruction will be discussed from a theoretical and pedagogical perspective.
June 1 13:15-13:45

Wagener **Albin** (Université catholique de l'ouest, Angers, France) albin.wagener@uco.fr

Towards a laboratory of interactional conflicts
Studying conflicts is indeed a real challenge: although numerous works quote various examples about intercultural (Lüsebrink 2005; Van Meurs & Spencer-Oatey 2007) or relational conflicts in general (Lerbet-Séréni 1994; Monroy & Fournier 1997), it still remains hard to study conflicts in their elemental –and natural- development. In fact, social sciences are most likely to explore conflicts *after* they actually happened, thus ignoring its *live* emergence. While other sciences (like biology or physics for instance) have access to laboratories to re-create the conditions of their experiments, social sciences still miss this opportunity. Selecting and using a research laboratory for social sciences has now become a concern for many authors (Sirota 1998; Bensa 2006); current works now indicate that forum theatre could finally become this valuable laboratory of interactional conflicts (Badache 2002; Pauzet 2008) and human interactions in general. Forum theatre is a form of theatre born in Brazil and dedicated to the re-creation of social situations which may be typical for relational and cultural problems. For two years now, the Research Group for Interculturality and Theater Practices has been testing forum theatre in the case of intercultural conflicts, in order to create a space of action and discourse for students of different cultures. Interesting results are already starting to take shape and show that forum theatre may be a key feature in the study of conflictual contexts, relational environments and codes in contact (Wagener 2009).
June 1, 10:00-10:30

Weinberg **Alysse** (Université d'Ottawa) weinberg@uottawa.ca, **Boukacem** **Dalila** (Université d'Ottawa) dboukace@uOttawa.ca & **Burger, Sandra** (Université d'Ottawa) sburger@uottawa.ca

Rétention du vocabulaire dans deux cours d'encadrement linguistique au niveau universitaire
Une étude précédente (Weinberg et al, 2008) menée dans le contexte des cours d'encadrement linguistique accompagnant des cours d'immersion au niveau universitaire a souligné l'importance du développement du vocabulaire. L'apprentissage du vocabulaire peut se faire par le contexte, de façon accidentelle au hasard de lectures ou des cours magistraux, mais les recherches (Laufer, 2003; Paribakht & Wesche, 1993, 1996) ont prouvé qu'un enseignement explicite aboutissait à de meilleurs résultats. Une étude exploratoire (Weinberg et Burger, 2009) a démontré l'efficacité d'activités de vocabulaire en ligne et leurs répercussions positives sur la rétention du vocabulaire. En premier, cette présentation examinera deux contextes de cours d'immersion différents : un cours d'introduction à l'histoire de l'Europe et un cours de première année en droit sur les obligations. Brinton, Snow & Wesche (2003) ont mentionné les spécificités des cours d'immersion, notre étude effectuée auprès d'étudiants inscrits dans deux cours d'encadrement linguistique (n=12 en droit et n=20 en histoire) soulignera les différences dans les caractéristiques du vocabulaire nécessaire pour les comprendre. Puis, nous décrirons le protocole utilisé: chaque semaine, pendant une session universitaire, les étudiants ont complété une série d'activités en ligne ou en classe reliées au vocabulaire thématique provenant des lectures ou des cours magistraux. Nous présenterons également les résultats des analyses aux différents tests (pré-test, post-test et test différé) pour vérifier le gain des étudiants et la rétention de ce vocabulaire entre le début et la fin de la session, entre les mots étudiés et les mots rencontrés au hasard, mais non étudiés. Les résultats finaux permettront de vérifier si ces résultats s'appliquent uniformément dans ces deux contextes différents.
3 juin 13:15-13:45

Wernicke **Meike** (University of British Columbia) meike@mwernicke.ca

Cultural experiences of teachers on professional development in France
This presentation provides an overview of the impact of professional development abroad on the teaching practices of a group of 87 FSL teachers from BC who participated in a federally-funded two-week sojourn in Vichy, France, in July 2009. Given the scant amount of literature on teachers on study abroad (SA) (Freed, 1995; Kinginger, 2005) I am particularly interested in what types of knowledge were acquired over the two-week period and how the teachers take up this newly gained knowledge in their teaching of FSL back home. My focus is on the following question: Do the teachers make use of different types of cultural, linguistic, and pedagogic resources as a result

of their study abroad experiences? The study is framed within the theory of language socialization as it applies to second language acquisition and is guided by current socio-cultural perspectives in study abroad (SA) research which focus on individual participants' developing communicative competence in relation to their life histories and concrete experiences (Kinginger, 2008, 2009). Data collection during the two weeks in France involved pre- and post-questionnaires, journal entries, interviews, and reflective field notes and is followed up with a multiple case study involving three teachers from the group of participants over the course of 2009 to 2010. Data analysis of the questionnaires will involve a statistical analysis while comments to the open-ended questions are being coded for a thematic analysis. In my presentation I offer an overview of preliminary findings.
June 2 14:45-15:15

