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 3, 2011**

**Programme du congrès annuel
dans le cadre du
Congrès des sciences humaines
du 1ier au 3 juin 2011**

CONFERENCE ORGANIZING COMMITTEE 2011 / COMITÉ DU PROGRAMME 2011

Program Chairs / Responsables de programme
Monique Bournot-Trites, University of British Columbia
Callie Mady, University of Nipissing, Ontario

Local Arrangements Coordinator / Coordonnateur local
Joseph Dicks, University of New Brunswick

VOLUNTEERS / BÉNÉVOLES
RENÉE BOURGOIN, JOSÉE LE BOUTHILLIER, HÉLÈNE ESTEY, ALLAN ROY, JULIE WEBB

ABSTRACT ADJUDICATORS / ÉVALUATEURS DE RÉSUMÉS

Judith Ainsworth	Ryan Deschambault	Paula Kristmanson	Sharzhad Saif
Katy Arnett	Joseph Dicks	Darlene Lacharité	Jérémie Séror
Stephanie Arnott	Gestny Ewart	Marc Lafontaine	Daphnée Simard
Patricia Balcom	Farahnaz Faez	Sharon Lapkin	Valia Spiliotopoulos
Renée Bourgoin	Denis Foucambert	Josée LeBouthillier	Shelley Taylor
Wendy Carr	Guillaume Gentil	Lucille Mandin	Michael Trottier
Susanne Carroll	Gladys Jean	Françoise Mougeon	Miles Turnbull
Julie Byrd Clark	Danielle Guénette	Martine Pellerin	Meike Wernicke-Heinrichs
Linda De Serres	Peter Heffernan	Maria Pinto	Sandra Zappa-Hollman
Tracey Derwing	Ibtissem Knouzi	Kenneth Reeder	

2010-2011 ACLA EXECUTIVE COUNCIL / BUREAU DE DIRECTION DE L'ACLA 2010-2011

President/Présidente :	Monique Bournot-Trites, UBC
Past President/Présidente sortante :	Sylvie Roy, University of Calgary
Vice President/Vice-présidente :	Callie Mady, University of Nipissing
Secretary-Treasurer/Secrétaire-Trésorière :	Gladys Jean, UQAM
Member-at-Large/Membre associée :	Leila Ranta, University of Alberta
Journal Editor/Rédacteur de la revue :	Miles Turnbull, UPEI
Communications Officer/Agente de communication :	Daphnée Simard, UQAM

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

WE INVITE YOU…	ON VOUS INVITE…
Coffee Breaks in Tilley Hall room 224 Wednesday, 9:45-10:00 / 15:30 – 15:45 Thursday, 15:15 – 15:30 Friday, 10:45 – 10:55 / 15:15 – 15:45	**Pauses-café salle 224 Tilley Hall** mercredi de 9h45 à 10h00 /15h30 – 15h45 jeudi de 15h15 – 15h30 vendredi de 10h45 à 10h55 / 15h15 – 15h45
ACLA and L$_2$RIC Lobster dinner (if registered) Thursday, June 2, 19:00 – 22:00 Fredericton Convention Center (cash bar)	**Dîner au homard de l'ACLA et IRL$_2$C(pour les inscrits)** Le jeudi 2 juin de 19h00 à 22 h00 Centre de convention de Fredericton (Bar payant)
Bring your lunch to *How to get published* Wednesday June 1, 12 :15 to 13 :15 *Tilley Hall 205* with editors from *CJAL* and *CMLR, TESL, Revue de psycholinguistique appliquée*	**Session sur comment publier dans les revues** Le mercredi 1er juin de 12h15 à 13h15 *205 Tilley Hall* avec les rédacteurs de la *RCLA* et *RCLV, TESL, et de la revue de psycholinguistique appliquée*
Presidents' Reception Hosted by Eddy Campbell (UNB) and Dennis Cochrane(STU) Friday, June 3, 2011, 17:00 – 19:00 Ball Room in Student Union Building (Look for the invitation in your registration package)	**Réception des Présidents d'université Hôtes**: Eddy Campbell (UNB) et Dennis Cochrane(STU) Le vendredi 3 juin de 17 h00 à 19 h00 Ball Room dans le Student Union Building (L'invitation se trouve dans la trousse d'inscription)
ACLA Annual General Meeting **Breakfast offered by L$_2$RIC** Thursday, June 3, 2011, 9:00 – 11::00 Tilley Hall 223 For all ACLA members	**Assemblée générale annuelle de l'ACLA** **Petit déjeuner offert par IRL$_2$C** Le jeudi 3 juin 2011 de 9h00 à 11h00 Tilley Hall 223 Pour tous les membres de l'ACLA

WELCOME MESSAGE FROM THE PRESIDENT OF ACLA

Monique Bournot-Trites

University of British Columbia

Dear conference participants,

Welcome to ACLA's 42nd annual conference, hosted this year the University of New Brunswick and St Thomas University in Fredericton. During your stay, be sure to visit the Beaverbrook Art Gallery, attend the Fredericton Baroque Music Festival, or simply walk downtown.

We have a special line-up for you, including 3 plenary sessions, 3 symposia and more than 70 regular paper sessions from both Canadian colleagues and scholars from around the world. This year we also have a special symposium on language teacher education organized with the collaboration of Second Language Research Institute of Canada (**IRL₂C**), CASLT and SPEAQ. It is important for ACLA to work closely with language teachers and teacher educators and this symposium demonstrates our collaborative effort to do so. I would like to thank Wendy Carr and Joseph Dicks for their organization.

I would like to thank Callie Mady Vice President of ACLA, for co-chairing this conference with me and also Joseph Dicks for serving as Local Arrangements Coordinator. I would also like to acknowledge the work and support of the members of the ACLA executive and the *Canadian Journal of Applied Linguistics* team (Miles Turnbull, Françoise Mougeon and Leif French).

ACLA members are encouraged to take part in our Annual General Meeting (AGM), which will be held Thursday morning, June 2nd 2011, from 9:00 to 11:00 (a breakfast will be offered by L₂RIC). We will have many discussions and importantdecisions to make. You can find the meeting agenda in this program. Also at the AGM, the new 2011-12 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 treasurer-secretary, a new communication officer, and a new member-at.large (Gladys Jean, our treasurer, Daphné Simard, our communication officer, and Leila Renta, our member-at-large are stepping down afer many years of service). For their many contributions to ACLA, heartfelt thanks go to them. Continuing executive members include Callie Mady (Vice-President), and Miles Turnbull (Editor in Chief). As for myself, I will continue to serve as President for another year. 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 Waterloo.

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

Sincerely,

Monique Bournot-Trites, President, ACLA

MOT DE BIENVENUE DE LA PRÉSIDENTE DE L'ACLA

Chers congressistes,

Bienvenue au 42e congrès annuel de l'ACLA, tenu cette année à l'Université du Nouveau Brunswick et l'Université St Thomas, dans l'accueillante ville de Fredericton. Lors de votre séjour à Fredericton, je vous invite à visiter la galerie d'art Beaverbrook, à assister au festival de musique baroque de Fredericton, ou simplement à marcher en ville.

Nous vous offrons un programme de choix, dont trois séances plénières, trois symposiums et plus de 70 communications présentés par nos collègues canadiens mais également de collègues de partout dans le monde. Nous avons également un symposium spécial cette année organisé en collaboration avec l'Institut de Recherche en Langue Seconde du Canada (**IRL₂C**), CASLT et SPEAQ. Nous voulons souligner le travail des formateurs de langues et des instructeurs et ce symposium en est la preuve. Je remercie Wendy Carr et Joseph Dicks pour leur organisation de ce symposium.

Je tiens à remercier Callie Mady, vice-présidente de l'ACLA, d'avoir accepté de coprésider ce congrès avec moi, ainsi que Joseph Dicks, qui assume le rôle de coordinateur sur place. Je remercie également les membres du bureau de direction pour leur support et travail ainsi que l'équipe de rédaction de la Revue canadienne de linguistique appliquée (Miles Turnbull, Françoise Mougeon et Leif French).

Nous encourageons les membres de l'ACLA à prendre part à son assemblée générale annuelle (AGA), qui se tiendra jeudi matin le 2 juin de 9h00 à 11h00 (un petit-déjeuner sera offert par IRL₂C).Nous aurons beaucoup de discussions et d'importantes décisions à prendre. 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 2011-2012. Parmi les nouvelles nominations au bureau de direction qui seront confirmées à l'occasion de l'AGA, notons que nous voterons pour un nouveau trésorier-secrétaire, un nouveau responsable de la communication et un nouveau membre associé. Nous voulons remercier Gladys Jean, notre trésorière, Daphné Simard, notre responsable de la communication, et Leila Renta, membre associée pour leur très grande contribution à l'ACLA. Les membres du bureau de direction qui poursuivent leur mandat sont Callie Mady (vice-présidente) et Miles Turnbull (Editeur en chef). Pour ma part, je continuerai en tant que présidente de l'association pour une autre année. 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 à Waterloo.

Je vous souhaite un congrès des plus agréables. Vous en faites un succès !

Bien cordialement,

Monique Bournot-Trites, Présidente, ACLA

UNIVERSITY OF NEW BRUNSWICK - FREDERICTON CAMPUS

1. AITKEN HOUSE - 14 BAILEY DR.
2. AITKEN UNIVERSITY CENTER - 20 MACKAY DR. (A C)
3. ALDEN NOWLAN HOUSE - 676 WINDSOR ST. (C)
4. ALUMNI MEMORIAL BUILDING - 13 BAILEY DR. (A C)
5. ANNEX C - 13 MACCAULAY LN. (A C)
6. BAILEY HALL - 10 BAILEY DR. (B D)
7. BANK/BOOKSTORE - 29 DINEEN DR. (B E)
8. BIOMEDICAL ENGINEERING - 25 DINEEN DR. (A B C)
9. BRIDGES HOUSE - 45 MACKAY DR. (A)
10. BRYDON JACK OBSERVATORY - 5 BAILEY DR.
11. BUILDING #7 - 6 GARLAND CT.
12. BURDEN ACADEMY - WINDSOR ST.
13. CAMPUS HOUSE - 11 GARLAND CT.
14. CARLETON HALL - 19 MACAULAY LANE
15. CENTRAL HEATING PLANT - 950 COLLEGE HILL RD.
16. COLLEGE HILL DAYCARE - 850 MONTGOMERY ST.
17. COMPUTER SCIENCE I.T.C. - 550 WINDSOR ST. (A B C)
18. CURRIE CENTER - 15 PETER KELLY DR.
19. ENTERPRISE UNB BUILDING #1 - 2 GARLAND CT. (A B)
20. ENTERPRISE UNB BUILDING #2 - 8 GARLAND CT.
21. FORESTRY & GEOLOGY BUILDING - 2 BAILEY DR.
22. GILLIN HALL - 540 WINDSOR ST. (A B C)
23. HARRIET IRVING LIBRARY - 5 MACAULAY LN. (A B C)
24. HARRISON HOUSE - 12 MACAULAY LN. (A)
25. HEAD HALL - 15 DINEEN DR. (A B)
26. HEAD HALL/ OLD CIVIL ENGINEERING - 17 DINEEN
27. HEAD HALL/ ELECTRICAL ENGINEERING - 19 DINEEN DR.
28. HEADER HOUSE - 4 GARLAND CT.
29. HUT #5 - 5 GARLAND CT.
30. I.U.C. FORESTRY - 28 DINEEN DR. (B)
31. I.U.C. PHYSICS & ADMIN - 8 BAILEY DR. (A B D)
32. I.U.C. SCIENCE LIBRARY - 4 BAILEY DR. (A C)
33. JONES HOUSE - 26 BAILEY DR.
34. JOY W. KIDD HOUSE - 42 MACKAY DR. (A B C)
35. KIERSTEAD HALL - 38 DINEEN DR. (A B C)
36. LADY BEAVERBROOK GYM - 2 PETER KELLY DR. (A)
37. LADY BEAVERBROOK GYM MOBILE - 4 PETER KELLY DR. (A)
38. LADY BEAVERBROOK RESIDENCE - 9 DINEEN DR. (A)
39. LADY DUNN HALL - 40 MACKAY DR. (A B C)
40. LUDLOW HALL - 41 DINEEN DR. (A B C)
41. MACKENZIE HOUSE - 43 MACKAY DR. (A E)
42. MACLAGGAN HALL - 33 DINEEN DR. (A B C D)
43. MAGEE HOUSE - 780 MONTGOMERY ST. (A B C)
44. MARSHALL D'AVRAY HALL - 10 MACKAY DR. (A B C)
45. MCCONNELL HALL - 19 BAILEY DR. (A)
46. MCCORD HALL - 7 BAILEY DR.
47. MCLEOD HOUSE - 810 MONTGOMERY ST. (A B)
48. MEMORIAL HALL - 9 BAILEY DR. (A C)
49. MURIEL MCQUEEN FERGUSSON CENTER - 678 WINDSOR ST. (A B C)
50. NBCC - 26 DUFFIE DR.
51. NEILL HOUSE - 22 BAILEY DR. (A C)
52. NEVILLE HOMESTEAD - 58 MACKAY DR.
53. NEVILLE HOUSE 16 BAILEY ST. (A C)
54. NRC - 46 DINEEN DR. (A B C)
55. PROVINCIAL ARCHIVES - 23 DINEEN DR. (A B C)
56. RESIDENCE ADMINISTRATION BUILDING - 20 BAILEY DR. (E)
57. SALT STORAGE BUILDING - 948 COLLEGE HILL RD.
58. SERVICES BUILDING - 767 KINGS COLLEGE RD. (E)
59. SINGER HALL - 7 MACAULAY LANE (A C)
60. SIR HOWARD DOUGLAS HALL - 3 BAILEY DR.
61. SOUTH GYM - 16 MACKAY DR. (A)
62. STUDENT UNION BUILDING - 21 PACEY DR. (A B C)
63. TIBBITS HALL - 40 MACKAY DR. (A B C)
64. TILLEY HALL - 9 MACAULAY LANE (A B C)
65. TOOLE HALL - 30 DINEEN DR. (A B C)
66. UNBEA BUILIDING - 10 GARLAND CT.
67. WU CENTER/ COLLEGE OF EXTENDED LEARNING - 6 DUFFIE DR. (A B C)
68. YELLOW BUILDING - 7 GARLAND CT.
69. NEW RESIDENCE - 34 MACKAY DR. (A B C)

ST.THOMAS UNIVERSITY

70. ADMISSIONS & RECEPTION CENTRE - 53 DINEEN DR. (A B C)
71. BRIAN MULRONEY HALL - 825 MONTGOMERY ST. (A B C)
72. EDMUND CASEY HALL - 51 DINEEN DR. (A B)
73. GEORGE MARTIN HALL - 59 DINEEN DR. (A B C)
74. HARRINGTON HALL - 55 DINEEN DR. (A B C)
75. HOLY CROSS HOUSE - 845 MONTGOMERY ST. (A B C)
76. J.B. O'KEEFE FITNESS CENTER - 65 DINEEN DR. (A C)
77. MARGARET NORRIE MCCAIN HALL - 9 DUFFIE DR.
78. SIR JAMES DUNN HALL - 67 DINEEN DR. (A B C)
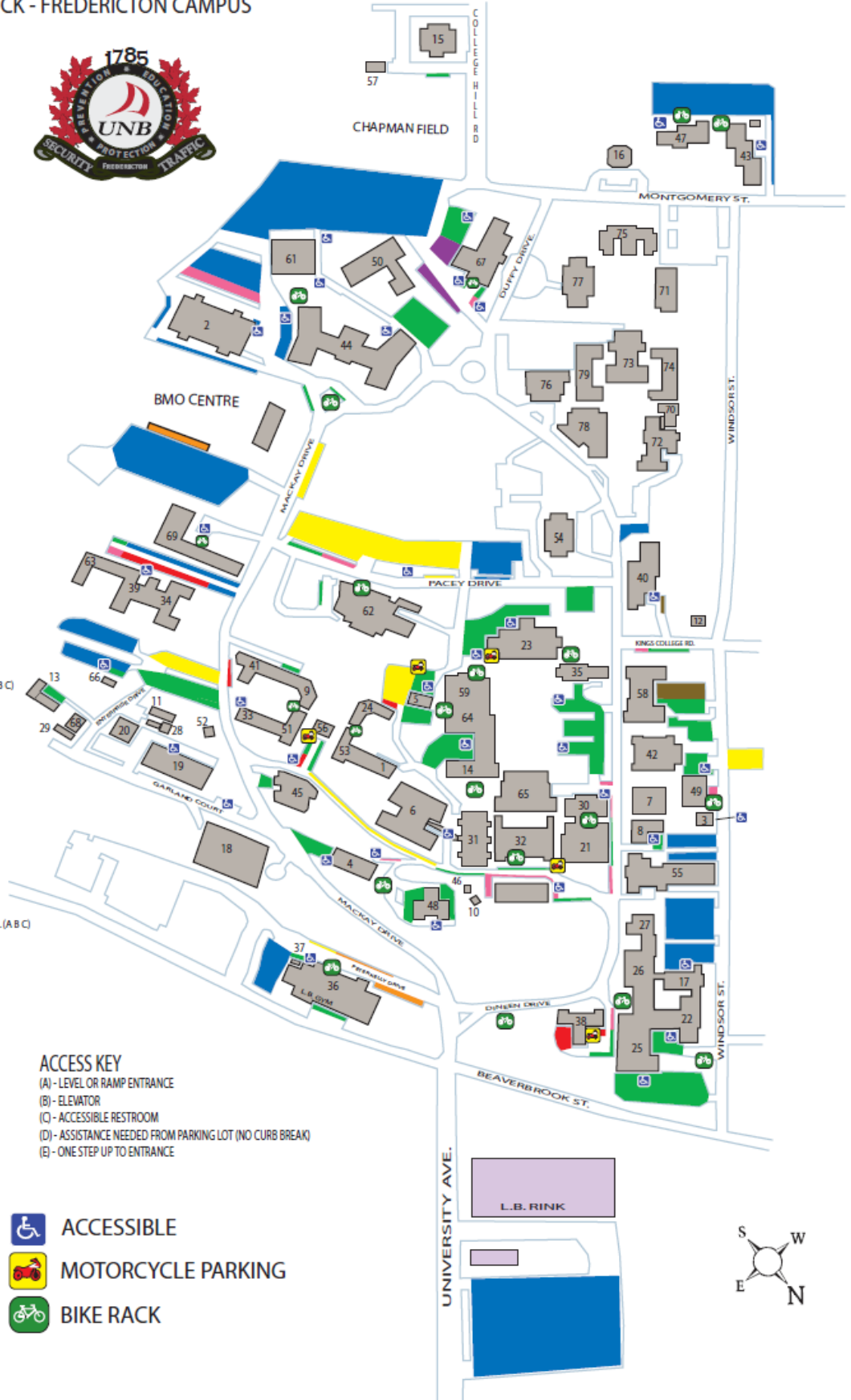79. VANIER HALL - 63 DINEEN DR. (A B C)

ACCESS KEY

(A) - LEVEL OR RAMP ENTRANCE
(B) - ELEVATOR
(C) - ACCESSIBLE RESTROOM
(D) - ASSISTANCE NEEDED FROM PARKING LOT (NO CURB BREAK)
(E) - ONE STEP UP TO ENTRANCE

RESIDENT STUDENT
GENERAL
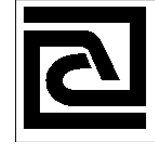STUDENT
STAFF/ FACULTY
VISITOR
CAMPUS REC
WU CENTER CLIENT

ACCESSIBLE
MOTORCYCLE PARKING
BIKE RACK
RESERVED PARKING - FIELD/DOME EVENTS
SERVICE PARKING

Canadian Association of Applied Linguistics
Association canadienne de linguistique appliquée
Congrès 2011 Conference