Williamson Maia (Concordia University) maiawill@education.concordia.ca & **Cardoso Walcir** (Concordia University) walcir@education.concordia.ca

Interdental stopping in the Battery dialect of Newfoundland: A possible identity crisis?
The social structure of a community has a significant influence on one's social network and identity. Moreover, cohorts with multiple similarities in their social structure, especially those in low-status communities that are socially isolated, tend to have similar dialectal features (e.g., Lippi-Green, 1989; Milroy, 1987). This paper investigates the social and linguistic factors that contribute to the stratification of the voiced interdental /D/ in the Battery, a small community outside of St. John's, Newfoundland. Once a small out-port fishing community known to be socially marginalized and segregated, the Battery is today a highly sought after area characterized by rampant development and expensive real estate, while still retaining some of its fishing village charm. This study adopts a variationist methodology for data collection and analysis, employing standard sociolinguistic interview protocols to investigate the variable production of [D] and its less prestigious variant [d]. The results of a Goldvarb multivariate analysis show that there was a significant intergenerational dialect shift to an increase in the use of the more prestigious variant [D] from the older to the younger Battery natives. In addition, the results indicate a social stratification between members of the younger generation: Those still residing in the Battery pattern similarly to the older Battery natives in their use of the low-status identity marker [d], whereas those living outside of the community use [d] significantly less. The results also reveal that the phenomenon is conditioned by social (gender, style) and linguistic factors (position within the word and word type).
June 3 9:05-9:35

Wust Valerie (North Carolina State University, USA)vawust@ncsu.edu

A sequencing approach to instruction: Implications for past tense learning in L2 French
English-speaking learners of French struggle with the distinction between the preterit (*J'ai mangé un sandwich* 'I ate/have eaten a sandwich') and the imperfect (*Je mangeais un sandwich* 'I ate/was eating/would eat a sandwich'). The preterit is introduced first in L2 instruction as it expresses past punctual events. Research has revealed a 5-stage developmental sequence (Bartning & Schlyter, 2004) during which the preterit emerges early but is only gradually mastered (Macrory & Stone, 2000). Common production errors suggest that beginning-level learners might not be developmentally ready to acquire the preterit. According to Jakubowicz & Nash's (2001) complexity hypothesis, simple tenses (e.g., imperfect) are easier to compute than composed tenses (e.g., preterit) where meaning and pastness are conveyed by two distinct forms. The current study compares the effect of teaching the imperfect before the preterit to high school students (N=135). Six classes participated: three preterit-first and three imperfect-first. Materials and instructional duration were identical across groups, with each teacher delivering both instructional sequences. A pre-post test design was used (written cloze) and a variety of learner-related factors were examined (age, gender, L1, SES, etc). Learners in the imperfect-condition were significantly more accurate on the form and distribution of both past tenses (post-test). There was a strong teacher effect. Individual performance varied as a function of learners' French present indicative mastery (pre-test). Discussion will focus on theoretical explanations for the advantage of starting with the imperfect and the value of conducting empirical investigations of grammar sequencing to enhance our understanding of instructed SLA.
June 3 15:00-15:30

Yang Donghui (Institute S&Y LangBiz Consulting Inc., Toronto) dyang@sylangbiz.com

Articulatory settings and articulation muscle contraction differences between English and Mandarin
This presentation will discuss the differences between English and Mandarin regarding language-specific articulatory settings and muscle contractions of articulations. I propose a concept on the basis of language-specific articulatory settings. The concept extends to language-specific initiation muscles of articulations. By initiation muscles, the research refers to the muscles which initiate the articulation actions. In phonetics, the possible existence of language-specific articulatory settings (AS, underlying or default articulator positions) has long been discussed. X-ray experiments (Gick et al., 2004) confirmed the existence of language-specific ASs between French and English. The benefits of having language-specific ASs have also been discussed in the paper. For sports mechanics, the Lever System (Carr, 2004, p. 61) of Angular Motion is widely applied to various sports to measure action efficiency. By exploring the differences of ASs between English and Mandarin, this presentation will analyze tongue muscle structures, and demonstrate their varied Lever System applications regarding their different initiation muscles. Two Lever System applications will show the benefits of English and Mandarin ASs. Finally, the finding of English and Mandarin articulation Lever System applications indicates benefits of their ASs. Thus, the language-specific ASs serve the better interests of certain muscles' initiation actions. Further, different initiation muscles serve the better interests of containing articulation regions in the oral cavity.
June 3 13:50-14:20

Zhang Yuan maria_yuan_zhang@yahoo.ca, **Gatbonton Elizabeth** (Concordia University) Elizabeth.gatbonton@concordia.ca & **Segalowitz Norman** (Concordia University) norman.segalowitz@concordia.ca

Explaining English learners' errors with prepositions "in" and "on": a conceptual approach
Second language (L2) learners often have difficulties acquiring prepositions (Boers & Demecheleer, 1998; Tyler & Evans, 2004; Young-Davy, 2000), even the seemingly easy ones like "in" and "on". In the case of "in" and "on", these difficulties are not merely restricted to metaphorical and idiomatic meanings, but also their literal spatial meanings. Zhang, Segalowitz and Gatbonton (2008) found consistent differences and similarities between English and Chinese native speakers in their expression and conceptualization of IN and ON. The present study examines the possible role of Chinese/English conceptual differences in accounting for the incorrect use English prepositions "in" and "on" by Chinese learners of L2 English. Fifty adult Chinese English learners were shown pictures of objects arranged in various spatial configurations and were asked to select the English prepositions that best described the spatial relationships depicted in each. The stimuli were selected from those used by Zhang et al. (2008), based on an extension of the Topological Relations Picture Series (see Levinson & Wilkins, 2006, pp. 570-575). The results showed that the Chinese learners produced significantly more errors with pictures previously found to be conceptualized differently by native English and Chinese speakers than with pictures that were conceptualized similarly. Moreover, the learners' English proficiency levels were not significantly associated with their accuracy in using the L2 prepositions. These findings suggest that Chinese learners' incorrect use of "in" and "on" may reflect underlying conceptual discrepancies between their L1 and L2. The pedagogical implications of these findings are also discussed.
June 3 14:25-14:55

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CALL FOR PAPERS
APPEL DE COMMUNICATIONS

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In conjunction with the Congress of Humanities and Social Sciences
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du 1er au 3 juin, 2011

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Plenary Sessions - *Sessions plénières*

ELLEN BIALYSTOK (2010 KILLAM AWARD RECIPIENT)
(York University, Ontario)
How bilingualism shapes cognition across the lifespan

DIANE HUOT
(Université Laval, Québec)
Les TIC dans la classe de langue. Hier, aujourd'hui... et demain (?)

JOHN EDWARDS
(St Francis Xavier University, Nova Scotia)
A Language for all the World: from Eden to Esperanto

Invited Symposia - *Symposiums invités*

Ryoko Kubota (University of British Columbia) - *Race and culture in second language education*

Submission Deadline for Proposals: November 15, 2010
Date de soumission des propositions : le 15 novembre 2010

Program Chairs: **Local Chair:**

Monique Bournot-Trites (UBC) & To be annonced   Joe Dicks (University of New Brunswick)

ABSTRACT REQUIREMENTS

1. Please submit your abstract for either a paper or symposium in a Word document by e-mail attachment to Monique Bournot-Trites at monique.bournot-trites@ubc.ca following the requirements listed below **by November 15, 2010. ONLY ONE PROPOSAL PER PERSON AS FIRST AUTHOR PLEASE**
2. Paper sessions will be designed for 20-minute papers followed by a 10-minute question/discussion period. Symposia will be scheduled for 3-hour blocks.
3. Abstracts for single papers should be **no longer than 250 words**, excluding references. Abstracts for symposia should include a general description of the symposium (250 words) as well as a description of each panel member presentation (250 words).
4. In order to help ensure anonymity, abstracts should not contain excessive reference to its author's publications.
5. Abstracts will be evaluated according to each of the following categories:
    *   appropriateness and significance of the topic and interest for the participants of ACLA
    *   evidence of a theoretical framework and links to previous research
    *   clearly stated research design in the case of empirical studies
    *   organization and clarity
    *   for symposium proposals, evidence of coherence and complementarity of the papers
6. Submissions must be sent as a single document which includes two separate pages:
    *   First page: title of the presentation as well as the name, affiliation, and contact information, including e-mail addresses for all presenters
    *   Second page: title of presentation and the abstract (without names of presenters)

Only abstracts meeting the above criteria will be evaluated.