8:30 – 9:45	Welcome and Opening plenary / Mot de bienvenue et conférence d'ouverture **ELLEN BIALYSTOK**, York University, Ontario, **(2010 KILLAM AWARD RECIPIENT)** *How bilingualism shapes cognition across the lifespan* Room/Salle MACLAGGAN HALL 105 (AUDITORIUM)			
9:45 - 10:00	Break/Pause Room/Salle TILLEY HALL 224 **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. (<u>Posters' authors:</u> Genee, Ma, Zaghouani, Zyuzin)			
Room/Salle	**Tilley Hall 223**	**Tilley Hall 302**	**Tilley Hall 200**	**Tilley Hall 205**
Session Chair/ Président(e) de session	**Reed Thomas**	**Charlotte Jones**	**Callie Mady**	
10:00 - 10:30	**Zuniga & Simard,** The role of attention in L1 and L2 self-initiated self-repair behaviour	**Alshomrani & Thomson** Knowledge and use of English phrasal verbs: A comparison of EFL learners and native speakers across multiple tasks	**Arnott** Meaningful change in core French? - Examining Ontario stakeholder perspectives on the use of AIM for FSL instruction.	**Invited Symposium** **Symposium invité** *First exposure studies: Implications for an applied research agenda*
10:35 - 11:05	**McGarrell** ESL students' revisions as a mirror of writing teacher commentary	**Balcom & Bouffard;** A piece of the L3 transfer puzzle? Learning adverb placement and complex negation in early L2 and L3 French	**Ballinger** Enhancing peer interactions through literature and collaborative learning strategies	<u>Organizer/Organisatrice</u> **Susanne Caroll** (University of Calgary)
11:10 - 11:40	**Priego** Assessing the impact of eTandem partner feedback on the revisions of second language learners	**Faez & Vidwans** The language of science: A corpus-based study	**Garbati** A preliminary report examining core French teaching & English language learners	<u>Speakers/Présentateurs</u> **Mary Grantham O'Brien** **Annie Tremblay** **Rebekah Rast & Ellenor Shoemaker** **Carroll & Widjaja.** **ZhaoHong Han**
11:45 - 12 :15	**Sato & Lyster** Corrective feedback and peer interaction for accuracy and fluency development: Monitoring, practice, and proceduralization	**Tsedryk** Compétence paraphrastique et son rôle dans l'apprentissage de langue	**Despagne** Apprentissage autonome de l'anglais au Mexique	
12:15 -13:15	Lunch-Dîner libre Lunch-Dîner libre or bring your lunch to *Getting your research published in scholarly journals / Comment publier vos recherches dans les revues académiques* *Canadian Journal of Applied Linguistics / Revue canadienne de linguistique appliquée :* **Miles Turnbull & Leif French** Editors / Rédacteurs *Canadian Modern Language Review / La Revue canadienne des langues vivantes* **Laura Collins** Co-Editor / Co-Rédactrice TESL Canada Journal: **John Sivell**, *Editor represented by* **Paula Kristmanson** *Rivista di psicollinguistica applicata /Revue de psycholinguistique appliquée) quadrilingue (Anglais, français, espagnol, Italien). Maria Antonietta Pinto Editor* ***TILLEY HALL 205***			

Room/Salle	Tilley Hall 223	Tilley Hall 302	Tilley Hall 200	Tilley Hall 205
Chair/ Président(e)	**Hedy McGarrell**	**Stéphanie Arnott**	**Inge Genee**	
13:15 - 13:45		**Pellerin** The use of the first language (l1) by students in the early French immersion program: Necessary or not?	**Dressler & Kupisch** The acquisition of German and English as weaker languages: Incomplete or complete acquisition?	**Suzanne Caroll's symposium continues**
13:50 -14:20	**Rehner** Teaching and learning sociolinguistic variation in university FSL courses	**Roy** Les variétés linguistiques au Canada : qui décide quel français parler ?	**Guardado** The discourses of language maintenance	
14:25 - 14:55	**Poirier & Lyster** A corpus analysis of grammatical gender markers in clitic pronouns and noun phrases used by French immersion teachers	**Mandin** L'expérience des parents exogames face à l'éveil à la littératie dans l'Ouest du Canada	**Mady** Official language bilingualism : Allophone immigrant perspectives	***What does this mark mean? Teacher and learner perspectives on classroom assessment*** Organizer/Organisateur: **Janna Fox** (Queens University) Speakers/Présentateurs **Liying Cheng Christine Doe Janna Fox Arezou Kashani Youyi Sun**
15:00 - 15:30	**Dicks, Le Bouthillier & Kristmanson** L'écriture en immersion au niveau intermédiaire : un modèle d'enseignement systématique	**Lemaire** Enseignement du français au postsecondaire et en milieu minoritaire : les défis de la francophonie plurielle	**Steinbach** Teaching French as a second language in Quebec: Perspectives of secondary teachers	
15:30 - 15:45	**Break/ Pause - /Affiches** Come see and talk to the authors/Venez parler aux auteurs des affiches			
Chair/Président(e)	**Laura Hemans**	**Lesley Doell**	**Miwa Takeuchi**	
15:45 - 16:15	**Mueller** Neglected areas of identity research in study abroad contexts	**Aryadoust &Goh** Developing an academic listening self-assessment questionnaire: An exploratory study of academic listening macroskills	**Takeuchi** English language learners' language learning opportunities in mathematics classrooms	
16:20 - 16:50	**Planchenault** Individuation et construction du soi francophone	**Mullen** Impact and consequences of test misuse	**Thomas** Integrating language and content: An analysis of connections between researchers' models and teachers' practice in elementary-level content-based instruction	**Janna Fox' symposium continues**
16:55 - 17:25	**Scholz** Learner feedback concerning foreign language anxiety: Reflections on situational anxiety and learner identity construction	**Tsushima** EFL teachers' perspectives on assessment: the relationship between policy and practice in oral communication courses in Japan	**Wust & Maheux-Palletier** How Canadian are Canadian editions of American FSL textbooks?	

9:05 - 10:55	**Assemblée générale annuelle de l'ACLA (Petit-déjeuner offert par IRL₂C)** **ACLA Annual General Assembly (Breakfast offered by L₂RIC)** **Réservé aux membres/For ACLA members** **TILLEY HALL 223**
11:00 - 12:00	Plenary Session / Session plénière **DIANE HUOT** (Université Laval, Québec) *Les TIC dans la classe de langue* **MACLAGGAN HALL 105 (AUDITORIUM)**
12:00 - 13:00	Annual General Meeting for the Canadian Association of Language Assessment /L'association canadienne pour l'évaluation des langues (CALA/ACEL with/avec **Janna Fox** **All interested welcome TILLEY HALL 223**

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

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

A light breakfast is offered by L_2RIC / Un petit-déjeuner léger est offert par IRL_2C

TILLEY HALL 223

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Agenda / Ordre du jour

1. Welcome and approval of the agenda
2. Approval of the minutes 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. The ACLA journal and the financial situation of ACLA: searching for solutions

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

Le Congrès des sciences humaines en perspective…

2012 Wilfrid Laurier University & University of Waterloo

2013 University of Victoria

2014 Brock University

Room/Salle	Tilley Hall 223	Tilley Hall 200	Tilley Hall 205
Chair/Président(e)	**Sylvie Roy**	**Patricia Balcom**	***Invited Symposium*** ***Symposium invité*** ***Race and culture in second language education*** *Organizer/Organisatrice* **Ryuko Kubota** *(University of British Columbia)* *Speakers/Présentateurs* **Ena Lee** **Huamei Han** **Awad Ibrahim** **Francis Bangou** **Eve Haque**
13:00 - 13:30	**Wernicke & Bournot-Trites** Teaching French as an *official* language or an *additional* language in BC: An overview of the new curriculum	**Ragoonaden** Namaste, Konichiwa, Ni hoa : le bonjour interculturel	
13:35 - 14:05	**Beaulieu & Gosselin** Still Speaking Immersion	**Detaramani** The effect of English immersion programs on tertiary students willingness to communicate and motivation to use English	
14:10 - 14:40	**Peguret & Guidigbi** Les étudiants post-immersifs dans les programmes de FLS à l'université : comment améliorer leur compétence langagière	**MacIntyre** Integrating action control, motivated strategies, and integrative motivation as predictors of language learning affect and the intention to continue learning French.	
14:45 - 15:15		**Pinto** Long-term effects of early bilingualism on metalinguistic awareness. A study on young adults.	
15:15 - 15:30	**Break/ Pause - Posters/Affiches** Come see and talk to the authors/Venez parler aux auteurs des affiches.			
Chair/Président(e)	**Christine Doe**	**Martin Guadardo**	
15:30 - 16:00	**Ilieva** Exploring emergent multimodal curriculum in a transitional program for older immigrant youth	**Gutierrez** Metalinguistic reflection and resolution of LREs in L2 Spanish	**Ryuko Kobuta's symposium continues**
16:05 - 16:35	**Garcia** Teachers' and students' perceptions and use of code-switching in ESL classes in Quebec elementary schools	**Imai** Rhetorical expectations, previous experience, or study goals? : Novice L2 writers' voice on peer/teacher comments.	
16:40 - 17:10	**Lotherington, Heikoop & Meades** Finding new learning spaces for community languages in multimodal text production	**Wagner, Kristmanson & Herbel-Eisenmann** The use of modality in French immersion mathematics interaction	
19 :00 – 22 :00	Lobster dinner/ diner au homard for those who registered Lobter Boil andCultural Kitchen Party/Festin de homard et party de cuisine culturel: Fredericton Convention Centre			

8:30 - 9:35	**SPECIAL SYMPOSIUM ON FSL/ESL TEACHER EDUCATION** **SYMPOSIUM SPÉCIAL SUR LA FORMATION DES ENSEIGNANTS(ES) DE FLS ET ALS** **organisé par Wendy Carr et Joseph Dicks** **Cross-Canada perspectives on the CEFR and language teacher education/practice** *Wendy Carr, Joseph Dicks & Miles Turnbull, Paula Kristmanson, Caroline Turnbull* **TILLEY HALL 304**				
Room/Salle	Tilley Hall 223	Tilley Hall 302	Tilley Hall 205	Tilley Hall 200	Tilley Hall 304
Chair/Président(e)	**Karen Ragondeen**	**Maria Antonietta Pinto**	**Hedy McGarrell**	**Paula Kristmanson**	**Martine Pellerin**
9:40 - 10:10	**Jebali & Bigot** L'enseignement des clitiques en classe de FLS au Québec : enjeux théoriques et pratiques	**Blouin-Carbonneau, Routhier, &Bournot-Trites** Mise à jour des normes linguistiques canadiennes pour les immigrants adultes	**Bilash** Improving student SL oral production through teacher professional development: the impact of PLCs and in-class coaching	**Rowe & Kenny** Diverses pratiques en accompagnement des stagiaires en FLS	**Piccardo** Se former aux concepts-clés de CECR : le pourquoi et le comment
10:15 - 10:45	**Bigot** La variation lexicale dans le parler des adolescents de Casselman (ON)	**Blouin-Carbonneau, Stewart Nagy & Routhier** Designing & implementing an achievement assessment based on Canadian Language Benchmarks	**Wagner, Stille, Jang, & Cummins** Language assessment frameworks: Supporting teachers' diagnostic competence development	**Galligani** Comment les activités d'éveil aux langues deviennent des outils de formation pour les enseignants de FLS	
10:45 - 10:55	**Coffee Break offered by L₂RIC/Pause café offert par IRL₂C**				
Chair/Président(e)	**Allan Roy**	**Barry Rowe**	**Meike Wernicke**	**Wendy Carr**	**Chantal Lafargue**
10:55 - 11:25	**Bourgoin** Transitioning into French immersion at grade 3: Students' experiences with l1and l2 reading	**Byrd Clark &Mady** Reflexivity, new technologies & FSL pre-service teachers…What's CEFR got to do with it?	**French & Collins** Professional challenges of ESL teaching: Voices from Quebec & New Brunswick	**Dicks & M. Turnbull** Autonomie de l'apprenant, éveil aux langues, et apprentissage permanent: Le portfolio canadien des langues pour éducateurs	**Hermans** The CEFR in the classroom: How and why?
11:30 - 12:00		**Pellerin** The use of digital technologies to document and assess students' language learning process	**McGarrell** Commenting practices of inexperienced ESL writing teachers		
12:00 - 13:00	**Lunch-Dîner libre**				

Room/Salle	Tilley Hall 223	Tilley Hall 302	Tilley Hall 205	Tilley Hall 200	Tilley Hall 304
Chair/Président(e)	**Martine Pellerin**	**Bill Dunn**	**Julie Webb**	**Ebtehal Hussein**	**Joseph Dicks**
13:00 - 13:30	**Lai** In-service teacher development for facilitating learner autonomy in curriculum-based SALL		**Carr** The CEFR and a new provincial language curriculum: A western Canadian perspective-- opportunities & challenges		**Kristmanson & Lafargue** "Can Do"- Successes and challenges in encouraging self-assessment and learner autonomy in high school language classes
13:35 - 14:05	**Rowe** The relevance of self-directed learning in FSL learning	**Wernicke** Constructions of confidence by FSL teachers on study abroad	**Austin, Thomas & Turnbull** The Atlantic Provinces' vision for the Common Framework of Reference and Language Portfolio	**Piccardo** Du CECR au développement professionnel : pour une démarche stratégique.	
Chair/Président(e)	**Josée Le Bouthillier**	**Leif French**	**Miles Turnbull**	**Renée Bourgoin**	**Maryam Wagner**
14:10 - 14:40	**Fortier** Y a-t-il un lien entre la capacité méta syntaxique et la capacité de mémoire phonologique d'enfants de langues d'origine?	**Dunn** Implementing a collaborative inquiry-based model in second language teacher education	**Doell & Cousineau** Le DELF démystifié	**Hussein** Le développement des stratégies cognitives des futurs enseignants de FLE (Français langue étrangère)	**C. Turnbull** The CEFR and ELP: Applications and daily practices in the Intensive English classroom in NB
14:45 - 15:15	**Parisot, Rinfret & Paquette** Mesures de la conscience phonologique de la langue des signes québécoise (LSQ) : Analyse comparée de sujets sourds ayant (élèves de secondaire) ou non (adultes) reçu un enseignement explicite de la structure de la LSQ			**Taylor & Despagne** Le rôle de SIOP dans la formation des enseignants de FLS/ALS au Canada : des leçons du Mexique	
15:15 - 15:45	**Coffee Break offered by L₂RIC/Pause café offert par IRL₂C** **Posters/Affiches** Come see and talk to the authors/Venez parler aux auteurs des affiches				
16 :00 - 17:00	Closing plenary/Plénière de clôture **JOHN EDWARDS** (St Francis Xavier University, Nova Scotia) *A Language for all the World: from Eden to Esperanto* **MACLAGGAN HALL 105 (AUDITORIUM)**				
17:00 - 19:00	Réception des Présidents d'université du Nouveau Brunswicket St Thomas/New Brunswick and St Thomas University Presidents reception **BALL ROOM, STUDENT UNION BUILDING** All ACLA participants are welcome/Tous les participants de l'ACLA sont les bienvenus.				

HOW BILINGUALISM SHAPES COGNITION ACROSS THE LIFESPAN

Ellen Bialystok
Distinguished Research Professor, York University, Ontario
www.yorku.ca/coglab

Introduced by Callie Mady (Nipissing University, Ontario)
Wednesday June 1 2011 , 8:30-9:45
MacLaggan Hall 105 (auditorium)

A growing body of research points to the importance of bilingualism in modifying cognitive outcomes. The most dramatic effect is in the role of bilingualism in the enhancement of executive control across the lifespan. However, a more complex picture emerges when these cognitive advantages are considered together with the costs to linguistic processing. I will review evidence for both these outcomes and propose a framework for understanding the mechanism that leads to these observed consequences of bilingualism.

Ellen Bialystok is a Distinguished Research Professor of Psychology at York University and Associate Scientist at the Rotman Research Institute of the Baycrest Centre for Geriatric Care. She received her Ph.D. from the University of Toronto in 1976 studying the relation between children's conceptual and linguistic development, especially as it applied to spatial cognition. She then turned to the problem of second language acquisition and investigated the process by which children and adults acquire additional languages. The model she developed in this research showing how interactions between specific linguistic systems and generalized knowledge systems were required to learn a second language formed the basis of her research examining metalinguistic awareness and literacy acquisition in young children. Much of her research in the past 20 years has focused on the effect of bilingualism on children's language and cognitive development, showing accelerated mastery of specific cognitive processes for bilingual children. More recently, this research has been extended to investigations of adult processing and cognitive aging, showing the continuity of these bilingual advantages into adulthood and the protection against cognitive decline in healthy aging for bilingual older adults. She is the author or editor of 7 books and over 100 scientific papers in journals and books. She is a fellow of the Royal Society of Canada and among her awards are a Killam Research Fellowship, Walter Gordon Research Fellowship, Dean's Award for Outstanding Research, and the Donald T. Stuss Award for Research Excellence at the Baycrest Geriatric Centre, the President's Research Award of Merit at York University, and the 2010 Killam Prize in the category of Social Sciences.

LES TECHNOLOGIES DANS LA CLASSE DE LANGUE
Diane Huot
diane.huot@lli.ulaval.ca

Présentée par Sylvie Roy (University of Calgary)
Le jeudi 2 juin 2011 de 11:00 à 12:00
MacLaggan Hall 105 (auditorium)

Une réflexion sera menée sur la situation de l'apprentissage et de l'enseignement des langues à l'aide des technologies et sur les changements suscités par les progrès récents. À partir d'exemples tirés de notre parcours de recherche en lien avec les technologies, recherches portant notamment, sur les connaissances implicites et explicites du locuteur natif et du professeur de langue chevronné en EIAO (1998), sur l'effet des TIC sur la motivation et la qualité des productions écrites (2009) et sur le référencement de publications web pour l'enseignement du français L2 (en cours), la présentation portera sur les leçons qui se dégagent de ces recherches et sur les questions soulevées par celles-ci. On se demandera si, dans la perspective des avancées technologiques, des questions de recherche ayant trait à la qualité des productions écrites ont une pertinence et, si du point de vue de l'enseignement à un apprenant de niveau débutant, se posent encore des questions quant à la sélection et à la présentation de l'apport langagier et quant aux moyens mis en œuvre pour en favoriser l'appropriation et la réutilisation. On se demandera enfin, à partir des exemples cités précédemment, dans quelle mesure les progrès «numériques» sont susceptibles de donner lieu à des changements au plan des pratiques de recherche et d'enseignement et s'ils constituent pour la didactique des langues des défis nouveaux ou des défis qui se situent dans le prolongement de ceux précédemment posés au cours des années

Diane Huot est professeur au département de Langues, linguistique et traduction de l'Université Laval et directrice des programmes de français langue seconde et des programmes d'enseignement du français langue seconde. Après avoir dirigé une recherche longitudinale sur l'intégration des technologies à l'école secondaire et sur son effet sur la motivation et les productions écrites, elle a publié avec ses co-chercheures, aux PUL en 2009, Les technologies de l'information et de la communication (TIC) à l'école secondaire.

A LANGUAGE FOR ALL THE WORLD: FROM EDEN TO ESPERANTO

John Edwards

St. Francis Xavier University

jedwards@stfx.ca

Introduced by Joseph Dicks (University of New Brunswick)

Friday, June 3, 2011 16:00 - 17:00
MacLaggan Hall 105 (auditorium)

For many, both within and without academia, the whole idea of constructed or 'artificial' languages immediately suggests a sort of linguistic lunatic fringe or, at best, profoundly misguided enthusiasm. Esperanto and other languages like it are seen as the fantasy creations of eccentrics and cranks. Nonetheless, the interest in constructed languages is an outgrowth of a very early and pervasive quest for the first human language, the language of Eden. Throughout history there have been repeated attempts to make a case for one variety or another. After all, being able to claim some linguistic affinity with the original language would inevitably imply a specially intimate relationship with divinity itself. Particular conceptions of social and political identity would be immeasurably strengthened if their linguistic, cultural and religious components had such an impeccable pedigree.

Did the first language actually survive in some form or other? Many plumped for Hebrew but, in the sixteenth and seventeenth centuries, supporters could be found for Flemish, Danish, Swedish, Polish, Basque, Hungarian, Breton (and other Celtic varieties), German and Chinese. These bizarre suggestions were not entirely unrelated to political developments and aspirations. A case in point is found in a treatise whose explicit aim was to proclaim the superiority of French: here the argument held that God spoke Spanish to Adam, the Devil spoke Italian, and Adam and Eve subsequently apologised to God – in French. A Persian view had it that the first couple spoke Persian, the snake spoke Arabic, and Gabriel spoke Turkish. And so on.

The next chapter in the story leaves behind the notion of some elemental *lingua humana* and moves more directly towards the construction of a 'universal' or 'philosophical' language, whose logic must inevitably facilitate the search for knowledge and its classification. Not surprisingly, then, the same age that saw the dawn of the 'new science' in Europe also saw great activity on the part of the 'language projectors'. Indeed, most of the early luminaries of the Royal Society were at least passively interested in the idea of a more perfect medium.

Since that time, there have been hundreds of universal-language schemes, culminating in a sense with Zamenhof's publication of Esperanto in 1887. Although the rhetoric surrounding constructed languages has often been very grandiose indeed, and although the twin pivots on which they have all swung – a practical instrumentality, on the one hand, and a naïve but laudable desire to facilitate global harmony, on the other – have not always made for an easy partnership, there is a long and fascinating story here. It goes well beyond linguistics and the sociology of language, it is intimately intertwined with scientific progress writ large, and it provides a unique perspective on psychological and social identity.

John Edwards was born in England, educated there and in Canada, and received a PhD (in psychology) from McGill University in 1974. After working as a Research Fellow at the Educational Research Centre, St Patrick's College, Dublin (now affiliated with Dublin City University), he moved to Nova Scotia in 1978, where he is Professor of Psychology at St Francis Xavier University.

His research interests are in language, identity and the many ramifications of their relationship. He has lectured and presented papers on this topic in some thirty countries, and his work has been translated into half a dozen languages. Edwards is on the editorial boards of a dozen international language journals, and is the editor of the Journal of Multilingual and Multicultural Development, now part of the Routledge (Taylor & Francis) publishing group. He is also the editor of the Multilingual Matters book series for the Bristol publisher of the same name, a series that now comprises about 150 titles.

Edwards's own books include The Irish Language (Garland, 1983), Language, Society and Identity (Blackwell, 1985), Multilingualism (Penguin, 1995) and Language in Canada (Cambridge, 1998). More recent volumes include Un mundo de lenguas (Editorial Aresta, 2009), Language and Identity (Cambridge, 2009), Language Diversity in the Classroom (Multilingual Matters, 2010) and Minority Languages and Group Identity (Benjamins, 2010).

Professor Edwards is the author of about 250 articles, chapters and reviews. He is a member of several psychological and linguistic societies, as well as scholarly organisations for the study of ethnicity and nationalism. He is a fellow of the British Psychological Society, the Canadian Psychological Association, and the Royal Society of Canada.

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INVITED SYMPOSIUM

FIRST EXPOSURE STUDIES: IMPLICATIONS FORAN APPLIED RESEARCH AGENDA

Wednesday, June 1, 2011 10:00- 12:15 and 13:15-14:20
Tilley Hall 205

Organizers: **Susanne Carroll** (University of Calgary) susanne.carroll@ucalgary.ca

Mary Grantham O'Brien, (University of Calgary). mgobrien@ucalgary.ca

Making use of prosodic cues to predict sentence length in German: a first exposure study.
Rast and Dommergues (2003) have shown that after only 8 hours of exposure to a language, learners become sensitive to prosodic cues in L2 input. Building on these findings, the present study investigates whether exposure to German input plays a role in learners' ability to predict sentence length.
English native speakers with no L2 German experience and English L2 learners of German with 8 hours of beginning-level German instruction completed a perceptual gating task in German to determine whether learners can use the prosodic cues to distinguish sentences of varying lengths, like (1)-(3) which differ in their prosodic structure. Previous research has shown that native speakers of English and German, as well as advanced English L2 learners of German, rely on prosodic cues to distinguish sentences of varying lengths, prior to the potential last word (e.g., *Hasen* "rabbits") (e.g., Grosjean & Hirt, 1996; O'Brien et al., 2010; Schließer et al., 2006).

(1) Die Kinder sehen zwei Hasen. (short)
"The children see two rabbits."
(2)   Die Kinder sehen zwei Hasen vor einem Baum. (medium)
"The children see two rabbits in front of a tree."
(3)   Die Kinder sehen zwei Hasen vor einem Baum hinter dem Haus. (long)
"The children see two rabbits in front of a tree behind the house."
Preliminary analyses suggest that participants in both groups were able to make use of prosodic information to predict sentence length by the last syllable but that those participants with exposure to German made use of these cues earlier in the sentence.

Annie Tremblay (University of Illinois at Urbana-Champaign) atrembla@illinois.edu

Learning from the L2 Speech Signal: The Mapping Problem
Learning the phonology of a second/foreign (L2) language is difficult: L2 learners typically do not reach native-like pronunciations. Much research has examined the factors predictive of success in L2 phonological learning [1,2,3,4,5]. Fewer studies have focused on the task initial-state L2 learners face: mapping the acoustic properties of speech onto phonological representations, when these properties and their mapping differ in the native and target languages [6,7].
To illustrate, in English, pitch accents are aligned with stressed syllables, whose location in the word depends on word class, syllable weight, and affixation [8,9], as shown in (1). By contrast, in French, pitch accents are consistently aligned with the last non-reduced syllable in the accentual/phonological phrase [10,11], as shown in (2). Importantly, the predominant cue to pitch accents in English is higher F0 when stress is word-initial and longer duration when stress is not word-initial [12], whereas the predominant cue to pitch accents in French is higher F0 in non-sentence-final position [10,11,13]. Hence, before native French and native English speakers can learn the prosodic systems of, respectively, English and French, they must learn to use the relevant acoustic cues to perceive syllables as accented.
Production and perception studies were conducted with French L2 learners of English and English L2 learners of French at different proficiencies. The results suggest that the above mapping problem is responsible for L2 learners' incorrect stress placement (in English) and incorrect perception of word boundaries (in French). The implications of these findings for initial-state L2 learners will be discussed.
Examples
(1)   a.   CAnada vs. deVELop
           b.   CAnada vs. aGENda
           c.   inFORM vs. inforMAtion
(2)   [Nous aimons TOUS]$_{AP}$ [le chocoLAT]$_{AP}$.
           'We all like chocolate.'

Rebekah Rast (The American University of Paris) rebrast@gmail.com and **Ellenor Shoemaker** (Université Paris 3 – La Sorbonne Nouvelle) ellenor.shoemaker@univ-paris3.fr

Extracting words from the L2 speech stream: a first exposure study
Segmentation of the speech stream requires that listeners extract discrete processing units from a continuous acoustic signal. Second language (L2) research has demonstrated evidence of myriad segmentation strategies employed by L2 listeners including acoustic cues (Ito & Strange 2009, Shoemaker 2010), phonotactics (Weber & Cutler 2006), and prosodic structure (Golato 2002). The majority of L2

processing models, however, fail to predict which cues listeners exploit before L2 lexical and phonological forms have been acquired, i.e. at the very initial stages of exposure.

The current study seeks to identify segmentation strategies utilized during the first hours of L2 exposure. Fifteen learners of Polish with no previous exposure to the language were tested on their ability to extract words of 2 and 3 syllables from Polish sentences at two time intervals. Following Rast's (2008) first exposure study, stimuli were designed to investigate the effect of three factors: transparency (i.e. phonological similarity between learners' background languages and L2 lexical items); a target word's position in the sentence; frequency of the target word in the Polish input during instruction. Transparency was measured for the learners' background languages (native language and other foreign languages).

Findings will be discussed with respect to learners' dependence on phonological forms already established in their background languages and to their sensitivity to the edges of prosodic domains and frequency. Results of a control group who received no Polish instruction will be presented as well.

Ms. Nina Widjaja (University of Calgary) nina_widjaja@yahoo.com and **Susanne E. Carroll** (University of Calgary) carrolls@ucalgary.ca

What first exposure studies can tell us about frequency effects in L2 learning: Learning constructions in Indonesian

Frequency of exposure to input matters to learning an L2 [1,2]. But does it follow that learning constructions requires multiple exposures to exemplars (bottom-up associative and statistical learning)? Or can adults rapidly extract grammatical patterns. We provide evidence that Anglophones on first exposure to Indonesian can learn three syntactic constructions presented in sentence context, each expressing plurality: *bare nouns*, *reduplication*, and *classifier + numerals* in (2a,b,c) respectively.

(1) a. Saya mem- beli buku
     I   AV buy book
'I buy a book'
'I buy books'
b. Saya mem- beli buku-buku
  I   AV buy   books
'I bought books'
c. Saya mem- beli tiga (buah) buku
I   AV buy   CL:object book
'I bought 3 books'

Our methodology involved training on auditory and visual stimuli and we tracked all input. Some participants required as few as 4 exposures to correctly learn 20 items in the three constructions, although the learning problem required word segmentation, word/phrase-picture-meaning mappings and generalization. Despite no prior knowledge of Indonesian, the task was easy. Our data are consistent with several studies showing that adults can rapidly segment words [3,4], make form-meaning mappings [5] and extract generalizations from minimal input [5]. Thus, not all parts of language are learned incrementally. Some parts, including constructions, can be learned rapidly and on the basis of minimal inputs. These results have important consequences not only for research on L2 learning, they also have consequences for curriculum development, an issue we will take up in the final discussion.

ZhaoHong Han (Columbia University) zhh2@columbia.edu

Initial-state input processing: A study of ab initio learners of Chinese

Since SLA researchers continue to debate the initial state, e.g., the full transfer/full access hypothesis [1], empirical inquiries focusing on processing in the initial state are needed. They might validate UG claims, and would create new knowledge vis-à-vis L2 input processing, the study of which has concentrated on mid-advanced stages of acquisition.

I report in this presentation on first exposure of five native speakers of English and five native speakers of Japanese (N = 10) to Chinese. Unlike previous studies that have focused on processing of written input, the present study examines learners' processing of oral input. Within a task-based framework, the study seeks to simulate the input experience that an *ab initio* learner is likely to undergo in an immersion environment; participants watch and listen to video footage of three communicative tasks - shopping, eating in a restaurant, and finding directions in a subway station - over a period of one week. Input processing was operationalized as attention, with or without awareness which, in turn, involves noticing and understanding, form-meaning-function relations, and was measured via four tasks: oral free–recall (form), imitation (form), interpretation (form-meaning), and semi-role-play (form-meaning-function). These tasks were administered every day following the video playing. In order to minimize task or practice effects, three comparable versions of each stimulus task were developed and counterbalanced when shown to the participants. Participants' oral performances on the tasks were recorded, transcribed, coded, and analyzed quantitatively and qualitatively. Results will be reported.

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RACE AND CULTURE IN SECOND LANGUAGE EDUCATION
June 2, 2011, 13:00-16:35
Tilley Hall 205

Organizer **Ryuko Kubota** (University of British Columbia) ryuko.kubota@ubc.ca

Race and culture in second language education
The field of applied linguistics has made a critical turn in the last twenty years as seen in the scholarly inquiries that draw on poststructuralism, postmodenism, postcolonialism, neo-Marxism, and critical pedagogies. Teaching, learning, and language use are increasingly conceptualized not as neutral, objective, or universal acts but as politically and ideologically situated practices that produce, perpetuate, or transform unequal relations of power. This critical turn has recently shed light on issues of race, racialization, and racism, exposing under-explored facets of second language education. This symposium invites applied linguists across Canada who have conducted innovative research on these issues to discuss a range of topics and approaches that illuminate how racialization shapes social practices in relation to language, culture, education, and policies. Following an introduction that provides a conceptual framework of race, racilization, and racism, an overview of Critical Race Theory, and a brief review of previous research in our field, five scholars present their research that addresses the following topics: a discourse of cultural difference as a proxy for racial difference; philosophical theorization of race; intersections of language, race, and immigrant status; race and the use of technology in second language teacher education; and racialization as manifested in national language policies.

Ena Lee (Simon Fraser University) ena@sfu.ca

Race and culture in the critical language classroom: Why "doing the stereotype thing" "never works for me"
While many in the field of ESL may agree that language and culture remain inextricably interconnected, there is less consensus about what we mean by "culture" and the subsequent implications on pedagogical approaches to culture in the ESL classroom.
Pacific University's ESL program viewed culture as an analytical process rather than as discrete facts, and the program thus aimed to assist students in the development of an exploratory and introspective inquiry into language and culture through a critical dialogic approach. A lack of clear conceptualization of what a critical dialogic approach to language and culture might have meant in practice, however, found many classroom discourses centered around processes of comparing and contrasting. In positioning students as cultural experts/representatives through lines of questions such as, "Do guys think like that in your country?", "What about in China?", and "What about in Japan?", "critical" explorations of culture became based on problematic cross-cultural essentializations of racialized identity and difference which subsequently reproduced dichotomies of Self and Other between instructor and students.
Data excerpts from classroom observations, questionnaires, and interviews with both students and instructors at the program will highlight how broader discourses of race and culture in language education served to shape pedagogical practices at Pacific University's ESL program – practices that can offer us a starting point for the development of more critical pedagogical approaches to language and culture, and collaborative reflection on "learning to teach intentionally while learning to recognize the hidden ways we often teach unintentionally" (Kumashiro, 2002, p. 84).

Awad Ibrahim (University of Ottawa) aibrahim@uottawa.ca

Body without Organs: Deleuze, Critical Race Theory and L2 Praxis
The Body without Organs (BwO) is a limit, Deleuze and Guattari (1987) argue; specifically, it is the limit at which all the *flows* flow completely freely, each into the others, so that no distinctions exist among them any longer. Described as 'flows,' all things in the world, Deleuze and Guattari add, including humans, desire to flow unconstrained. In this sense, what marks a 'flow' from another 'flow' is not its distinction but its saturation. For example, as I intend to show in the paper, race is a flow but what makes it distinct from other social categories (other flows, that is) such as gender or social class is how it is experienced by different bodies. Building on a recent critical ethnographic study, my intent in this paper is to 1) build on Deleuze's notion of BwO which he first introduced before it was taken up in *A Thousand Plateaux* and problematize it using Critical Race Theory (CRT) and 2) look at how this theoretical framework can be applied to the field of applied linguistics, namely TESOL. Ultimately, I want to introduce Deleuze and his notion of Body without Organs to CRT, and, following Kubota and Lin (2006, 2009), introduce in turn CRT and BwO to applied linguistics/TESOL. These introductions, I am concluding, are flows, that is, the idea that there is CRT which is saturated and a separate field from applied linguistics/TESOL is itself problematic. One is the other, and one should follow completely free into the other. This is what I am calling L2 praxis.

Huamei Han (Simon Fraser University) huamei_han@sfu.ca

*Chinese-Canadians as "Westerners": Exploring the Intersection of Language, Race and Immigrantizatio*n
Drawing from a three-year ethnography, this paper explores how language, race, and immigrant status intersect to shape individual and group identities in English-dominant Canada by examining how and why two groups differed in their understandings of who were "westerners."
Specifically, a young immigrant couple from Mainland China reported that they made friends with *laowai* (foreigners) or *xifang ren* (westerners) when they joined a local church to practice English. While *laowai* and *xifang ren* are often used to refer to Caucasians in Mainland China, their friends were "1.5 generation (Louie, 2004) Chinese-Canadians who were born in Southeast Asia but grew up in

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Canada. Conversely, the 1.5 generation saw themselves as different from both *Chinese* and *western people*.

To account for their different understandings, I conceptualize race as a socially constructed category (Delgado & Stefancic, 2001), social actors' views of racial matters as corresponding to their systemic locations (Bonilla-Silva, 2010), and language as intimately related to nation-states (Billig, 1995; Gal & Irvine, 2000) and systemic racism (Lin & Kubota, 2006). I suggest that language seemed detrimental to the immigrant couple because their English proficiency marked them as *immigrants* in contrast to *Canadians*, while the 1.5 generation internalized systemic racism in the process of growing up in Canada and categorized immigrants, themselves and *western people* into a hierarchy.

I discuss language as proxy for race (Monzo & Rueda, 2009) and immigrant status within nation-states in globalization. I conclude with implications for TESOL specifically and for education in general.

Francis Bangou (University of Ottawa) fbangou@uottawa.ca

"This is me": Race, ICT and Second language Education

In the 1990's slogans such as "*There is no race, there is no gender. There is no age. There are no infirmities. There are only minds*" (television, commercial for MCI in Nakamura, 2000) were part of the general discourse that surrounded the rapid and massive integration of Information and Communication Technologies (ICT) into second language classrooms. Since these early days many scholars have challenged such colors-blind views and denounced the "persistent inequality in the deep structures of our nation's IT economy" (Everett, 2008, p. 1). Language, race and ICT are indeed intrinsically connected and it is crucial for any second language educators to understand their interrelationships to better integrate ICT into their practice (Warschauer, 2000, 2004). The goal of this paper is to explore the connection between race, ICT and second language teaching through the analysis of two pre-service teachers' experiences (one Latina, one African-American) with ICT in a Second Language Master of Education (M.Ed.) program. Based on Foucault's notion of resistance (1975), I will demonstrate that within the context of the M.Ed. program, the pre-service teachers were provided with the space to become selves and "speak truth to power" (Everett, 2008, p. 1) which in turn contributed to the development of their knowledge based associated with technology integration into a second language classroom. This study has implications for critical teacher educators who are working in similar contexts.

Eve Haque (York University) ehaque@yorku.ca

Re-making white settler nationalism through a federal language policy of "multiculturalism within a bilingual framework"

In 1971, Trudeau declared Canada to be "multicultural within a bilingual framework". A genealogy of the Multiculturalism Policy and the Official Languages Act shows that in the 1960's, changes in the demographic make-up of Canada, increased agitation for recognition from francophone and Aboriginal communities, as well as shifting discourses on biological notions of race all necessitated a rethinking of national narratives. In this presentation, I show how through the Royal Commission on Bilingualism and Biculturalism (1963-1970) differentiated linguistic rights became fundamental to the articulation of a hierarchy of citizenship and belonging. Specifically, reports from the Commission show that the establishment in the 1960's of Canada as a white settler society based on two founding nations required not only the formulation of a national language policy (The Official Languages Act, 1969) but also the establishment of the Multiculturalism Policy (1971). Archival documents reveal that in order to establish and maintain the national narrative of multicultural tolerance and diversity within a bilingual nation, the exclusions and erasures of racialized and indigenous bodies, historically articulated in the vocabulary of racial and ethnic preference, were shifted into the domain of language through the collapse of these groups into linguistic and cultural categories. As a result, in a contemporary liberal nation state such as Canada, where the subjection of putative citizens to differential substantive citizenship rights based on race and ethnicity is stated to be morally reprehensible, these inconsistencies are now articulated as a set of differentiated linguistic rights for language and cultural groups.

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WHAT DOES THIS MARK MEAN? TEACHER AND LEARNER PERSPECTIVES ON CLASSROOM ASSESSMENT

Wednesday, June 1, 14:25-15:30 and 15:45-17:25
Tilley Hall 205

Organizer: **Janna Fox** (Queens University) Janna_Fox@carleton.ca
Overview
Teaching inevitably involves continual decision-making (Woods, 1996), whether it is situated in the moment to moment interactions of teachers and learners that result in next steps (at the micro-level of teaching), or the taking stock that occurs at the end of a course, when who has learned what becomes more evident in test performance (at the macro-level of teaching). In order to make well-considered decisions in the classroom, teachers rely on assessment – planning, collecting, analyzing, and interpreting evidence of learning gathered from multiple sources over time. Teachers, however, are typically not assessment experts (Artemeva & Fox, 2010).
Learning requires a student to recognize, process, and apply information arising from this on-going classroom assessment activity. But often, what a student perceives, the 'uptake' from such teaching-learning-assessment activity is not congruent with teachers' perceptions of it (Allwright, 2005; Ellis, 1995). Indeed, teachers' perceptions may at times be quite inaccurate.
This symposium brings together five researchers who are investigating assessment activity – diagnostic, formative, and summative – as it is accounted for by students and teachers in classroom practice. Gaps in their accounts reveal missed connections and potential misdirections in building assessment bridges (Gottlieb, 2006; Colby-Kelly & Turner, 2007). If teachers can find ways of identifying these gaps, they may be in a better position to more effectively address them.

Youyi Sun(Queens University) 8ys9@queensu.ca and **Liying Cheng** (Queens University) liying.cheng@queensu.ca

Teachers' Grading Practices: Meaning and Values Assigned
The first paper reports on grading practices of language teachers working in secondary schools focusing on the meaning classroom teachers associate with grades, and the value judgments they make when assigning grades.

Christine Doe (Queen's University) christine.doe@queensu.ca

Student uptake of assessment information
The second paper examines student uptake of assessment information obtained from a standardized English language proficiency test in the context of an English for Academic Purposes (EAP) program. The findings suggest that many factors influence uptake of assessment information, such as students' perceptions of the test, the detail of feedback given, and student motivation

Janna Fox (Carleton University) Janna_Fox@carleton.ca **and Arezou Kashani** (Carleton University) arezoukashani@yahoo.com

Relating scores on a diagnostic test to learning and teaching: Pitfalls and potentials
The final paper reports on gaps between diagnostic information, provided by a diagnostic test of academic language, and accounts of academic performance by teachers' and students' in a first-year, undergraduate communications course in engineering. The study's outcomes suggest both the potential and the limitations of diagnostic information which informs instruction.

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Organized by/Organisé par Wendy Carr (University of British Columbia) and Joseph Dicks (University of New Brunswick
A word from the organizers
We are delighted to welcome you to the Teacher Education Symposium: Second Language Education, Teacher Education and Integration of the Common Framework of Reference and Language Portfolio. ACLA is pleased to welcome the Second Language Research Institute of Canada (L$_2$RIC), Canadian Association of Second Language Teachers (CASLT) and the Society for the Promotion of Teaching English as a Second Language in Québec (SPEAQ) as partners for this year's symposium. We look forward to many opportunities during the day to share with each other effective practices in language/ language teacher education and to celebrate our successes, identify the challenges we face and share strategies to help us advance language/ language teacher education.

Un mot des organisateurs
Nous sommes heureux de vous accueillir au Symposium sur la formation des enseignants de la langue seconde: pédagogie en langue seconde, la formation des enseignant/es et la mise en place du cadre commun de référence et du portfolio. ACLA est heureux d'accueillir L'institut de recherche en langues secondes du Canada (L$_2$RIC), L'association canadienne des professeurs de langues secondes (ACPLS) et la Society for the Promotion of Teaching English as a second language in Québec (SPEAQ) en tant que partenaires à ce symposium. Nous avons hâte d'avoir l'occasion, pendant cette journée, de partager ensemble les pratiques exemplaires d'enseignement de la langue, de célébrer nos succès, d'identifier les défis auxquels nous faisons face et d'identifier les stratégies qui nous aiderons à faire progresser le domaine de l'enseignement de langues de la formation des maîtres de langue.