FORMAT DES PROPOSITIONS

1. La proposition doit être en format Word et envoyée en annexe électroniquement à Monique Bournot-Trites, en suivant le format suggéré ci-dessous **avant le 15 novembre 2010**, au courriel suivant : monique.bournot-trites@ubc.ca. **UNE PROPOSITION PAR PERSONNE COMME PREMIER AUTEUR SVP.**
2. Les communications seront de 20 minutes suivies de 10 minutes de discussion. Les symposiums seront d'une durée de 3 heures.
3. Les propositions pour les communications **ne doivent pas dépasser 250 mots** (sans compter la bibliographie s'il y a lieu). Les propositions pour les symposiums doivent inclure une description générale du symposium (250 mots) ainsi qu'une description de la présentation de chaque intervenant (250 mots).
4. Afin d'assurer l'anonymat, les propositions ne doivent pas contenir de trop nombreuses références aux publications de l'auteur.
5. Les propositions seront évaluées selon les critères suivants :
    *   importance du sujet traité et intérêt pour les participants de la conférence
    *   cadre théorique offert et lié à des recherches antérieures
    *   détails méthodologiques de la recherche dans le cas d'une étude empirique
    *   organisation et clareté
    *   cohérence et lien clair entre les propositions dans le cas d'un symposium
6. Les propositions doivent être envoyées dans un seul document avec les deux pages suivantes :
    *   Première page : titre de la présentation, affiliation et adresse de contact, courriels pour tous les présentateurs.
    *   Deuxième page : Titre de la présentation et résumé (sans les noms des présentateurs)

Seules les propositions qui respectent toutes les consignes seront prises en considération.

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See Instructions and *Guidelines for Authors* on the CJAL website/ Voir directives et le *Guide à l'intention des auteurs* sur le site Internet de la RCLA
www.cjal-rcla.ca

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The Editorial Board would like to take this opportunity to thank all those who opt to share their work with the CJAL readership as well as those who give freely of their time and expertise to review manuscripts and write book reviews.

L'équipe rédactionnelle remercie tous ceux qui partagent leurs recherches avec les lecteurs de la RCLA ainsi que ceux qui font don de leur temps et de leur expertise pour évaluer les manuscrits ou rédiger des comptes rendus.

Enjoy the conference! Bon congrès!

Canadian Association of Applied Linguistics
Association canadienne de linguistique appliquée

SSHRC TRAVEL GRANTS 2010
REIMBURSEMENT FORM FOR TRAVEL

Through its program of Aid and Attendance Grants to Scholarly Associations, the Social Sciences and Humanities Research Council of Canada (SSHRC) has generously granted ACLA a total of $4,440 to use as travel grants for its members attending and presenting at the 2010 ACLA conference in Montreal. Members in good standing who present at this year's conference may apply, but priority will be given to graduate students. Please send the completed form and required documentation before June 21st 2010, to:

Gladys Jean, ACLA Secretary/Treasurer
Département de didactique des langues
Université du Québec à Montréal
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Canadian Association of Applied Linguistics
Association canadienne de linguistique appliquée
SUBVENTION DE VOYAGE DU CRSH (2010)
FORMULAIRE DE REMBOURSEMENT DE FRAIS DE VOYAGE

Le Conseil de recherches en sciences humaines du Canada (CRSH), grâce à son programme d'aide et subvention de voyage aux sociétés savantes, a généreusement octroyé 4 440 $ à l'ACLA pour aider financièrement ses membres qui assisteront et présenteront à son congrès de 2010 à Montréal. Bien que tout membre puisse faire une demande d'aide financière, priorité sera donnée aux étudiants de 2ᵉ ou de 3ᵉ cycle universitaire qui sont membres en bonne et due forme de l'ACLA. Bien vouloir envoyer le formulaire dûment rempli, ainsi que tous les documents exigés, avant le 21 juin 2010 à :

<div align="center">

Gladys Jean, trésorière/secrétaire de l'ACLA
Département de didactique des langues
Université du Montréal à Montréal
Case postale 8888, succursale Centre-ville
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III J'atteste que les informations soumises ci-dessus sont exactes, que les frais ont été encourus pour me rendre au congrès de l'ACLA, que je suis membre de l'ACLA pour 2010 et que j'ai présenté une communication au congrès 2010 de l'ACLA. (Si vous étudiez aux cycles supérieurs, bien vouloir en fournir une preuve.)