INVITED SPEAKERS/ CONFÉRENCIERS INVITÉS

Wendy Carr (University of British Columbia)**, Joseph Dicks** (University of New Brunswick), **Miles Turnbull** (University of Prince Edward Island), **Paula Kristmanson** (University of New Brunswick), & **Caroline Turnbull** (Ministère de l'Éducation du Nouveau-Brunswick)

Cross-Canada perspectives on the CEFR & language teacher education/practice

TILLEY HALL 304

Wendy Carr (University of British Columbia) wendy.carr@ubc.ca

The Common Framework of Reference and a new provincial language curriculum: A Western Canadian perspective—Opportunities and challenges

The Council of Ministers of Education Canada adopted in principle the use of the Common European Framework of Reference as a reference document for describing language and intercultural competencies and informing curriculum development in Canada's provinces and territories. British Columbia is the first to implement a Framework-based provincial curriculum for all languages.

Will the shift in focus from a multi-dimensional curricula based on a communicative-interactive approach to one organized around discrete can-do linguistic proficiency outcomes represent a paradigm shift for how languages are taught, learned and assessed – not unlike the shift catalyzed by the National Core French Study? What are the benefits of aligning a provincial curriculum to the internationally-recognized Framework? What are the challenges posed by local contexts and constraints?

Joseph Dicks (University of New Brunswick) jdicks@unb.ca and
Miles Turnbull (University of Prince Edward Island) mturnbull@upei.ca

Autonomie de l'apprenant, éveil aux langues, et apprentissage permanent: Le portfolio canadien des langues pour éducateurs

Le portfolio canadien des langues pour éducateurs (PCLE) est basé sur trois principes reliés au Portfolio européen des langues : l'autonomie de l'apprenant, l'éveil aux langues et l'apprentissage permanent.

Le PCLE a été inspiré par des portfolios de divers pays européens mais adapté au contexte canadien. En particulier, le PCLE a été créé pour que des éducateurs puissent se rendre compte de l'importance des langues et de leurs propres compétences langagières dans de diverses langues; prendre en main leur propre apprentissage; se fixer des buts pour s'améliorer et déterminer des voies du succès. À cette fin, ce portfolio a été expérimenté par des professeurs et des étudiants dans des facultés de l'éducation dans diverses provinces du Canada.

Paula Kristmanson (University of New Brunswick) pkristma@unb.ca
"Can Do"- Successes and challenges in encouraging self-assessment and learner autonomy in high school language classes

Formative and self-assessment remain elusive and misunderstood in the exam-driven world of public high schools. While teachers sometimes struggle to effectively integrate formative assessment, students are often completely removed from the assessment process. Exploring ways to bring students into the assessment circle and to encourage learner autonomy were the motivating forces behind a L$_2$RIC/UNB initiative to use the European Language Portfolio (ELP).

At high schools in New Brunswick, teachers of official, heritage and modern languages are beginning to speak a common "Can-Do" language based on the Common European Framework of References (CEFR). Through a Professional Learning Community and in collaboration with L$_2$RIC of UNB, teachers are exploring the CEFR as a way to shape curriculum while students are using the ELP to document their linguistic and cultural experiences.

Caroline Turnbull (Ministère de l'Éducation du Nouveau-Brunswick**)** caroline.turnbull@gnb.ca
The CEFR and ELP: Applications and daily practices in the intensive English classroom in New Brunswick

In recent years, the Common European Framework of Reference (CEFR) and the European Language Portfolio (ELP) have been making strides into multiple arenas of language education in Canada. Francophone New Brunswick is no exception. These two reference and learning tools have greatly informed the development of a new Intensive English curriculum as well as the day-to-day classroom practices for Intensive English teachers and students alike.

In the past few years, regional grass-roots initiatives have sprung up with students using Can-do's to guide their learning and with teachers measuring student learning using thematic Can-do's. The Intensive English curriculum supports the principal of sharing outcomes with students so they know where to focus their learning, and the use of language portfolios is encouraged as a way to communicate success between students and parents.

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Johanne Austin (Ministry of Education of New Brunswick) Johanne.Austin@gnb.ca
Caroline Turnbull (Ministry of Education of New Brunswick) Caroline.Turnbull@gnb.ca
Deborah H. Thomas (Ministry of Education of New Brunswick) Debbie.Thomas@gnb.ca
June 3, 2011 – 13:35-14:04 –Tilley Hall 205

The Atlantic Provinces Vision for the Common Framework of Reference and Language Portfolio
The objective of the workshop is to give an overview of the work in progress in the four Atlantic Provinces under the umbrella of CAMET. The working group has a vision to increase the profile and support for second language learning in our global community and to give our students national and international recognition in their second language. There are two parts to the project.
The working team has a draft orientation document which ties the curriculum outcomes of FSL and ESL in French Immersion Language Arts and Intensive French and Core French to the CEFR. The framework will be useful in supporting an updating curriculum documents. There is also a direct tie to student assessment and the CEFR and or self directed learning.
The second part of the project involves the development of an Atlantic Language Portfolio that will be tied directly to the CEFR and our second language outcomes.
The workshop will be 20 minutes in length focusing on the overview of the project followed by 10 minutes of questions and or discussion.

Daphnée Blouin-Carbonneau (Centre des niveaux de compétence linguistique canadiens/Centre for Canadian Language Benchmarks) dbcarbonneau@language.ca
Guy Routhier, (Citizenship and Immigration Canada) Guy.Routhier@cic.gc.ca
Monique Bournot-Trites (University of British Columbia) monique.bournot-trites@ubc.ca
June 3, 2011 – 9:40-10:10 –Tilley Hall 302

Mise à jour des normes linguistiques canadiennes pour les immigrants adultes
Lors de cet atelier, les présentateurs mettront en relief le cadre théorique des normes linguistiques nationales utilisées pour décrire et mesurer la maîtrise de la compétence langagière en français ou en anglais langues secondes. Les normes, communément appelées cadre de référence, s'intitulent respectivement : *Niveaux de compétence linguistique canadiens* (NCLC) pour le FLS, et *Canadian Language Benchmarks* (CLB) pour l'ALS. À partir des écrits des principaux auteurs sur la compétence langagière, principalement ceux de Bachman et ceux de Celce-Murcia, Dörnyei, Thurrell, le Centre des niveaux de compétence linguistique canadiens (CNCLC) a mis à jour le cadre de référence des NCLC et des CLB dans le cadre d'un mandat financé par le ministère de Citoyenneté et Immigration Canada (CIC). S'inscrivant dans la continuité des modèles déjà retenus, l'objectif était de refléter l'état actuel des connaissances et d'établir des assises solides pour ces normes linguistiques. Le cadre théorique traite à la fois de la situation et de la problématique de l'apprentissage du français et de l'anglais au Canada tout en faisant ressortir les liens avec d'autres échelles existantes, et comporte une description détaillée des fondements théoriques et des fondements didactiques liés aux diverses composantes du modèle, ainsi qu'une présentation du tableau/gabarit remodelé et de ses points d'entrée.

Daphne Blouin-Carbonneau (Centre des niveaux de compétence linguistique canadiens/Centre for Canadian Language Benchmarks) dbcarbonneau@language.ca
Gail Stewart (CCLB, Lead Developer Consultant) gailstewart@sympatico.ca
Phil Nagy (CCLB, Measurement Expert Consultant) phil.nagy@rogers.com
Guy Routhier CIC Guy.Routhier@cic.gc.ca
June 3, 2011 – 10:15-10:45 –Tilley Hall 302

Designing and implementing an achievement asssessment based on the Canadian Language Benchmarks
This paper will focus on solutions to the challenges encountered in designing and implementing a new CLB-based achievement assessment. The presenters will discuss their test development methodology, validation process, and implementation roll-out.
In reference to test development, the focus will be on approaches to designing instruments that target specific milestone benchmarks across four language skills - listening, speaking, reading and writing. The presenters will outline the unique challenges that arose for each skill area and describe solutions and strategies that were devised to address these challenges. Alignment of the new instruments to the revised CLB working document will also be addressed in this segment of the paper.
In reference to validation, the presenters will describe the design and methodology of their pilot study and report on the analysis that was carried out to evaluate the technical integrity of the new instruments. Considerations of reliability and validity will be addressed in this segment of the paper.
In reference to implementation, the presenters will discuss approaches to meeting the challenges of large-scale test administration and operation. The pilot roll-out design will be presented along with strategies for maintaining test integrity and security over the longer term.
The theoretical orientation of this paper is communicative CLB-based test development and validation.This paper contributes to the literature by enhancing our shared understanding of the role of Canadian Language Benchmarks as a scale and foundation for measuring learner achievement.

Olenka Bilash (University of Alberta) Olenka.bilash@ualberta.ca
June 3, 2011 – 9:40-10:10 –Tilley Hall 205

Improving student SL oral production through teacher professional development: the impact of PLCs and in-class coaching
From the work on situated learning (Lave, 1988, Lave & Wenger, 1990) and cognitive apprenticeship (Brown, Collins & Duguid, 1989) has arisen site based professional development (PD) and coaching (Kise, 2006; Knight, 2008). In the past few years two Bilingual schools, in two different urban centres, focussed their year-long PD on increasing oral production in K-6 classrooms. The PD initiative lead to the schools developing new policies and practices and increased student oral production, noticed initially by parents and returning teachers who had been on leave for several months. What contributed to the positive changes? This paper reports perspectives of teachers and administrators that emerged after an online survey and individual interviews.

Julie S. Byrd Clark (University of Western Ontario**)** jbyrdcla@uwo.ca
Callie Mady (University of Nipissing, Ontario) calliem@nipissingu.ca
June 3, 2011 – 10:55-11:25 –Tilley Hall 302

Reflexivity, new technologies, and FSL student teachers in plurilingual and pluricultural times: What's CEFR got to do with it?
There's been a lot of talk about implementing the CEFR (Common European Frame of Reference) in Canada. Much of the implementation as well as federal initiatives are directed at language teachers to contribute to producing effective human capital (Byram, 2009); in other words, well developed, citizens of the world in this new knowledge economy. While there is still confusion over the usefulness of the CEFR in the Canadian context, one component of the CEFR stands out, and this has to do with the development of learner autonomy (Little, 2007) and reflexivity (Byrd Clark, in press). Taking a critical applied linguistic approach (Pennycook, 2010), this on-going longitudinal study looks at the significance of developing reflexivity through the experiences and investments of multilingual student teachers participating in an FSL teacher education program in Ontario using new technologies. Drawing upon a multi-modal discourse analysis of interviews and focus groups, we wanted to know what place French holds in the student teachers' lives and whether the incorporation of multi-media create space(s) for the inclusion of multilingual repertoires and reflexivity in French language pedagogy and official curriculum? This study builds upon FSL studies that have looked at teachers' belief systems (Turnbull, 2001) as well as research that has explored the notions of competence and proficiency, socio-political discourses of language learning (Roy, 2008), and notions of plurilingualism (Coste, 2002). Our findings demonstrate that a multidimensional approach must be considered when developing reflexivity and learner autonomy; they will equally shed light on some of the contributions and limitations of the CEFR.

Wendy Carr (University of British Columbia) wendy.carr@ubc.ca
June 3, 2011 – 13:00-13:30 –Tilley Hall 205

The Common Framework of Reference and a new provincial language curriculum: A western Canadian perspective—opportunities and challenges
The Council of Ministers of Education Canada (2010) adopted in principle the use of the Common European Framework of Reference as a reference document for describing language and intercultural competencies and informing curriculum development in Canada's provinces and territories. Various jurisdictions are now considering the implications for their various language education curricula, and British Columbia is the first to implement a Framework-based curriculum (in press).
Will the shift in focus from a multi-dimensional curricula based on a communicative-interactive approach (Stern, 1982, 1984) to one organized around discrete *can-do* linguistic proficiency outcomes represent a paradigm shift for how languages are taught, learned and assessed – not unlike the shift catalyzed by the National Core French Study (Leblanc, 1990)? What are the benefits of aligning a provincial curriculum to the internationally-recognized Framework? What are the challenges posed by local contexts and constraints? The presenter will share excerpts of the BC's draft provincial curriculum and describe the process of reviewing and revising the document as well as preparing for implementation. It is hoped that this will be informative for teachers, teacher educators, administrators and officials in other jurisdictions already integrating or preparing to integrate the Framework into their curriculum documents.

Joseph Dicks (University of New Brunswick) jdicks@unb.ca
Miles Turnbull (University of PEI) mturnbull@upei.ca
June 3, 2011 – 10:55-12:00 –Tilley Hall 200

Autonomie de l'apprenant, éveil aux langues, et apprentissage permanent:Le portfolio canadien des langues pour éducateurs
Comme le titre l'indique, cette présentation mettra l'accent sur trois principes reliés au Portfolio européen des langues (PEL) sur lequel le Portfolio canadien des langues pour éducateurs (PCLE) est basé (Day, 1999; Gonzalez, 2009; Little, 1995, 2005; Wright et Bolito, 1993; et Day, 1999). Nous avancerons, en faisant référence au PCLE, que chacun des trois principes de base est essentiel pour le développement professionnel des éducateurs.
Les animateurs présenteront le PCLE qui fut inspiré par des portfolios de divers pays européens, mais adapté au contexte canadien. En particulier, le PCLE a été créé pour que des éducateurs puissent se rendre compte de l'importance des langues et de leurs propres compétences langagières dans de diverses langues; prendre en main leur propre apprentissage; se fixer des buts pour s'améliorer et déterminer des voies du succès. (Turnbull, 2009) À cette fin, ce portfolio a été expérimenté par des professeurs et des étudiants dans des facultés de l'éducation dans diverses provinces du Canada. (Dicks & Culligan, 2010)

Cette session fournira aux participants l'occasion d'examiner et d'expérimenter le Portfolio des langues pour éducateurs canadiens et d'en discuter avec les présentateurs et leurs collègues.

Lesley Doell (French Language Resource Centre, Grande Prairie, Alberta) lesleydoell@pwsd76.ab.ca
Denis Cousineau (Curriculum Services, Ottawa-Carleton District School Board) denis.cousineau@ocdsb.ca
June 3, 2011 – 14:10-15:15 –Tilley Hall 205

Le DELF démystifié
Format de l'atelier :
- Présentation multimédia avec exemples des rédactions d'épreuves DELF des étudiants canadiens et des entrevues DELF enregistrées des participants canadiens,
- Discussion en petits groupe
- Discussion en grands groupes

But de l'atelier
- Informer en présentant ce qui se fait à travers le Canada avec l'implantation des centres d'examen DELF auprès des conseils scolaires ou des ministères d'éducation ainsi que le travail de l'ACPI. Il y aura des exemples approfondis de l'implantation en Alberta et en Ontario.
- Expliquer la perspective des parents, des étudiants et des éducateurs canadiens qui acceptent et même recherchent un examen de compétence langagière venant d'Europe.
- Avoir l'occasion d'entendre des extraits d'entrevues orales par les étudiants canadiens.
- Avoir l'occasion de lire des exemples des rédactions par les étudiants canadiens.

Les questions :
- Malgré le peu de recherche fait sur le terrain canadien, les Centres DELF œuvrent à travers le Canada depuis cinq ans sous l'égide des ministères, des universités et des conseils scolaires. Est-ce problématique?
- En connaissant les bénéfices autant que les défis, quelle serait la prochaine étape pour les Canadiens?

William Dunn (University of Alberta) wdunn@ualberta.ca
June 3, 2011 – 14:10-15:15 –Tilley Hall 302

Implementing a collaborative inquiry-based model in second language teacher education
This 45-minute workshop explores a collaborative approach to teacher education, known as Lesson Study. Emphasizing revision and the incorporation of research-based insights, Lesson Study was created as a way for practicing teachers to foster a culture of professional inquiry (Watanabe, 2002). This workshop describes how the Lesson Study model was adapted for use with student teachers in a curriculum course on L2 teaching.
The 12 students in the course worked in groups to complete a Lesson Study cycle that involved creating and implementing lessons. Following the implementation of their lesson, the groups used feedback and research literature to revise their lesson, which was then taught a second time. Data consisting of the student teachers' reflections were collected in order to gauge the effectiveness of the process. Reflection prompts asked students to comment on such topics as the revision process, the incorporation of research-based insights, and the value of taking part in the Lesson Study process.
The findings suggest that Lesson Study was perceived to be a valuable experience that was effective for learning to merge theory and practice in designing lessons. The findings also revealed some challenges including the lack of availability of classrooms in which to implement the lessons and the repetitiveness inherent in the revision process.
The workshop will introduce Lesson Study, describe its adaptation for the teacher education course, and present key findings. Course materials will be shared, and participants will analyze the materials in groups. Time will be allowed for participants' questions, comments, and suggestions.

Ebtehal Hussein, (University of Montreal) ebtehal.hussein@umontreal.ca
June 3, 2011 – 14:10-14:40 –Tilley Hall 200

Le développement des stratégies cognitives des futurs enseignants de FLE (Français langue étrangère)
Les recherches et les théories d'apprentissage dans le domaine des langues secondes ou langues étrangères « *suggèrent que « les bons apprenants d'une langue utilisent des stratégies variées pour les aider à maîtriser les nouvelles habiletés de cette langue* » (O'Malley, 1987, p. 133). De sa part, Cornaire (1999) indique que « *la didactique des LS s'intéresse de plus en plus au processus d'apprentissage en mettant l'accent sur des stratégies qui pourraient faciliter l'acquisition, l'entreposage ou l'utilisation de l'information* » (p. 42). Nous constatons, du moins en Égypte, une remise en question des approches didactiques courantes, d'où la nécessité de réflexions critiques et d'expérimentations.
Nous avons mené une étude (2002-2004) visant à vérifier l'efficacité d'un programme suggéré pour développer les stratégies cognitives d'apprentissage de la langue chez les futurs enseignants de FLE en Égypte. Pour cela, nous avons développé trois outils, à savoir :
1. Inventaire des stratégies cognitives d'apprentissage de la langue.
2. Test de performance liée à ces stratégies.
3. Programme d'entraînement aux stratégies retenues.

Les résultats ont montré que les moyennes des notes de notre échantillon au post - test dépassaient celles du pré-test, ce qui nous a permis de conclure que notre programme avait un effet significatif sur le développement des stratégies cognitives d'apprentissage chez les futurs

enseignants de FLE. Ainsi, le but de notre communication est d'exposer le contexte et la problématique de notre recherche ainsi que les principaux résultats obtenus.

Leif French (Université du Québec à Chicoutimi) lfrench@uqac.ca
Laura Collins (Concordia University) laura.collins@concordia.ca
June 3, 2011 – 10:55-11:25 –Tilley Hall 205

Professional challenges of ESL teaching: Voices from Quebec and New Brunswick

Language teachers are faced with complex challenges in terms of understanding and supporting the needs of students who are learning a new second language. Among these challenges are the evolving demands in curricula and instructional practices that redefine what students need to learn and how they need to learn it. Demands such as these are catalysts for reshaping the professional requirements and the roles of second language teachers (Bailey, Burkett, & Freeman, 2008). In Quebec (QC) and New Brunswick (NB), major changes in ESL curricula and policy (MELS 2002; NBE, 2002) have presumably required teachers to rethink their professional roles and instructional practices. However, little research has systematically examined how these teachers actually view the ESL profession. This paper reports on the results of a survey that examined the professional challenges faced by ESL teachers in QC and NB.

In all, 390 in-service teachers teaching in provincially-recognized ESL programs in K-12 private and public schools across QC and NB completed a 62-item web-based questionnaire (likert-scale and open-ended questions) on their perceptions of teaching resources, support from key stakeholders, teaching conditions and professional development. The main findings, based on qualitative and quantitative analyses, reveal a number of common concerns among teachers in both provinces with respect to job satisfaction, availability of training opportunities, workload, evaluation, student motivation, and the use of English. Both the practical and theoretical implications for these findings are discussed. Recommendations for key stakeholders at the national and provincial levels are also proposed.

Laura Hermans (CASLT/ACPLS) lhermans@cogeco.ca
June 3, 2011 – 10:55-12:00 –Tilley Hall 304

The CEFR in the classroom: How and why?

Interest in the *Common European Framework of Reference for Languages* (CEFR) has increased since its introduction in Canada in 2006 and many teachers wonder if they should use it in their classrooms. They have questions such as: What exactly is the CEFR (and what is it not)? and How can the CEFR be applied to the Core French classroom?

The aim of the workshop is to provide answers to the above questions by linking teachers' expertise to the principles and organization of the CEFR. I will also present CASLT's new CEFR based Assessment Toolkit designed for use by Core French teachers.

By means of varied activities and discussion delegates will:
- Discover what they already know about effective teaching practices to enhance communicative competence;
- Relate their practices to the conceptual underpinnings of the CEFR;
- Link the conceptual framework of the CEFR to its structure and organization;
- Explore how the principles and organization of the CEFR can be adapted for use in the classroom by examining:
  o CASLT's CEFR-based Assessment Toolkit tasks;
  o Written and oral products from students who have sampled the tasks;
- Connect the tasks and products of the Assessment Toolkit tasks to their own classrooms;
- Use their knowledge, practice, new information and concepts to concrete ideas for use in their own classrooms.