_____   _____
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À propos de l'ACLA

Association canadienne de linguistique appliquée
Canadian Association of Applied Linguistics

L'Association canadienne de linguistique appliquée / Canadian Association of Applied Linguistics, dont le sigle officiel est ACLA, est une société savante bilingue qui compte environ 200 membres au Canada et à l'étranger. L'Association a pour but général de promouvoir la recherche et l'enseignement dans tous les domaines de la linguistique appliquée. L'Association a également pour objectifs la tenue du congrès annuel de l'ACLA et la publication de la *Revue canadienne de linguistique appliquée.*

Sur le plan international, l'ACLA est affiliée à l'Association internationale de linguistique appliquée (AILA) et au niveau national, elle est affiliée à la Fédération canadienne des sciences humaines (FCSH) avec qui elle tient annuellement son congrès.

L'ACLA a tenu son premier congrès en 1969 et a été officiellement constituée en personne morale en 1978, année où l'association a été l'hôte du congrès de l'AILA (Association internationale de linguistique appliquée) à Montréal. En 2006, également à Montréal, elle a tenu son congrès annuel conjointement avec son homologue américain, l'American Association for Applied Linguistics. En 2007, elle a collaboré avec l'Association canadienne des professeurs de langue seconde (ACPLS) et Patrimoine canadien pour offrir, dans le cadre de son congrès, un symposium sur la formation des enseignant(e) de français langue seconde. En 2009, nous avons planifié un symposium spécial sur la formation du français langue seconde, et nous avons ajouté la composante Anglais langue seconde. Nous avons collaboré avec l'Association canadienne des professeurs de langue seconde (ACPLS), la Société pour la promotion de l'anglais langue seconde au Québec (SPEAQ) et Patrimoine canadien.

Revue canadienne de linguistique appliquée

La publication officielle de l'ACLA, la *Revue canadienne de linguistique appliquée* (RCLA), publiée sous la direction du rédacteur en chef, Miles Turnbull et de son équipe, Françoise Mougeon et Leif French. La publication est une revue scientifique et professionnelle bilingue maintenant disponible en ligne consacrée à différents domaines de la linguistique appliquée : didactique de la langue première et des langues secondes, éducation bilingue, acquisition/développement des langues premières et secondes, sociolinguistique, aménagement linguistique, sociologie du langage, psycholinguistique, alphabétisation et littératie, phonétique appliquée, traduction/terminologie, linguistique informatique, multimédias appliqués à la didactique des langues.

Adhésion

Les frais d'adhésion ne sont que de 90$ (40$ pour les étudiants). Les membres peuvent aussi, en plus de contribuer à l'essor de la linguistique appliquée au Canada, assister à un moindre coût au congrès annuel et être inscrits et avoir accès à la liste de distribution de l'ACLA.

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Pour plus de renseignements sur l'ACLA ou pour devenir membre :
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About ACLA…

Canadian Association of Applied Linguistics
Association canadienne de linguistique appliquée

The Canadian Association of Applied Linguistics / L'Association canadienne de linguistique appliquée, also known as ACLA, is an officially bilingual scholarly association with approximately 200 members from across Canada and elsewhere. ACLA's overarching objective is the promotion of research and teaching in all areas of applied linguistics across Canada. Its specific objectives are to oversee the organization of the annual ACLA conference and the biannual publication of The Canadian Journal of Applied Linguistics.

ACLA is affiliated internationally with the International Association of Applied Linguistics (AILA) and, on the national level, with the Canadian Federation for the Humanities and Social Sciences (CFHSS) under the auspices of which it holds its annual conference.

ACLA held its first conference in 1969 and then became officially incorporated in 1978. It hosted the AILA World Congress in Montreal in 1978 and co-hosted in 2006, also in Montreal, a joint conference with the American Association for Applied Linguistics. In 2007, it collaborated with the Canadian Association of Second Language Teachers and the Department of Canadian Heritage to host a special symposium on FSL teacher education at its annual conference. We also planned a special symposium in 2009 on FSL and ESL teacher education. We collaborated with Canadian Association of Second Language Teachers, The Society for the Promotion of English as a second language in Quebec (SPEAQ) and the Department of Canadian Heritage

Canadian Journal of Applied Linguistics

ACLA's official journal, *The Canadian Journal of Applied Linguistics*, is edited by Miles Turnbull (Chief editor), Françoise Mougeon and Leif French. Published online and free access in either English and French, articles deal with a wide range of topics in applied linguistics that include: mother tongue and second language teaching, first and second language acquisition, bilingual education, sociolinguistics, language planning, sociology of language, psycholinguistics, literacy, applied phonetics, translation/terminology, and multimedia and language teaching.

Membership

The annual membership fee of only $90 ($40 for students) Other benefits for members, apart from contributing to the development of applied linguistics in Canada, include special conference registration rates, and access to ACLA's listserv.

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