Paula Kristmanson (University of New Brunswick) pkristma@unb.ca
Chantal Lafargue (Fredericton High School) Chantal.Lafargue@nbed.nb.ca
Lori Thompson (Fredericton High School) Lori.Thompson@nbed.nb.ca
Julie Webb (University of New Brunswick) v55ei@unb.ca
June 3, 2011 – 13:00-14:05 –Tilley Hall 304

"Can Do"- Successes and challenges in encouraging self-assessment and learner autonomy in high school language classes

Formative and self-assessment remains elusive and misunderstood in the exam-driven world of public high schools. Formative assessment is "all those activities undertaken by teachers and/or by students which provide information to be used as feedback to modify the teaching and learning activities in which they engage" (pp. 7-8, Black and Wiliam, 1998 in Marzano, 2006). While teachers sometimes struggle to effectively integrate formative assessment, students are often completely removed from the assessment process. Exploring ways to bring students into the assessment circle and to encourage learner autonomy (e.g., Little, et al. 2002) were the motivating forces behind a New Brunswick initiative to use the European Language Portfolio (ELP) (CEL, 2006).

At high schools in New Brunswick, teachers of official, heritage and modern languages are beginning to speak a common "Can-Do" language based on the Common European Framework of References (CEFR) (CEL, 2001). Through a Professional Learning Community (e.g., DuFour et al, 2005; Durrant & Holden, 2006), teachers are exploring the CEFR as a way to shape curriculum while students are using the ELP to document their linguistic and cultural experiences.

In this workshop, the presenters will discuss the on-going implementation process of the CEFR and ELP. Presenters will also share action-research focused on "making French real" (Lapkin et al. 2009) using the can-do statements. In addition, we will share results of the on-going qualitative research examining student and teacher experiences with the CEFR and ELP. We will conclude with a discussion of the successes and challenges and suggest future pedagogical and academic directions.

Hedy M. McGarrell, (Brock University, California) hmcgarrell@BrockU.CA
June 3, 2011 – 11:30-12:00 –Tilley Hall 205

Commenting practices of inexperienced ESL writing teachers
The educational needs of student teachers learning to comment on second/subsequent language (L2) learners' texts have received little attention in studies on L2 writing (Lee, 2010), yet the literature on teacher commentary to L2 student writing is extensive and often contradictory (Ferris, 2003). Hirvela & Belcher (2007), noting that many teacher education programs do not include a component to educate student teachers on this aspect, call for more research on writing teacher education. This study addresses their call as it explores how new teachers comment on ESL writers' texts and what their comments reveal about their educational needs. The study is a longitudinal repeat-measures investigation into how thirty-three future teachers in a graduate program responded to compositions from university-level ESL students. The student teachers, who had completed a course on issues in ESL writing, including teacher response, as part of their graduate program, were asked to respond to 2-3 ESL students' texts for each of three composition topics, one each at the beginning, the middle and the end of the ESL students' 12-week course. The findings reported focus on how the student teachers responded to the ESL students' texts (e.g., direct, indirect, organization, grammar) by annotating the texts. Although the student teachers' response style evolved through practice, the findings suggest that providing focused commentary suited for the ESL writers' level of ability and needs was a challenging task. A discussion of implications for teacher education programs will conclude the presentation.

Martine Pellerin (University of Alberta) martine.pellerin@ualberta.ca
June 3, 2011 – 11:30-12:00–Tilley Hall 302

The use of digital technologies to document and assess students' language learning process
There is a great deal of research in the field of language education that promotes the use of emerging technologies as tools to enhance the students' language learning experience. (For example: Alm, 2008; Sharma & Barrett, 2007). However, there are very few studies that have been concerned with the use of digital technologies for the purpose of documenting and assessing students' language learning process.
The present study investigates the use of digital technologies to document and assess the students' learning process in the language classroom. The study followed a qualitative collaborative-action research methodology which involved 14 French Immersion teachers from schools in Alberta. Through the project, the teachers explored the role of the oral language as a cognitive tool across curriculum. The teachers used digital technologies to document (inspired by the Reggio approach (2001)) the learning process of their students engaged in activities that promoted the use of the oral language. The data collection involved individual interviews with the 14 teachers. It also involved artifacts as examples of digital documentation gathered by teachers, as well as self-assessment and peer assessment achieved by students. The analysis of the data demonstrates that the use of digital technologies did allow teachers to gain greater insight about their students' language learning process 'by making learning more visible' to them. The digital documentation also allowed students to engage in a reflective process about their own learning. Finally, the teachers perceived the use of the digital documentation as a new form of authentic language assessment.

Enrica Piccardo (University of Toronto) enrica.piccardo@utoronto.ca
June 3, 2011 – 13:35-14:05 –Tilley Hall 200

Du CECR au développement professionnel : pour une démarche stratégique.
Le débat en cours en Europe sur le Cadre Européen Commun de Référence pour les langues (CECR) et sur son impact au niveau des pratiques de l'enseignement des langues montre des scénarios multiples et des réactions différentes, voire opposées (North, 2007, Piccardo, 2006, Richer, 2009).
La prise de conscience généralisée de sa force de frappe et de son potentiel pédagogique se trouve confrontée à des soucis dus à sa complexité, parfois vécue comme « obscurité ».
Cette ambivalence dans la perception du CECR génère une attitude assez prudente de la part de nombre de praticiens qui donnent une lecture très partielle de ce document (Coste, 2007) et finissent par le percevoir plutôt comme une contrainte institutionnelle que comme un outil au service de leur travail.
Une formation ciblée sur les concepts clés du CECR intégrée dans un parcours de réflexion et de développement professionnel peut en revanche contribuer considérablement à une appropriation des nouvelles perspectives pédagogiques et des nouvelles démarches d'évaluation (Buirguignon, 2006, Piccardo, 2010). Elle peut aider les enseignants à changer leurs pratiques et à customiser leurs outils de travail.
Nous présenterons le projet *Encourager la culture de l'évaluation chez les professionnels* (ECEP) du Centre européen de langues vivantes de Graz (émanation du Conseil de l'Europe) qui vise à faire prendre conscience de ces notions clés lors de démarches possibles de formation au CECR intégrant dimension théorico-réflexive et application pratique. Il sera question de montrer les bases théoriques du projet et la démarche suivie pour parvenir au produit final

Enrica Piccardo (University of Toronto) enrica.piccardo@utoronto.ca
June 3, 2011 – 9:40-10:45 –Tilley Hall 304

Se former aux concepts-clés de CECR : le pourquoi et le comment
Le CECR apparait de prime abord comme un document assez « indigeste ». Etant le produit d'un compromis entre plusieurs traditions pédagogiques - en particulier la tradition anglophone et celle francophone - et cherchant à couvrir un grand nombre de domaines

conceptuels qui se nourrissent de recherches assez disparates, il montre une complexité de structure et d'organisation qui peut s'avérer gênante pour nombre de praticiens. L'implémentation du CECR et les changements qu'il est amené à produire au niveau de l'enseignement/apprentissage des langues étrangères/secondes risquent par conséquent de ne pas être à la hauteur de son potentiel si les praticiens ne seront pas supportés dans leur capacité à s'approprier les concepts clés d'un tel document pour en faire des leviers d'innovation pédagogique.

Le projet *Encourager la culture de l'évaluation chez les professionnels* (ECEP) du Centre européen de langues vivantes de Graz (émanation du Conseil de l'Europe) a pour but de créer et de mettre à la disposition des formateurs d'enseignants des outils pour favoriser une telle appropriation.

Lors de l'atelier proposé il sera question pour les participants de se familiariser avec le projet ECEP en suivant une démarche interactive et en testant certains des outils de formation proposés et de réfléchir au potentiel d'innovation pédagogique que le CECR peut avoir au-delà du contexte européen, en partant de sa nature de document cadre, descriptif plutôt que prescriptif.

Une attention particulière sera dédiée aux liens entre typologies et modalités d'évaluation et pratiques d'enseignement/apprentissage d'une langue seconde.

Barry Rowe (Université Ste Anne) barry.rowe@usainteanne.ca
Annie Kenny (Université Ste Anne) Annie.Kenny@usainteanne.ca
June 3, 2011 – 9:40-10:10 –Tilley Hall 200

Diverses pratiques en accompagnement des stagiaires en enseignement du FLS

Cette présentation propose de mettre en lumière les stages d'enseignement du programme de B.Éd. intensif de l'Université Sainte-Anne en Nouvelle-Écosse. Pendant plusieurs années, un programme B.Éd. de 16 mois existait à cette institution basée à Halifax. La population de cette étude est constituée d'une centaine d'étudiants du programme de B.Éd. intensif en français langue seconde de l'Université Sainte-Anne en Nouvelle-Écosse entre 2006 et 2010.

La présentation vise à partager les données d'une recherche documentaire continue traitant des pratiques employées pour préparer et suivre nos étudiants en stage d'enseignement. Cette présentation s'inscrit dans la poursuite de nos recherches traitant des stages en enseignement.

Darling-Hammond (2000; 2006) suggère que des modifications soient apportées à la formation en enseignement afin d'incorporer davantage d'expériences pratiques en cours de formation. Allen (2005) porte une attention particulière aux caractéristiques personnelles et professionnelles chez la personne enseignante. Lors de cette présentation, des détails sur la formation, sur les milieux de stages ainsi que sur les critères d'évaluation des stagiaires du programme du B.Éd. intensif seront exposés. De plus, les rôles et responsabilités des enseignants formateurs qui accompagnent les stagiaires seront explorés en lien avec les travaux de Lunenberg, Korthagen et Swennen (2007).

Lors de cette présentation, l'accent sera mis sur les diverses pratiques existantes en accompagnement des stagiaires à l'Université Sainte-Anne (exemples : sessions de formation avant et après les stages et forum de discussion en ligne pendant les stages).

Shelley Taylor (University of Western Ontario) taylor@uwo.ca
Colette Despagne (University of Western Ontario) cdespagn@uwo.ca
June 3, 2011 – 14:45-15:15 –Tilley Hall 200

Le rôle de SIOP dans la formation des enseignant(e)s de FLS et d'ALS au Canada : des leçons du Mexique

Le but de cette présentation est d'extraire des leçons du processus d'adaptation du Cadre Européen Commun de Référence (CECR) à un centre de langues universitaire mexicain afin de les ajuster au contexte canadien.

Pour cela, nous exposerons tout d'abord la vision pédagogique du centre, les principes d'autonomie d'apprentissages visés (en anglais, français, allemand, et espagnol), ainsi que les grandes lignes en rapport avec la formation des professeurs menées par le biais du modèle SIOP (Sheltered Instruction Observation Protocol).

Nous chercherons ensuite à définir quels points seraient applicables dans le contexte canadien en formation de professeurs de français langue seconde et d'anglais langue seconde. Pour ce faire, quelques détails contextuels seront exposés afin d'expliquer pourquoi certains points sont adaptables et pourquoi d'autres ne le seraient pas.

Cette discussion fera référence au travail théorique de Echevarría, Vogt et Short (2008) et montrera comment les stratégies d'apprentissage de SIOP peuvent être reliées à celles du CECR par le biais des trois dimensions dialogiques (engagement et réflexion des apprenants, et utilisation de la langue cible) de Little (2010), dans les deux contextes, le mexicain et le canadien.

Caroline Turnbull (Ministry of Education of New Brunswick) Caroline.Turnbull@gnb.ca
June 3, 2011 – 14:10-15:15 –Tilley Hall 304

The CEFR and ELP: Applications and daily practices in the intensive English classroom in New Brunswick

In recent years, the Common European Framework of Reference (CEFR) and the European Language Portfolio (ELP) have been making strides into multiple arenas of language education in Canada. Francophone New Brunswick is no exception. These two reference and learning tools have greatly informed the development of a new Intensive English curriculum as well as the day-to-day classroom practices for Intensive English teachers and students alike. In northern NB, Intensive English is an optional programme currently being piloted in grades 5 or 6. In the past few years, regional grass-roots initiatives have sprung up with students using Can-do's to guide their learning and with teachers measuring student learning using thematic Can-do's. The Intensive English curriculum supports the principal of sharing outcomes with students so they know where to focus their learning. As such, the posting of daily or weekly focussed Can-do's in student-friendly language in the classroom helps students and teachers stay on task; specific language learning outcomes in the

curriculum are framed in Can-do statements which respect A1 – A2.1 levels (with some A2.2) and have been simplified for the young learner; and the use of language portfolios is encouraged as a way to communicate success between students and parents. Phase two of the pilot project will see the development of a flexible Language portfolio for young learners.

The goal of this workshop is to share how the CEFR and ELP can influence and shape student learning and success, as well as explore some of the challenges facing their use.

Maryam Wagner (OISE, University of Toronto) maryam.wagner@utoronto.ca
Saskia Stille (OISE, University of Toronto) saskia.stille@utoronto.ca
Eunice Jang (OISE, University of Toronto) eun.jang@utoronto.ca
Jim Cummins (OISE, University of Toronto) james.cummins@utoronto.ca
June 3, 2011 – 10:15-10:45 –Tilley Hall 205

Language assessment frameworks: Supporting teachers' diagnostic competence to describe, evaluate, and understand students' language proficiency development

Integrating assessment into instruction to promote learning continues to be a challenge for many language teachers. Many teachers have not received any formal training in assessment, and are not afforded sufficient professional development opportunities to develop assessment literacy (Taylor, 2008). In order for teachers to integrate information gleaned from formative assessments into their practices, they need to be equipped with 'diagnostic competence' (Edelenbos & Kubanek-German, 2004). In language learning classrooms, this competence is defined as the ability of teachers to describe and interpret students' emerging language competencies in order to use the data to inform their instruction. This paper draws on data gathered over multiple phases of a validation study of a teacher-mediated, classroom-based language assessment framework, Steps to English Proficiency (STEP), to identify the processes by which teachers used the assessment framework, and how contributed to their diagnostic competence.   These data were generated from interviews, focus groups, questionnaires, and classroom observation activities of English as a second language and mainstream teachers (n=205). The findings from the study suggest that teachers' use of the STEP language assessment framework supported growth in their diagnostic competence, helping them to understand and promote students' language learning. In this paper we discuss STEP as an example of a framework that promoted the integration of assessment with pedagogy *for* learning (Assessment Reform Group, 2008; Black & Wiliam, 1998; Davison & Leung, 2009), increased teachers' knowledge about English language development, assisted with their professional judgments (Cumming, 2009), and increased communication and promoted teachers' collaboration with peers.

Meike Wernicke-Heinrichs (University of British Columbia) meike@mwernicke.ca
June 3, 2011 – 13:35-14:05 –Tilley Hall 302

Constructions of confidence by FSL teachers on study abroad

In July 2009, a group of French as a second language (FSL) teachers from British Columbia participated in a two-week sojourn abroad in Vichy, France, as part of an orientation/training in the Common European Framework of Reference for Languages (CEFR) and the associated Diplôme d'Études en Langue Française (DELF). Given that study abroad (SA) research offers little insight into teachers' professional development abroad (Kinginger, 2009), this presentation offers a discussion of the impact of the SA experience on the teachers' professional identities. Specifically, I consider how the related categories of "French teacher" and "speaker of French" are discursively constructed in the journals and questionnaires completed by the participants with a particular focus on the notion of confidence. I adopt a "discursive constructionist" perspective (Kasper & Omori, 2010) of identity which conceives of this concept as a linguistically produced, social and cultural phenomenon (Bucholtz & Hall, 2005) accomplished in interaction with others (Antaki & Widdicombe, 1998; Block, 2007; Butler, 1997). As part of a larger multiple case study research project, my discussion is based on the analysis of the participant-teachers' post-questionnaires as well as the 19 journals completed and returned at the end of the sojourn by the teachers. It is my hope that the findings of this study will highlight some of the underlying challenges French teachers face in the classroom as well as the tensions they are negotiating within their professional communities as FSL teachers within a Canadian context.

Jebali Adel (Concordia University) ajebali@alcor.concordia.ca;
Davy Bigot (Concordia University) dbigot@alcor.concordia.ca
June 3, 2011 - 9:40 – 10:10 Tilley Hall 223

L'enseignement des clitiques en classe de FLS au Québec : enjeux théoriques et pratiques
Au Québec, comme ailleurs dans la francophonie (Bebrenne, 2003; Gómez et Tomé, 2004) les apprenants allophones commettent, à l'écrit, des erreurs systématiques du fait qu'ils imitent la variété vernaculaire entendue dans leur milieu de vie sans être capables de discriminer les différents registres et les différentes variétés de français. Ils produisent ainsi des phrases de type « Donne-moi-le! », où l'influence du vernaculaire est très claire. Ce constat est particulièrement vrai dans le cas précis des clitiques objets, puisque les différences entre la variété vernaculaire et la variété standard sont notables surtout en ce qui concerne l'ordre des clitiques (Morin, 1979). Dans le cadre de notre présentation, nous nous proposons de : 1) revenir sur les enjeux liés à la variation dans l'emploi des pronoms clitiques objets en français québécois vernaculaire et standard, 2) passer en revue les principales méthodes utilisées en enseignement du français langue seconde au Québec et 3) démontrer que ces méthodes ne tiennent pas compte des difficultés d'apprentissage qui, comme le souligne Wust (2010), poussent certains locuteurs allophones à recourir à des stratégies d'évitement pour ne pas employer de pronoms clitiques.
Notre objectif est de défendre l'approche selon laquelle la variation linguistique doit être prise en compte dans les méthodes d'enseignement de la cliticisation, afin de mieux conscientiser les apprenants aux différents registres de la langue française parlée au Québec.

Saad Alshomrani (Brock University) shomranis@gmail.com
Ron Thomson (Brock University) ron.thomson@brocku.ca
June 1, 2011 - 10:00 – 10:30 Tilley Hall 302

Knowledge and use of English phrasal verbs: A comparison of EFL learners and native speakers across multiple tasks
Acquiring phrasal verbs (PVs) is known to be difficult for second language (L2) learners of English, and especially for those in English as a Foreign Language (EFL) settings. Previous research shows that EFL learners prefer to use one-word verbs over phrasal verbs, and that avoidance of PVs can be attributed to the semantic nature of the PVs, their syntactic structure, and interference from the learners' native languages (Dagut & Laufer 1985; Hulstijn & Merchena 1989, Liao & Fukuya 2004). Most examinations of PV use by second language (L2) learners of English identify target PVs through reference to native speaker (NS) corpora. The present study examines the use of PVs by 30 EFL Saudi learners and compares their performance against 30 NSs of Canadian English performing the same four counter-balanced tasks: 1) a multiple choice sentence completion task, asking participants to choose between PVs and one-word verb counterparts; 2) a semantic judgment task; 3) a PV elicitation task using visual illustrations of target PV events; and 4) two picture narrative description tasks assumed to be more likely to result in avoidance of PVs. Results indicate that NSs use a much wider range of PVs than do L2 learners, and use more PVs in speaking tasks than in written tasks, supporting claims that PVs are a feature of spoken discourse. In contrast, although L2 English learners often demonstrate knowledge of PVs in written tests, they tend to avoid using them in production. Implications for EFL learning and teaching will be discussed.

Stephanie Arnott (University of Toronto) s.arnott@utoronto.ca
June1, 2011 - 10:00 – 10:30 Tilley Hall 200

Meaningful change in core French? - Examining Ontario stakeholder perspectives on the use of AIM for FSL instruction
During the last decade, over 3,500 schools in Canada have moved to using the Accelerative Integrated Method (AIM) to teach core French (CF) – a method combining target language use with emblematic gestures, (Breckinridge-Church, Ayman-Nolley & Mahootian, 2004), choral activity (McCauley & McCauley, 1992) and drama (Dodson, 2000), among others (Author, XXXX). The impetus for this movement remains unclear, particularly in view of the fact that research comparing AIM and non-AIM student outcomes has yielded inconclusive results (e.g., Carr, 2001; Bourdages & Vignola, 2009; Maxwell, 2001; Michels, 2008; X, X, & X, 2009).
According to Fullan (2007, 2001, 1991, 1982), the significance and impact of a particular educational change can be determined by examining the interaction of specific variables at play. These factors include local characteristics (e.g., roles of the administration, teachers, etc.), and inherent characteristics of the change (e.g., necessity, complexity, etc.).
For this presentation, I will introduce preliminary findings from a study investigating the extent to which the implementation of AIM in Ontario embodies Fullan's vision of meaningful educational change. Survey and interview data were collected and triangulated across a variety of stakeholders, including consultants (n = 18), principals (n = 8), CF teachers (n = 9), and one Ontario Ministry of Education representative. By exploring the reasoning and practical implications of decisions relating to AIM in Ontario schools, I will attempt to document why stakeholders prefer AIM, especially in the absence of any conclusive research supporting that preference. The implications for future AIM research will also be discussed.

Vahid Aryadoust (Nanyang Technological University) vahidaryadoust@gmail.com;
Christine Goh (Nanyang Technological University) christine.goh@nie.edu.sg
June 1, 2011 – 15:45 – 16:15 – Tilley Hall 302

Developing an academic listening self-sssessment questionnaire: An exploratory study of academic listening macroskills
Two lines of research are identified in academic listening literature: Studies that propose speculative or research-based taxonomies of academic listening macroskills (e.g., Richards, 1983), and studies that examine the effect of specific components of lectures on comprehension (e.g., Eslami and Eslami-Raseck, 2007; Flowerdew, 1994). While these attempts have extended our understanding of academic listening, relationships between the macroskills and components of academic listening need closer examination. This paper reports on an exploratory study of the validity of the Academic Listening Self-Assessment questionnaire (ALSA). The ALSA was developed on the basis of six components which represent a model of academic listening including Cognitive Processing Skills (CPSs), Linguistic Components and Prosody (LCP), Memory and Concentration (MC), Note-taking (NT), Lecture Structure (LS), and Relating Input to Other Materials (RIOM). The researchers operationalized the ALSA model; subjected items to iterative rounds of content analysis; and administered the finalized questionnaire to international ESL students from Malaysian and Australian universities. Following Messick's (1989) validity framework, the researchers sought content-referenced, substantive, and structural evidence of validity of the ALSA through Rasch rating scale analysis and Structural Equation Modeling of data. Collected evidence seems to support the validity of the instrument and point to the plausibility of the hypothesized relationships between academic listening macroskills. The researchers explain the utility of the questionnaire for educational and assessment purposes with particular attention to developing learner autonomy in university language programs.

Patricia Balcom (Université de Moncton) patricia.balcom@umoncton.ca;
Paula Bouffard (University of Concordia) bouffard@alcor.concordia.ca
June 1, 2011 - 10:35 – 11:05 Tilley Hall 302

A piece of the L3 transfer puzzle? Learning adverb placement and complex negation in early L2 and L3 French
Several hypotheses have been proposed to account for "the L3 transfer puzzle" (Rothman & Cabrelli-Amaro, 2010:192): L1 transfer, L2 transfer, and positive transfer both the L1 and the L2. 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 and in Arabic, adverbs occur in both positions. With negation, in French the proclitic ne combines with a negative adverb (e.g. plus) with the order SnegVAO. In English, the enclitic not combines with a negative adverb (e.g. anymore). In Arabic the proclitic maa combines with a negative adverb (e.g. [əlhin] 'anymore') which can occur in both the French and English positions. Arabic and French share rich verbal morphology and similarities in complex negation. If there is L1 transfer the arabophones will be more accurate than the anglophones, but if there is L2 transfer, both groups will be comparable.
        The L2 subjects were students at a Canadian university, and L3 subjects were students at a university in the Arabian Gulf. Both were registered in French courses for true beginners. A picture-description task and a judgement task were administered during the first semester of instruction. Results are forthcoming.

Susan Ballinger (McGill University) susan.ballinger@mail.mcgill.ca
June 1, 2011 - 10:35 – 11:05 Tilley Hall 200

Enhancing peer interactions through literature and collaborative learning strategies
This presentation will report results from a 7-week, classroom-based teaching intervention in two elementary French immersion schools enrolling both English- and French-dominant students. The teaching intervention aimed to bridge the students' languages using two approaches: a) a 'biliteracy' project that linked English and French language arts content and b) the simultaneous instruction of collaborative language learning strategies to help anglophone and francophone students teach and learn language when working in pairs. For the biliteracy project, students' English and French teachers read to them from the English and French versions of three picture books. Following each reading, students engaged in literacy tasks spanning their two language classes. Students also received eight strategy lessons with the goal of a) raising students' awareness of their and their partners' language production, b) increasing students' L2 use, c) sharpening their focus on linguistic accuracy, and d) enhancing their ability to recognize their peers as language-learning resources.
Data collection consisted of a) student and teacher interviews, b) participant observations, and c) audiotaped interactions between ten student pairs as they worked on the collaborative tasks. Interaction data were collected before, during, and two months after the teaching intervention and were analyzed both qualitatively and quantitatively to determine how the project influenced students' interaction and cross-linguistic connections.
Results will detail students' and teachers' enthusiastic response to the teaching intervention, outline the intervention's effect on students' collaboration and reciprocal language learning, and describe students' interactive strategy use throughout the project.

Beaulieu, Suzie (University of Alberta) beaulieu@albertau.ca;
Myriam Gosselin (University of Alberta) myriamg@ualberta.ca
June 2, 2011 - 13:35 – 14:05 Tilley Hall 223

Still speaking immersion
1987, Lyster drew attention to the many intralingual and interlingual errors in the French of immersion students. Twenty-three years later, the same kind of errors can be found in the speech of French immersion graduates registered in a bilingual nursing program at a Canadian university. Although "speaking immersion" did not prevent them from being successful in a clinical placement with elderly Franco-Albertan patients, it poses important challenges where expectations from the linguistic community (e.g., francophone school internships) are concerned. In order to help French immersion graduates move beyond their current level of linguistic proficiency, we decided to implement an intervention based on Ranta and Lyster's (2007) Awareness-Practice-Feedback (APF) sequence.
This presentation reports on the design and implementation of an action research project created for post-immersion students at the university level (N=9). The students were registered in an advanced French L2 writing course and received five hours of instruction on the passive voice. The Awareness-Practice-Feedback sequence was adapted to the teaching of this form, a crucial one in nursing (Polit & Tatano Beck, 2004). Students tend to produce passive sentences using transfer from English (e.g., *Le patient a été donné des calmants). As Mandin (2010) states, French immersion graduates, although aware of their interlanguage errors, find traditional instruction to be ineffective for improving their grammatical skills. The general discussion of our presentation will focus on participants' reactions towards the usefulness of the APF instructional sequence.

Davy Bigot (Concordia University) dbigot@alcor.concordia.ca
June 3, 2011 – 10:15 – 10:45 Tilley Hall 223

La variation lexicale dans le parler des adolescents de Casselman (ON)
Domaine/Mots Clé : Sociolinguistique, variation et changement, français parlé en Ontario
L'une des principales observations faites à partir de l'examen du corpus Mougeon et Beniak (1991) est la forte influence standardisatrice de l'école chez les locuteurs restreints (Mougeon, 2005, p. 266). À l'inverse, Nadasdi (2005, p 108) précise que le parler des locuteurs non-restreints se distingue difficilement du français québécois vernaculaire.
Dans le cadre de notre présentation, nous nous intéresserons à un nouveau corpus d'entrevues stratifiées (selon le sexe, l'âge et le niveau de scolarité des locuteurs) réalisé auprès de trente adolescents francophones non-restreints de la petite commune de Casselman (ON). Nous nous proposons d'observer la variation dans l'emploi de quatre variables lexicales qui ont déjà fait l'objet de plusieurs études variationnistes en français parlé en Ontario et au Québec : char (vs auto vs automobile vs voiture), rester (vs demeurer vs habiter vs vivre), job (vs ouvrage vs travail vs emploi) et ça fait que (vs so vs alors vs donc). (Nadasdi, 2005)
Après avoir présenté notre corpus et les principaux points méthodologiques de notre recherche, nous examinerons les fréquences d'utilisation de chacune des variantes vernaculaires. Nos objectifs sont les suivants : 1) mesurer l'influence des facteurs extralinguistiques dans l'emploi des variantes vernaculaires, 2) comparer nos résultats à ceux tirés du corpus Mougeon et Beniak, afin d'en dégager d'éventuels éléments de convergence et de divergence et 3) évaluer la distance qui sépare le parler des adolescents de Casselman du français québécois vernaculaire.

Renee Bourgoin (University of New Brunswick) bourgoin@unb.ca;
June 3, 2011 – 10:55 – 11:25 Tilley Hall 223

Transitioning into French Immersion at Grade 3: Students' experiences with L1and L2 reading
Cummins' (1984, 2000) linguistic interdependence model of language acquisition stipulates that although a child's first and second language may be distinctly different on the surface, they are both supported by shared concepts, skills and linguistic knowledge. Skills learned and acquired in one language can and do transfer to another (Genesee & Jared, 2008; Geva & Clifton, 1994; Dressler & Kamil, 2006) as certain literacy concepts are universal and are used across languages (Durgunoglu, 2002).
In 2008, the New Brunswick government made significant changes to its early French immersion program by pushing back the grade 1 entry-point to grade 3. It was argued that eliminating the grade 1 FI entry-point would solve the problem of streaming in the primary grades and promote equal opportunities for all students (Willms, 2008). Moreover, the government claimed that a universal K-2 English program would promote strong English literacy skills, provide early interventions to at-risk students, and ultimately, allow parents to make more informed program decisions at Grade 3 (New Brunswick Department of Education, 2008).
This presentation will discuss the preliminary findings of a two-year ethnographic case study involving 60 students who went through the universal K-2 English program and who are now in the new grade 3 FI program. Students' L1 and L2 reading development, in terms of route and rate, will be examined with particular attention given to at-risk students. Students' knowledge and use of reading strategies in both their L1 and L2 and the extent to which these cross languages will also be discussed.

Colette Despagne (University of Western Ontario) cdespagn@uwo.ca
June 1, 2011 - 11:45 – 12:15 Tilley Hall 200

Apprentissage autonome de l'anglais au Mexique
Cette étude de cas théorique se centre sur l'Université Populaire Autonome de l'État de Puebla au Mexique où le département de langues a adapté le Cadre Européen Commun de Référence (CECR) à l'apprentissage de l'anglais. La vision pédagogique de cet apprentissage se base essentiellement sur les concepts d'autonomie à partir d'une perspective psychologique constructiviste. Cette approche prend en

compte le contexte social de la salle de classe et mène les étudiants à une transformation interne tout en développant des stratégies cognitives, métacognitives et sociales/affectives (Holec, 1981 ; Little, 1991).

Bien que les résultats soient positifs pour la majorité des étudiants, les apprenants autochtones étudiant dans le programme interculturel « Un pari sur le futur » se disent intimidés par l'apprentissage de l'anglais. Pour eux, l'anglais représente la langue de la modernité, du pouvoir et d'un meilleur niveau de vie (Phillipson, 1992, 2009). Cette modernité, selon Escobar et Mignolo (2005), renvoie à une construction hiérarchique du pouvoir et à une imposition économique, sociale, culturelle et linguistique.

Cette étude cherchera à répondre aux questions suivantes :

- Pourquoi les étudiants autochtones se sentent-ils intimidés par l'anglais ?
- L'approche psychologique de l'autonomie d'apprentissage basée sur le CECR est-elle suffisante pour les étudiants d'origine autochtones ?

Pour ce faire, l'étude se détachera de l'approche psychologique courante de l'autonomie et proposera une orientation basée sur la théorie critique (Pennycook, 1998 ; Benson, 2001; Schmenk, 2005) qui prend en compte le contexte ethnolinguistique du pays ainsi que les relations de pouvoir entre langues et cultures.

Champa Detaramani (City University of Hong Kong**)** enchampa@cityu.edu.hk
June 2, 2011 - 13:35 – 14:05 Tilley Hall 200

The effect of English immersions programs on tertiary students willingness to communicate and motivation to use English
Why are some learners willing to communicate in English, whilst others are reluctant to do so? Willingness to communicate (WTC), which was originally developed to explicate individual differences in the first language (L1)communication, has started to be focused on as an important factor to account for second language (L2) communication. Considerable developments in the theoretical modeling using the heuristic "pyramid model" proposed by MacIntyre, Clément, Dörnyei and Noels (1998) have been made. This study investigates the dual characteristics of willingness to communicate (WTC) in a second language (L2): trait-like WTC and situational WTC among 150 City University of Hong Kong (CPHK) students. By adopting methods of immersion program observation, participant focus group interviews and questionnaires, consistency between L2 learners' self-report WTC and their actual WTC behavior in an L2 immersion will be examined. It is hypothesized that while trait-like WTC, as measured by a self-report survey, will predict a tendency to communicate, classroom observation of situational WTC and interviews with individual learners will reveal actual behavior and the influence of contextual factors on the decision to engage in interaction with fellow students. A number of factors will be perceived by learners to influence WTC behavior in class: the group size, familiarity with interlocutor(s), interlocutor(s)' participation, familiarity with topics under discussion, self-confidence, medium of communication and cultural background. These findings will contribute to an understanding of the dynamic nature of WTC in a second language and suggest implications for best practice in language pedagogy.

Joseph Dicks (University of New Brunswick) jdicks@unb.ca
Josée Le Bouthillier (University of New Brunswick) josée@unb.ca
Paula Kristmanson (University of New Brunswick) pkristma@unb.ca
June 1, 2011 – 15:00 – 15:30 – Tilley Hall 223

L'écriture en immersion au niveau intermédiaire : un modèle d'enseignement systématique
L'écriture de différents genres de textes joue un rôle important dans les programmes d'immersion.   Cette présentation traite d'une étude de recherche-action (Kemmis et McTaggart, 2007) qui examine l'efficacité d'un modèle systématique qui incorpore l'approche des processus en écriture (Pritchard et Honeycut, 2007; Atwell, 1998), les six traits d'écriture (Spandel et Hicks, 2005) et l'enseignement centré sur la forme selon l'approche du contrepoids (Lyster, 2007).

Dans un premier temps, nous expliquerons ce modèle et la démarche pédagogique suivie par l'enseignante, ainsi que la méthodologie de la recherche. En bref, avant et après l'enseignement d'une unité basée sur ce modèle, les élèves de la 7e année en immersion précoce ont rédigé un texte du genre persuasif. Nous présenterons une analyse quantitative et qualitative de ces textes selon les normes de performance établies par le ministère de l'Éducation de la province en question (2004). L'analyse quantitative montrera le pourcentage d'élèves à trois différents niveaux de performance par rapport aux traits d'écriture (Spandal et Hicks, 2005). L'analyse qualitative comprendra une description des aspects linguistiques et structurels qui ressortaient des textes d'élèves (Graham, MacArthur, et Fitzgerald, 2007). En particulier, nous démontrerons les progrès prononcés effectués dans tous les traits d'écriture sauf les conventions linguistiques.

Nous conclurons en discutant de comment cette recherche, qui fait partie d'une étude longitudinale (Auteurs, xxxx, xxxx), contribue à une connaissance plus approfondie du processus d'écriture en immersion française. En particulier, nous traiterons du rôle primordial de l'enseignement centré sur la forme (Lyster, 2007) par rapport aux traits de conventions linguistiques et d'organisation textuelle.

Roswita Dressler (University of Calgary) rahdress@ucalgary.ca;
Tanja Kupisch (University of Hamburg) tanja.kupisch@uni-hamburg.de
June 1, 2011 - 13:15 – 13:45 Tilley Hall 200

The acquisition of German and English as weaker languages: Incomplete or complete acquisition?
When children are exposed to two languages from birth, the acquisition of each is said to follow development akin to monolinguals of each language (Genesee, 1989; Grosjean, 2008; Meisel, 1986, 1989). However, when this exposure is unequal to the point where the child receives very little input in one of the languages, some researchers postulate that this input may be insufficient for the child to acquire that language in a native-like manner (Montrul, 2008). As well, recent studies have suggested that the critical age for the acquisition of some grammatical phenomena may be as early as 3-4 years (Meisel, 2004). This study examines the two languages

(German and English) of two simultaneous bilingual children living in an urban centre in Western Canada. One child, Canadian-born, is German dominant, exposed to English only through outside contacts. The other, foreign-born, is English dominant, speaking German only with his mother when the father is not present. Free speech data gathered before the ages of 3 and 7 respectively will be compared by looking at some aspects of morphosyntax (e.g., verb placement and gender marking in German, past tense and 3rd person singular inflection in English). During the early recordings, in one case the quantity of input in English was extremely low, and in the other case the child largely refused to speak German. Results for both children suggest that with steady, reliable input in both languages, even in apparently small amounts, each child is developing native or near-native linguistic competence in both languages.

Farahnaz Faez (University of Western Ontario) ffaez@uwo.ca
Mithila Vidwans (University of Western Ontario) mvidwans@uwo.ca
June 1, 2011 - 10:35 – 11:05 Tilley Hall 302

The language of science: A corpus-based study
With classrooms across North America becoming increasingly diverse, the issue of how to provide appropriate instruction and support for English Language Learners (ELLs) has received much attention in the past decade. There has been a dramatic increase in the number of publications that have focused on needs and challenges of ELLs in mainstream classrooms. However, the focus of the work in this area has been on providing 'tips and strategies' that teachers should use in their classrooms to support ELLs. While researchers have found a strong correlation between vocabulary knowledge and academic performance (Alderson, 2007; Nation, 2001), little is known about the specific vocabulary and major syntactic structure of each subject matter. This study attempts to address this gap by examining the language of science in content-based classrooms. Corpus linguistics is the theoretical framework that informs this study. In this project, the language of science was analyzed by using science textbooks and tape-recorded teacher-fronted instructional science lessons as corpora. Data was also gathered through interviews with science teachers as well as through classroom observations. The findings of this study, gathered from textbook and teacher-talk corpora as well as teacher interviews, are presented and discussed. This corpus can provide appropriate feedback to teachers and administrators to determine the varied and unique linguistic and grammatical elements that make up the discourse of science. Effective teaching and learning strategies and resources can be developed based on such corpora and analysis.

Veronique Fortier. (Université de Québec à Montréal) veronique@uqam.ca
June 3, 2011 – 14:10 – 14:40 Tilley Hall 223

Y a-t-il un lien entre la capacité métasyntaxique et la capacité de mémoire phonologique d'enfants de langues d'origine?
L'étude de la capacité métasyntaxique (CMS), ou capacité de « raisonner consciemment sur les aspects syntaxiques du langage et à contrôler délibérément l'usage des règles de grammaire » (Gombert, 1990), auprès d'enfants de langues d'origine (ELO) a fait état de nombreuses études (p.ex., Jongejan, Verhoeven et Siegel, 2007). Il ressort de ces études que les ELO ne réussissent généralement pas à obtenir des résultats comparables à ceux de monolingues à des tâches métasyntaxiques. Cela pourrait s'avérer problématique étant donné les liens établis entre la CMS et la compétence en lecture (Lefrançois et Armand, 2003). Afin de tenter de mieux comprendre ce qui sous-tend le développement de la CMS des ELO, nous observerons la relation potentielle entre la CMS et la capacité de mémoire phonologique (CMP), ces deux capacités étant liées via la connaissance grammaticale. En effet, la CMS est liée à la connaissance grammaticale (Lipka, Siegel & Vukovic, 2005), elle-même liée à la CMP (French & O'Brien, 2008). Afin d'explorer le lien entre CMS et CMP, nous avons donc mené une étude auprès de 79 ELO, et de 36 enfants monolingues comme groupe témoin, tous soumis à deux tâches de mesure de la CMS, soit une tâche de répétition de phrases agrammaticales et une tâche de réplication de l'erreur et, afin de mesurer leur CMP, une tâche de répétition de non-mots. Par ailleurs, les connaissances lexicales des participants ont aussi été mesurées. Les résultats de cette étude permettront de mieux comprendre les processus cognitifs sous-jacents à la CMS des ELO.

Jordana Garbati (University of Western Ontario) jgarbati@uwo.ca
June 1, 2011 - 10:35 – 11:05 Tilley Hall 200

A preliminary report examining core French teaching & English language learners
In recent years, there has been a call for the improvement of core French as a Second Language (FSL) programming in Canada so as to increase the number of bilingual graduates, and to improve Canada's linguistic duality (Department of Canadian Heritage, 2004; Official Languages Secretariat, 2008). The increased presence of English language learners (ELLs) in FSL classes, particularly in large urban centers, has been an identified challenge of for teachers and administrators. Although research on the experiences of English language learners (ELLs) in FSL has been documented, particularly in terms of motivation (Mady, 2003, 2006, 2007; Mady & Turnbull, 2010), there continues to be a gap in the literature in terms of teachers' experiences with and perceptions about these learners in FSL. This study adds new knowledge to this field of inquiry as it investigates Ontario core French teachers' attitudes, beliefs, and challenges of teaching French to ELLs. To carry out this mixed methods investigation, surveys and interviews were administered to French teachers from two Ontario school boards. In this paper, preliminary findings are presented and discussed, particularly in relation to teachers' perceptions of effective teaching strategies, and school board support for professional development. This research is of particular interest to researchers and practitioners in the areas of second language acquisition, pedagogy and French language education in Canada. As well, this paper will highlight some pedagogical implications for policy and practice for FSL in Canada.

Olga Mireya Garcia Cortes (Université Laval) olmire04@yahoo.ca
June 2, 2011 - 16:05 – 16:35 Tilley Hall 223

Teachers' and students' perceptions and use of code-switching in ESL classes in Quebec elementary schools
Since the unveiling of the Educational Reform in 2001 in Quebec, the Ministry of Education's English as a Second Language (ESL) curriculum requires that ESL teachers teach in the L2 only. Yet, in the classrooms, many ESL teachers alternate between English and French, the first language (L1) of the majority of learners. This L1-L2 alternation is known as code switching. Previous studies have mostly explored teachers' perceptions of code switching particularly at university level (Duff and Polio, 1990; Macaro, 2001; Turnbull, 2001). This study examined the ESL teachers' perceptions of the Ministry of Education's English language policy and code switching in the ESL classes in Quebec elementary schools.
Six Quebec City teachers teaching in the ESL core program at the elementary third cycle participated in the study. These teachers were considered for the study as they reported using English less than 90 % of the time. In the presentation, part of the qualitative methodology employed to gather data will be exposed, mainly the stimulated recall technique (Gass, 2000; Tochon, 1996). This technique allowed the researcher to identify and understand in a deeper way the ESL teachers reasons to use French in their regular classes. The QDA Miner software was used to organize, qualitatively and quantitatively, the analysis categories codes and sub-codes. Categories, different from those existing in the current literature emerged from the analysis of the stimulated recall transcripts. These preliminary results pertaining to this part of the analysis will be discussed during the presentation.

Martin Guadardo (University of Alberta) martin.guardado@ualberta.ca;
June 1, 2011 - 13:50 – 14:20 Tilley Hall 200

The discourses of language maintenance
The goal of this paper is to investigate the discourses surrounding the development and maintenance of Spanish in Hispanic Canadian families. An understanding of a variety of issues and factors, such as the individual, familial and societal benefits of language maintenance is well established in the sociolinguistics research literature (e.g., Kouritzin, 1999; Schecter & Bayley, 2002). Yet, its conceptualization from a theoretical perspective of discourses and ideologies in families is less frequently discussed explicitly. It is by and large recognized in several interrelated traditions of discourse analysis (Fairclough, 1992; Foucault, 1980; Gee, 1999; van Dijk, 2008; Wodak, de Cillia, Reisigl, & Liebhart, 1999) that discourses are a social practice. Discourses are produced by particular ideologies, situations and contextual realities, and at the same time are constitutive of these. Following these theoretical traditions, the paper takes the position that discussions of factors affecting language maintenance, and of the consequences of maintenance and loss, can be fruitfully enriched by drawing on the ample interdisciplinary scholarship on discourses. Therefore, via analyses of interviews and everyday interactions drawn from a 1.5-year ethnography conducted in Western Canada, the paper draws attention to the diversity of meanings present in the families' discursive constructions of language development and maintenance. The interviews with parents were found to contain discourses that embodied implicit and explicit ideologies about language. These metalinguistic constructions of language maintenance included utilitarian, indexical, aesthetic, affective, proper, and oppositional discourses. The paper concludes with implications for theory, education, policy, and research.

Xavier Gutierrez (University of Windsor) xavierg@uwindsor.ca;
June 2, 2011 - 15:30 – 16:00 Tilley Hall 200

Metalinguistic reflection and resolution of LREs in L2 Spanish
Metalinguistic reflection (i.e., the conscious act of reflecting about language; Gombert, 1992) can be beneficial in learning and in using the L2. One type of studies that have paid attention to metalinguistic reflection are those that examine Language-Related Episodes (LREs) (e.g., Fortune, 2005; Garcia Mayo, 2002; Storch, 2008; Swain & Lapkin, 2002). More specifically, these studies have looked at the nature of the talk about language (i.e., metatalk) in those episodes, the aspects of language with which those episodes deal, and the LREs potential for language learning, among other aspects. The goal of the study reported in this paper is to examine the metalinguistic reflection that occurred in collaborative interaction during a group writing task and its impact on the resolution of LREs.
The study was carried out at two Canadian universities with 27 participants enrolled in two intermediate Spanish as a second language courses (B1+ level, CEFR). The participants were divided in nine groups of three and were asked to write a text in collaboration based on a picture story. The interaction of the nine groups was digitally recorded and subsequently transcribed. The LREs were identified and qualitatively analyzed in relation to the language aspect on which the episode was focused, the nature of the verbalized metalinguistic reflection with respect to its accuracy and completeness, and whether the episode was successfully resolved. The findings of the study will be discussed in light of these aspects and potential implications for future research and for L2 pedagogy will be addressed.

Roumi Ilieva (Simon Fraser University) rilieva@sfu.ca
June 2, 2011 - 15:30 – 16:00 Tilley Hall 223

Exploring emergent multimodal language learning in a program for older immigrant youth
Older immigrant/refugee youth and younger adults have been identified as a group of newcomers to Canada whose integration needs are not currently met (Anisef & Kilbride, 2003; Rossiter & Rossiter, 2009). This paper will report on a study which explored the experiences of students, instructors, and staff in an innovative educational bridging program in the Lower Mainland of BC. The youth in this program face multiple barriers and the goal of its providers is to assist them in their transition to successful integration through engaging them in emergent curriculum that incorporates language, music, and multiliteracy exploration together with life skills. Drawing on classroom and fieldtrip participant observations, semi-structured interviews with students, graduates, instructors, and youth workers involved in the

program, as well as critical discourse analyses of student-produced artifacts in multiliterate formats (van Leeuwen, 2008), the paper will attempt to delineate the unique features of this program that enhance these youth's self-esteem and language competencies and open possibilities for successful integration. Drawing on ecological perspectives on language and learning (Kramsch, 2002, van Lier, 2004), the paper will conclude that instructional settings which allow language learning opportunities to develop in a complex, nonlinear, holistic manner and encourage the use of multimodal means of expression can be rich sites where educators can meet the unique language and integration needs of older immigrant youth who are otherwise unable to access the services for younger or older newcomers to Canada.

Junko Imai (University of Hawaii at Manoa) junkoima@hawaii.edu
June 2, 2011 - 16:05 – 16:35 Tilley Hall 200

Rhetorical expectations, previous experience, or study goals? : Novice L2 writers' voice on peer/teacher comments
This paper investigates roles of teacher and peer comments in multiple essay drafts in a U.S. university ESL setting. The study aims at describing how novice L2 writers of academic English decide what comments to incorporate in revisions.
Previous studies on college-level L2 writing report teacher comments are more favored by learners than peer comments and tend to be incorporated in revisions (Nelson & Carson, 1998). Teacher comments are regarded to be authoritative and learners negotiate meaning with their teacher or follow the suggestions even if they disagree with them (Goldstein, 2004). Various roles of peer comments have also been debated, supported by Process Writing Theory, Collaborative Learning Theory, Vygotsky's Zone of Proximal Development, and interaction SLA (Liu & Hansen, 2005). Researchers claim teacher and peer comments are complimentary (e.g., Tsui & Ng, 2000). Little is known, however, how novice L2 writers negotiate new rhetorical expectations, previous writing experiences, and study goals.
To explore this issue, I conducted a case study of five international students in a semester-length Academic English course in a U.S. university. They were full-time undergraduate or graduate students required to take ESL courses as well. During the semester, they wrote three major essays (i.e., a position paper, a response paper, and a mini-research paper) with peer response sessions, teacher comments, and writing conferences on two drafts. All drafts and final essays were analyzed and students were interviewed regarding their revision experiences. Their comments on the roles (e.g., audience awareness, a sense of ownership) will be discussed.

Conttia Lai (The University of Hong Kong) conttialai@hku.hk
June 3, 2011 – 13:00 – 13:30 Tilley Hall 223

In-service teacher development for facilitating learner autonomy in curriculum-based SALL
This paper aims to identify challenges in-service language teachers are facing when they are called upon to teach on a course with a self-access language learning (SALL) component, and the support and training that they perceive necessary to help learners to maximize their SALL experience. There is a large body of literature discussing ways to build, reinforce and measure learner autonomy (LA), and attempts have been made to integrate SALL into the curriculum with various levels of success. The success and failure of those curriculum-based SALL programmes were often attributed to learner motivation, learner training, learner strategies, peer influence and availability and quality of resources in self-access centres. It appears that teachers' roles in curriculum-based SALL have not received as much attention as it deserves. Despite the presence of some useful models for teacher development and training initiatives to help teachers take on new facilitating roles afforded by an "autonomous" classroom in curriculum-based SALL, on-going in-service teacher training seems to be lacking in most schools and universities. Very often teachers with very little or even no experience or knowledge about SALL are asked to promote LA in their classes while training for those in-service teachers regarding SALL is insufficient. This paper reports the findings from interviews with EAP instructors teaching on a course with SALL being a major component in a university in Hong Kong. A three-tier in-service teacher development programme called OWL which consists of "Orientation for new teachers", Workshops on LA" and "LA Virtual Resource Centre" is recommended.

Lemaire, Eva (University of Alberta) lemaire@ualberta.ca
June 1, 2011 – 15:00 – 15:30 – Tilley Hall 302

Enseignement du français au postsecondaire et en milieu minoritaire : les défis de la francophonie plurielle
Bien que minoritaire, la population francophone connait une réelle croissance en Alberta, liée à la vitalité de l'immigration interprovinciale et internationale. La francophonie albertaine se nourrit également de l'intérêt que portent au français les anglophones francophiles. Dans les établissements universitaires francophones de l'Ouest se présentent donc des étudiants aux profils distincts, ayant en partage la langue française : étudiants franco-albertains, étudiants issus de l'immersion, étudiants internationaux, étudiants québécois, français, sénégalais, etc. Comment gérer cette hétérogénéité au sein même de la francophonie et développer une didactique du français (langue et culture) inclusive ?
Dans un premier temps de la présentation, en nous appuyant sur l'analyse d'écrits de l'Association canadienne-française de l'Alberta et sur ceux du campus Saint-Jean (campus universitaire francophone), nous mettrons en parallèle les discours, de façon à mettre en évidence l'affirmation d'un discours se présentant comme inclusif et ouvert à une certaine diversité, au sein d'une francophonie en cours de redéfinition.
Dans un second temps, nous nous attacherons à interroger les différents facteurs à prendre en compte afin de penser un enseignement de la langue française accueillant et potentialisant la pluralité francophone. Notre approche sera pluridisciplinaire afin de rendre compte de la complexité de la situation, dans l'esprit de la philosophie développée par E. Morin. Seront évoqués rapidement les facteurs institutionnels, affectifs, identitaires, économiques jouant dans la définition d'une didactique des langues et dans celles des curricula.

Nous nous arrêterons plus longuement sur le dernier volet, didactique, afin d'interroger les approches envisageables (didactique du français langue maternel, du français langue seconde, du français langue étrangère, didactique de l'immersion, didactique du plurilinguisme et du pluriculturalisme). L'analyse de matériel d'enseignement utilisé dans un cours de français de niveau avancé, regroupant étudiants de tous profils, nous permettra de mener à bien cette étude de cas et de dégager des pistes de réflexion quant à la mise en place d'une didactique inclusive.

Heather Lotherington (York University) hlotherington@edu.yorku.ca
Will Heikoop (York University) william_heikoop@edu.yorku.ca
Sean Meades (York University) sbmeades@yorku.ca
June 2, 2011 - 16:40 – 17:10 Tilley Hall 223

Finding new learning spaces for community languages in multimodal text production
Language teaching—whether SLA or literacy instruction in the primary language—continues to look to a four skills model based on paper texts that predate the Information Revolution, even in online second language courses (e.g., http://www.livemocha.com/). This focus on alphabetic communication in language learning is reinforced by the knowledge base tapped in standardized assessment of language and literacy achievement (author et al., forthcoming). Contemporary multimodal communication utilizes multiple modes for meaning making that transcend the alphabetic (Cope & Kalantzis, 2009; Kress, 2003; 2010), offering new horizons in expression, and displacing linear, alphabetic writing as the primary carrier of literate meaning in this era (Kress, 2009). These new ways with words have been explored in second language contexts around the globe in a variety of experimental programs and projects (e.g., author, 2009; Bo-Kristenson & Meyer, 2008; Black, 2005; Cummins, 2006; Dooley, 2009; Tan & McWilliam, 2009; Ware, 2008).
The project we present here employs an action research methodology to explore the affordances of multimodal communication for inclusion of community languages in elementary classes that comprise predominantly English language learners. Our learning community, based at ***** Public School in Toronto, has the overarching aim of piloting innovative, ludic multilingual language and literacy learning projects that prepare children for current and future communication. This presentation describes primary and junior grade projects that make spaces for community languages by employing multiple modalities towards customizable texts. We illustrate teachers' inclusion of community languages in children's projects, and discuss ongoing and contingent issues and problems.

Peter D MacIntyre (Cape Breton University) peter _macintyre@cbu.ca
Rebecca Blackie (Cape Breton University) rebecca_blackie@hotmail.com
June 2, 2011 - 14:10 – 14:40 Tilley Hall 200

Integrating action control, motivated strategies, and integrative motivation as predictors of language learning affect and the intention to continue learning French.
Kuhl's (1994a) underappreciated theory of action control contrasts action versus state orientations, as part of a dynamics of action model. Action oriented individuals are able to initiate and maintain behavior; state oriented individuals show a tendency toward hesitation and rumination. These two key concepts are measured by Kuhl's (1994b) ACS-90 scale, along with a volatility scale that represents an excessively vigorous action control system. The present study examines the correlations of the action control scales with variables from two prominent theoretical frameworks: Pintrich's Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich, Smith, Garcia,& McKeachie, 1993) and Gardner's (1985) Attitude Motivation Test Battery (AMTB). The MSLQ includes measures of (1) intrinsic and (2) extrinsic goal orientation, (3) task value, (4) self-efficacy, (5) control beliefs, and (6) test anxiety. Variables from Gardner's AMTB include (1) attitudes toward French Canadians, (2) attitudes toward learning French, (3) interest in foreign languages, (4) desire to learn French, (5) motivational intensity, and (6) French class & use anxiety. Variables from the ACS-90, MSLQ, and AMTB are used as predictors of four key language learning outcomes: perceived communication competence, language anxiety, willingness to communicate, and the intention to continue language study. Participants include 117 high school students studying French-as-a-second-language (mean age = 16.6 years; 62% were female). Regression analyses show that hesitation plays a significant role in predicting perceived communication competence, language anxiety, and willingness to communicate. The intention to continue French studies, however, was best predicated by positive attitudes. These results help to integrate concepts from the theoretical frames into recent concepts of the dynamics of the language-learning affective system (Authors, 2010).

Callie Mady (Nipissing University) calliem@nipissingu.ca
June 1, 2011 – 14:25 – 14:55 – Tilley Hall 200

Official language bilingualism: Allophone immigrant perpectives
The federal recognition of Official language bilingualism as forming part of the Canadian identity (Office of the Commissioner of Official Languages, 2007) is examined from the perspective of allophone immigrants to Canada: parents and children. Multilingual acquisition theory (Aronin, 2005, Cenoz, 2003) and empirical studies in multilingualism (Griessler, 2001; Keshavarz & Astaneh, 2004) support the rationale for this study. Grounded in the concepts of imagined communities (Anderson, 1991), the privileging of certain languages (Heller, 1999) and thus of certain groups (Blackledge & Pavlenko, 2001)—issues of particular importance to allophone communities as they seek to establish themselves in a new country, this study examines the factors that influence immigrant families' educational choices and experiences as they pertain to the study of French within English-dominant regions of Canada. In particular, we report on findings of focus group interviews with allophone parents, questionnaires and focus group interviews with post-secondary allophone students. The findings are contextualized within an overview and synthesis of provincial French and English as a second language curriculum documents and policies of inclusion. This research yields insights into matters relating to immigration practices as they pertain to official languages, access to French as a second official language learning opportunities.

Lucille Mandin (University of Alberta) lucille.mandin@ualberta.ca;
June 1, 2011 – 14:25 – 14:55 – Tilley Hall 302

L'expérience des parents exogames face à l'éveil à la littératie dans l'Ouest du Canada
Selon Masny (2000), l'acquisition de la littératie sera l'un des plus grands accomplissements de l'enfant puisqu'elle lui permettra de prendre une part active dans une société où il devra continuellement `lire le monde`qui l'entoure. Plusieurs recherches confirment l'influence notable de l'implication des parents sur l'émergence de la littératie des enfants d'âge préscolaire (Davidson et Snow, 1995 ; Gilbert, 2002 ; Anderson, 2000; Leseman et De Jong, 1998 ; Purcell-Gates, 1996 ; Sénéchal et Lefevre, 2002 ; Sulzby et Edwards, 1993). Pour les parents exogames d'enfants d'âge préscolaire dans les milieux francophone minoritaire de l'Ouest canadien, une dimension linguistique et culturelle s'ajoute à leur préoccupation face à l'éveil à la littératie. Ce projet de recherche s'est donc penché sur cette question.   La relation parents / enfants étant au cœur de notre enquête, une approche qualitative ou descriptive et les méthodes de collecte de données ethnographiques nous ont apparu pertinentes à ce projet (Bogden et Bickland, 1998). Les parents ont d'abord répondu à un questionnaire bilingue et par la suite, ont participé à des entrevues de groupes. Comme la population de parents exogames s'est avérée importante dans notre échantillon de parents, leurs préoccupations ont donné lieu à des entrevues individuelles avec eux. Le but de cette communication est de présenter des études de cas de parents exogames concernant leur réflexion sur le bilinguisme. Les pratiques d'accompagnement des parents exogames avec leurs enfants d'âge préscolaire ainsi que les défis rencontrés par ces derniers seront partagés lors de cette communication.

Hedy McGarrell (Brock University) hmcgarrell@brocku.ca
June 1, 2011 - 10:35 – 11:05 Tilley Hall 223

ESL students' revisions as a mirror of writing teacher commentary
English as a Second/Subsequent Language (ESL) teachers are aware that despite considerable time investment in commenting on student texts, their students continue to make the same mistakes and to produce text development that shows little or no improvement (Lee, 2009; Truscott & Hu, 2008). Although advice to teachers on how to comment abounds, little information illustrates what comments trigger revision. This study, using a repeat-measures longitudinal design, was designed to explore what teacher comments on ESL writers' first draft compositions result in revisions on second drafts and whether subsequent writing tasks reflect earlier comments. Seventy-six undergraduate students from three different sections of the same EAP course at a large Canadian university participated. The students were invited to contribute their first and revised drafts of three different compositions that were part of the regular syllabus, produced at the beginning, in the middle and at the end of the 12-week course. Teacher comments on the first drafts were coded according to various commenting options (Ellis, 2009). The revised student drafts were then compared to the commented first drafts to determine how each student dealt with the teacher comments. Trends for different comment types will be presented for each composition, each section and overall. In general, results show that the students were most likely to act on direct comments focused on specific vocabulary, mechanics or grammar points. The least likely comments to elicit action were indirect comments that requested clarification or suggested the addition of detail. Implications for teacher commentary will be discussed.

Anne Mullen (Université Laval) anne.mullen@elul.ulaval.ca
June 1, 2011 – 16:20 – 16:50 – Tilley Hall 302

Impact and consequences of test misuse
This study focuses on test validity (Messick, 1989); more specifically, the impact that occurs on a particular population when test design and test use are mismatched (Bachman and Palmer, 1996). Few studies have examined the validity of the Test of English for International Communication (TOEIC) as a proficiency test (Moritoshi, 2001; Hirai, 2002) and none have considered its validity when used as a placement tool. The sequential mixed methods evaluative study (Tashakkori and Teddlie, 2003) had two phases. The first, quantitative phase, had participants answer questionnaires. Results of probability analysis indicated that the group of misplaced student participants, 126, differed significantly from the group of correctly placed, 551, in terms of: college English experience, age, first and second languages with the factor of college English experience being most strongly correlated to the misplaced group. The second, qualitative phase, involved one-on-one interviews with stakeholders. Findings from this phase helped to extend the findings from phase one. Results suggests that the differences between the correctly placed and the misplaced groups were related to the use of the institutional TOEIC and the practice of predicting productive skill (i.e., speaking and writing) on the basis of the measurement of receptive skills (listening and reading). Three key consequences of misplacement were also revealed: 1) the impact of student's attitudes toward the test on their educational choices; 2) the relationship between misplacement and a student's willingness to work; and 3) the impact on teacher's grading.

Mareike Mueller (University of Waterloo) m2mueller@uwaterloo.ca
June 1, 2011 – 15:45 – 16:15 – Tilley Hall 223

Neglected areas of identity research in study abroad contexts
Current research on study abroad has experienced a wave of interest in learner-centered questions, moving gradually away from the narrow focus on students' linguistic development. In particular, the effects of study abroad on learners' identities have attracted attention, revealing the impact of individual dispositions and those of interlocutors on the language learning process (Block, 2007; Kinginger, 2009). The realm of speaking and especially pronunciation research, however, has hardly benefited from this turn to sojourners' perspectives, merely measuring the extent to which learners appropriate native-like accents, resulting in rather inconsistent findings. I

thus intend to adopt a wider focus by qualitatively investigating the interplay between sojourners' beliefs about pronunciation and their identity constructions. The results of my study illuminate factors that contribute to or inhibit learners' ability to take advantage of learning opportunities.

My research is based on five case studies with Canadian learners studying at German universities for one semester. In applying narrative inquiry (Riessman, 2008) as a research tool, I qualitatively analyze participants' accounts in interviews and e-journals, conducted at different stages throughout the term. Among others, the concepts of Communities of Practice and Situated Learning (Lave & Wenger, 1991; Wenger, 1998) especially guide the data interpretation, revealing that learners use pronunciation actively as a tool to outwardly construct identities in correspondence with communities they wish to access or avoid. Mostly independent of their actual pronunciation skills, this process of mediating between different identity constructions appears highly conflictive, demonstrating the importance of qualitative research into L2 pronunciation development.

Anne-Marie Parisot (Université de Québec à Montréal) parisot.anne-marie@uquam.ca
Julie Rinfret (Université de Québec à Montréal) ringret.julie@uqam.ca
Linda Paquette (Université de Québec à Montréal) paquette.linda@courrier.uqam.ca
June 3, 2011 – 14:45 – 15:15 Tilley Hall 223

Mesures de la conscience phonologique de la langue des signes québécoise (LSQ) : Analyse comparée de sujets sourds ayant (élèves de secondaire) ou non (adultes) reçu un enseignement explicite de la structure de la LSQ

Peut-on parler de conscience phonologique (CP) chez les locuteurs d'une langue des signes (LS)? Au-delà de la description structurale en phonologie des LS (entre autres, Brentari, 1998; Miller, 1997; Sandler, 1989), les locuteurs de la langue des signes québécoise (LSQ) ont-ils conscience de ce niveau de structure interne, et si oui, ont-ils la même conscience de tous les éléments phonologiques? L'objectif de cette communication est de présenter une analyse statistique du degré de CP de la structure interne des signes de la LSQ chez des adultes (n=21) et chez des élèves sourds de secondaire (n=17), pour lesquels la LSQ est la langue de référence. Seuls les adolescents ont reçu un enseignement explicite de la phonologie et de la grammaire de la LSQ. Nous avons administré cinq tâches (identification, catégorisation, permutation, composition et analyse) à chacun des groupes et à un contrôle d'adultes entendants (n=20) ne connaissant pas la LSQ. Les éléments testés sont les traits articulatoires et les phonèmes. Les tâches sont informatisées à l'aide du logiciel Léa (Bastien, 2002). Les mesures considérées sont l'exactitude et le temps de réponse. Nous présenterons les résultats de l'analyse (Student-T et non paramétrique) des données selon les questions suivantes : 1) est-ce que les sujets sourds ont une CP de la LSQ? 2) est-ce que les sujets entendants peuvent manipuler les unités phonologiques de la LSQ? 3) Est-ce que les deux groupes de sujets sourds ont une maîtrise équivalente des différentes tâches? et 4) Ont-ils une maîtrise équivalente des différents types de phonèmes?

Muriel Peguret (Glendon College, York University) mpeguret@glendon.yorku.ca;
Michel Guidigbi (Glendon College, York University) gmichel@yorku.ca
June 2, 2011 - 14:10 – 14:40 Tilley Hall 223

Les étudiants post-immersifs dans les programmes de FLS à l'université : comment améliorer leur compétence langagière

Dans cette communication, nous proposons de rendre compte de l'efficacité d'un projet pilote (2010-2011) : une approche pédagogique de l'enseignement du français ajustée aux besoins des étudiants post-immersifs.

Ce projet pilote se base sur l'observation que les cours universitaires traditionnels, axés sur un contenu linguistique, manquent d'efficacité pour ce public. On dit même que ces étudiants ont atteint un « plateau » de développement (Lyster, 2007).

Nous nous sommes placés dans une perspective constructiviste de l'apprentissage, pour formuler l'hypothèse que ce plafonnement pourrait être dû à une conception profondément ancrée que la compétence langagière peut se limiter à son objectif, la communication. Une telle perspective instrumentale est effectivement véhiculée par la nature du programme immersif (Mac Farlane, 2001 : 58).

Afin de déconstruire cette conception prégnante, notre approche cherche à provoquer « un conflit » cognitif (Meirieu, 1991 : 60) chez ces apprenants, soit une prise de conscience profonde de la nature vivante, identitaire et socio-culturelle de la langue. À cet effet, nous privilégions une approche réflexive accompagnant une exploration grammaticale, sociolinguistique et phraséologique du français.

D'ici avril 2011, nous serons en mesure de présenter les premiers résultats d'une étude qualitative visant à mesurer l'efficacité du projet, qui concerne 56 apprenants et un groupe témoin de 20 apprenants, autant que la validité de notre hypothèse. Nous allons effectuer cette mesure à deux niveaux : les conceptions sur la nature d'une langue (grâce à des entretiens individuels semi-structurés), et les progrès qualitatifs en langue sur l'année.

Martine Pellerin (University of Alberta) martine.pellerin@ualberta.ca
June 1, 2011 - 13:15 – 13:45 Tilley Hall 302

The use of the first language (L1) by students in the early French immersion program: Necessary or not?

There is a great deal of debate about the use of the L1 in the second language classroom (Turnbull & Dailey-O'Cain, 2009) and diverse perspectives have emerged as a response to the phenomenon (see for example: Macaro, 2005; Lin, 2008). In the immersion context, some would argue (Cummins, 2000) that the use of L1 allows students to operate at a higher level of thinking.

The present study is based on a collaborative-action research involving 14 Early French Immersion teachers and their students (kindergarten to grade four) in schools in Alberta. One of the central questions for the study was concern with the role of L1 in the development of early literacy in second language learning. The data collection involved digital video of learners while engaged in learning activities. The visual data allows the micro-analysis and interpretation of the micro genesis process (Ohta, 2006). The results show that the use of L1 is more prevalent in kindergarten and grade one since the young learners are less knowledgeable of the target language (L2) and call on the use of L1 to communicate and to co-construct their knowledge. However, the study observed a significant

decrease in the use of L1 by students toward the end of grade one and up to grade four. The significant decrease of the use of L1 by the learners is partly due to a greater knowledge of the L2 on their part and the teaching strategies adopted by teachers to promote the use of L2 as a cognitive tool.

Maria Antonietta Pinto (Università di Roma) mariantonietta.pinto@uniroma1.it
June 2, 2011 - 14:45 – 15:15 Tilley Hall 200

Long-term effects of early bilingualism on metalinguistic awareness: A study on young adults
Effects of early bilingualism on metalinguistic awareness have been studied mainly during childhood, in most cases showing more elaborated metalinguistic capabilities in bilinguals than in monolinguals (Hamers & Blanc, 2000). Since this influence seems to affect the very processing of language (Bialystok 1991, 2001), one may wonder if this metalinguistic advantage persists at the adult age, when education provides explicit metalinguistic knowledge in L1 and other experiences aside from bilingualism may also promote a reflective attitude toward language. For testing this hypothesis a sample of 40 adults was recruited, 21-30 years-old, all middle class, involved in intellectual professions or still university students, males and females. Twenty were Italian-French bilinguals, 10 early simultaneous ,10 early consecutive; 20 were monolinguals, 10 having Italian as L1 and 10 having French as L1 and tested in France, whereas all the others were tested in Italy. They were administered the Raven's PM38 (Raven, Raven, Court, 2003) for assessing nonverbal intelligence, the TAM-3 (Pinto, Iliceto 2007), an Italian version of a test of metalinguistic awareness for adults, and the THAM-3, the French version of the same test for the French-speaking group. Bilinguals were superior in all measures but with much stronger differences in metalinguistics than in nonverbal intelligence; no differences were found between simultaneous and consecutive bilinguals nor between Italian-speaking and French-speaking monolinguals, irrespective of the language of the metalinguistic test. Implications for further studies with similar designs with adults and different linguistic versions of the same test will be discussed.

Gaelle Planchenault (Simon Fraser University) gplanche@sfu.ca
June 1, 2011 – 16:20 – 16:50 – Tilley Hall 223

Individuation et construction du soi francophone
Individuation : Être un individu, c'est être un verbe plutôt qu'un substantif, un devenir plutôt qu'un état, un processus plutôt qu'un donné, une relation plutôt qu'un terme, ce pourquoi il convient de parler d'individuation.(Bernard Stiegler, Ars Industrialis)
Lors de nos travaux de recherche passés, nous avons étudié le développement de la motivation d'étudiants de français lors de leur voyage d'étude en France en nous basant sur les journaux dans lesquels ils relataient leurs expériences culturelles et linguistiques (résultats présentés lors de deux conférences de l'ACLA en 2008 et 2010). Nous avions alors constaté les limites inhérentes à ce genre de données comme accès privilégié aux procédés motivationnels en cours, par le fait que transparaissaient dans les écrits des étudiants, non seulement des phénomènes d'hétéroglossie idéologique sur la langue (ils empruntaient aux discours ambiants sur les bienfaits du bilinguisme), mais aussi une construction du soi francophone qui prenait place par le biais de l'écriture du journal. Il nous a alors semblé que cet exercice pouvait participer au processus d'individuation, c'est-à-dire au développement de l'étudiant en tant qu'individu psychosocial.
Cette communication exposera tout d'abord différents concepts théoriques tels que ceux développés dans la littérature sur la motivation dans l'acquisition d'une Langue 2 (le 'Soi francophone idéal' et le 'Francophone qu'on se devrait d'être' - concepts calqués sur ceux de Ideal L2 Self et de Ought-to L2 Self de Zoltan Dörnyei – sont à trouver en creux du discours des étudiants dans une conception de soi tiraillée entre des motifs personnels et un discours institutionnel, scolaire et gouvernemental), ainsi que les théories de l'apprentissage transformationnel (Boyd 1988, Mezirow 2003) développées depuis une vingtaine d'années dans l'enseignement pour adultes.
Dans un second temps, nous proposerons plusieurs applications possibles qui permettraient d'adapter les activités proposées par le Portfolio du Cadre Européen de référence (entre autre, la biographie langagière), au contexte de bilinguisme canadien.

James Poirier (Université de Québec à Montréal) poirier.james@courrier.uqam.ca
Roy Lyster (University McGill) roy.lyster@mcgill.ca
June 1, 2011 – 14:25 – 14:55 – Tilley Hall 223

A corpus analysis of grammatical gender markers in clitic pronouns and noun phrases used by French immersion teachers
Even after years of classroom exposure to French, immersion students fall short of using grammatical gender with much accuracy (e.g., Carroll, 1989; Harley, 1998). Researchers attribute the incomplete acquisition of grammatical gender to its lack of perceptual salience and low communicative value, while maintaining that gender markers are nonetheless abundant in classroom input (e.g., Harley, 1998). But just how frequently is grammatical gender actually marked in immersion teacher talk?
The present study analyzed lexical cues for gender in a large corpus of classroom interaction collected in the context of Lyster and Ranta's (1997) study of corrective feedback. Analysis of the speech of six different teachers (grades 4-6) was conducted to identify the proportion of gender-specific markers associated with nouns and third-person direct object pronouns. First, all third-person direct object pronouns occurring in the entire 40-hr corpus were classified as marked (*le, la*) or unmarked (*l', les*). Second, a subsample of 5,000 noun tokens was analyzed to classify noun phrases and noun modifiers as marked or unmarked for gender by determiners and adjectives. Results indicate that grammatical gender markers are not as abundant in teacher talk as might be expected.
This study adds to previous research on immersion teacher discourse suggesting that the restricted use of certain language forms in typical content-based input might hinder their acquisition by immersion students (e.g., Swain, 1988). Implications for professional development will be discussed in terms of increasing teachers' awareness of their role as significant sources of oral input and as orchestrators of form-focused instruction.

Sabrina Priego (Université Laval) sabrina.priego@lli.ulaval.ca
June 1, 2011 - 11:10 – 11:40 Tilley Hall 223

Assessing the impact of eTandem partner feedback on the revisions of second language learners
Literature in the field of electronic Tandem language learning (eTandem) has suggested that due to the nature of eTandem exchanges (i.e., where critique is part of the task), adult eTandem partners provide each other explicit feedback (e.g., Brammerts, 1996; O'Rourke, 2005). However, research on the impact of eTandem partner feedback on the revisions of second language (L2) learners is still very limited (e.g., Little et al., 1999). In addition, very few studies (e.g., Dodd, 2001; Greenfield, 2003) have been conducted on secondary L2 learners who are relatively less mature and less competent L2 writers. This paper reports on the results of a study that investigated the degree to which L2 secondary school students use the feedback provided by their e-mail Tandem partners. The central research questions are:
(1) What types of revisions are made by ESL and FSL students?
(2) When revising their reports, do ESL and FSL students use the feedback provided by their e-mail Tandem partners?
Types of revisions were coded using a taxonomy adapted from Faigley and Witte's (1981) taxonomy of revisions. The impact of the feedback provided by the Tandem partners on the students' revisions was measured by comparing the first drafts of the reports, the feedback provided by their tandem partners, and the revised drafts of their reports, as well as from answers to the end-of-project questionnaire. The presenter will highlight the major findings of the study and discuss the emergent implications for second language writing and for the application of e-mail Tandem projects to second language learning.

Karen Ragoonaden (University of British Columbia) karen.ragoonaden@ubc.ca
June 2, 2011 - 13:00 – 13:30 Tilley Hall 200

Namaste, Konichiwa, Ni hoa : le bonjour interculturel
Étant donné la nécessité croissante de gérer efficacement la coexistence de multiples communautés des langues officielles, des langues autochtones et des langues d'origine immigrante et ce, dans des contextes variés, il incombe au système scolaire, aux nouveaux enseignants, et plus particulièrement, aux étudiants en formation initiale, d'acquérir et de promouvoir une compétence en communication interculturelle durant la formation initiale (Armand & Dagenais, 2005). Cette compétence en communication interculturelle pourrait, en outre, contrer les difficultés de gestion des classes, car elle vise les qualités suivantes : le respect, l'empathie, la souplesse, l'ouverture d'esprit et, surtout, la volonté d'éviter tout jugement (ACPI, 1995)
Cette communication traite principalement de l'évaluation des compétences interculturelles des étudiants en formation initiale et de l'observation de cette compétence au sein d'une pratique professionnelle. Pour ce faire, les étudiants ont répondu au questionnaire IDI (Inventaire de développement interculturel). Le IDI constitue un instrument valide et fiable pour mesurer les orientations fondamentales des gens en matière de différences culturelles (Hammer & Bennett, 1998).
Le IDI est un outil méthodologique qui propose 6 étapes permettant de mesurer le niveau de sensibilité interculturelle et de compétence culturelle d'une personne. Le IDI permet aux chercheurs d'identifier les visions du monde des participants, c'est-à-dire des schémas cognitifs qui déterminent les réactions face aux différences culturelles (Bennett 1993; Bennett & Bennett, 2004). Ces orientations sont catégorisées selon un continuum qui trace le parcours de l'ethnocentrisme (moi) jusqu'à l'ethnorelativisme (nous).
La discussion portera sur les résultats préliminaires de cette étude et en misant sur l'analyse des données tirées du IDI (inventaire de développement interculturel).

Katherine Rehner (University of Toronto) katherine.rehner@utoronto.ca
June 1, 2011 - 13:50 – 14:20 Tilley Hall 223

Teaching and learning sociolinguistic variation in university FSL courses
This paper, set within the framework of L2 Labovian sociolinguistics (e.g., Labov, 1966/1972), expands on research documenting the use of sociolinguistic variants by L2 learners and their teachers (e.g., Mougeon, Nadasdi, & Rehner, 2010; Thomas, 2002) by measuring the underlying sociolinguistic knowledge (not use) of university FSL learners and by documenting the integration of sociolinguistic information into undergraduate FSL courses.
To accomplish this, the study works with questionnaire data from 400 undergraduate students enrolled in FSL classes at an Ontario English-language university, their 15 FSL instructors, and 20 of their Francophone peers. The questionnaires gather information on the participants' demographic and language-use background (e.g., place of birth, language(s) spoken at home, use of French in extra-curricular contexts), as well as on their knowledge of sociolinguistic variation in French (e.g., select appropriate variants from a list including distracters, supply variants appropriate to described situations and explain your selections). The analysis correlates demographic and language-use information with responses to questions concerning sociolinguistic variation.
The results allow for 'portraits' to be drawn of university FSL learners and instructors and Francophone undergraduate students that shed light on what different groups among these stakeholders (e.g., former core vs immersion students; instructors with vs without formal teacher training; native vs non-native speakers) know about how French varies by context, formality, and speaker, how this information is being integrated (or not) into university FSL courses, and what can be done to improve this dimension of FSL teaching and learning (e.g., program assessment, instructor training, and curriculum/materials development/implementation).

Barry Rowe (Université Sainte-Anne) barry.rowe@usainteanne.ca
June 3, 2011 – 13:35 – 14:05 Tilley Hall 223

The relevance of self-directed learning In FSL learning
This paper will present the initial findings of an ongoing research project. Students' French language proficiency levels were measured before and after their participation in a specific pedagogical intervention. Additionally, students' self-directed learning (SDL) readiness levels were measured using a Learning Preference Assessment (LPA) developed by Guglielmino (1978). Self-directed learning (also referred to as autonomous learning) has been considered an indicator of learner preparedness and readiness to endeavour in learning pursuits. It can emerge with little facilitation from others (Ponton, Schuette and Confessore, 2009) and often goes unnoticed and unrecognizable. Research also indicates that people who are highly self-directed also possess other personality characteristics associated with positive self-concept and high motivational orientation (Brockett & Heimstra, 1991). Self-directed learning has not been investigated as an indicator of success (or lack of success) in FSL learning.
There were approximately 75 participants in this research project. They were FSL students in one school in Grades 10 to 12. The organized pedagogical intervention was global simulations. In these simulations, teachers reproduce "reality" within the confines of a classroom, attempting to promote more authentic communication amongst students. LPA scores were compared to pre and post language proficiency scores. Additionally, a random sample of students was interviewed, in addition to a focus group session.
Results of other research using similar instruments will also be shared. Comparisons will be made to other past administrations of the Guglielmino (1978) LPA in similar learning situations. This instrument has been administered more than 70000 times worldwide (in several languages) since its inception. The preliminary findings of this research project would be of interest to second languages teachers and personnel responsible for the development and elaboration of language programs.

Sylvie Roy (University of Calgary) syroy@ucalgary.ca
June 1, 2011 - 13:50 – 14:20 Tilley Hall 302

Les variétés linguistiques au Canada : qui décide quel français parler ?
Dans le cadre de la mondialisation et des échanges internationaux, différents groupes culturels se côtoient apportant avec eux des variétés linguistiques diverses (soit du français, anglais, chinois…). Au Canada, les groupes de locuteurs du français se côtoient et essaient de faire leur place grâce à leur langue et territoire (Heller, 1999). Toutefois, on ne peut plus parler d'une langue et d'un territoire spécifique dans le monde d'aujourd'hui. Plusieurs groupes ont le français comme langue d'usage et « ce » français change et s'adapte aux contextes dans lesquels il est utilisé.
Dans le cadre de cette présentation, j'aimerais examiner les discours sur le français en Alberta et comment ces discours marginalisent les apprenants de français langue seconde. À la lumière de la sociolinguistique pour le changement (Dalley et XXX, 2008), j'examinerai les discours émis dans les textes, et à travers des données recueillies soit en immersion française (CRSH 2004-2008) ou dans la communauté francophone (je définis les francophones comme ceux qui se disent locuteurs natifs du français). J'examinerai ces discours grâce à une analyse de discours qui examinent les indices textuels en relation avec les contextes dans lesquels ces indices ont été énoncés.
Nous verrons que, souvent, les locuteurs natifs ont tendance à évaluer et commenter péjorativement le français des apprenants de français langue seconde. Dans un monde où les locuteurs bilingues et multilingues se multiplient, est-ce qu'un groupe restreint de locuteurs natifs ont le droit d'imposer leur définition du français?

Masatoshi Sato, (McGill University) masatoshi.sato@mail.mcgill.ca
Roy Lyster (McGill University) roy.lyster@mcgill.ca
June 1, 2011 - 11:45 – 12:15 Tilley Hall 223

Corrective feedback and peer interaction for accuracy and fluency development: Monitoring, practice, and proceduralization
This quasi-experimental study investigated the effectiveness of corrective feedback (CF) and peer interaction by teaching learners how to provide CF to each other. Whereas the literature has predominantly drawn on the Noticing Hypothesis (Schmidt, 1980) and the Output Hypothesis (Swain, 1985), the present study offers a new theoretical perspective to account for CF efficacy, namely, monitoring as it pertains to speech production theory (Levelt, 1989) and a declarative/procedural model of skill acquisition theory (Anderson, 1983). Four university-level English classes in Japan ($N = 167$) participated. CF groups were taught either prompts or recasts, while another group was given only peer interaction activities and a forth group served as the control group. The intervention was implemented over one academic semester for 10 weeks (once a week for 50 min, totalling 8.5 hrs). In addition to the developmental measures for accuracy (overall accuracy) and fluency (unpruned and pruned speech rates), interaction data were collected at the end of the semester to examine relationships between interactional moves (i.e., CF and modified output) and language development.
Results showed that the CF groups improved both accuracy and fluency whereas the peer-only group outperformed the control group only on fluency measures. Correlational analyses on the frequencies of interactional moves and gained scores of developmental measures revealed that negotiation of form sequences were significantly correlated with development in accuracy and pruned speech rate. It is concluded that while peer interaction offered opportunities for repeated practice facilitating proceduralization, CF refined learners' monitoring abilities both internally and externally, the combination of which contributed to both accuracy and fluency development.

Kyle Scholz (University of Waterloo) kwscholz@uwaterloo.ca
June 1, 2011 – 16:55 – 17:25 – Tilley Hall 223

Learner feedback concerning foreign language anxiety: Reflections on situational anxiety and learner identity construction

This paper intends to analyze language learners' feedback reflecting on their own anxious feelings in the foreign language classroom. The first results of a qualitative case study conducted employing the Foreign Language Classroom Anxiety Scale (FLCAS) will be presented. The FLCAS, constructed by Horwitz, Horwitz and Cope (1986), presents 33 Likert-items depicting specific situations in the foreign language classroom which may influence anxious feelings. This study looks at the reflections made by learners in elementary German language courses at the University of Waterloo who take this questionnaire and respond to the individual statements. The reflections will presumably depict a varying response by each learner to the numerous statements, signifying that anxiety is neither an individual character trait, nor a learning factor which is experienced in identical situations by language learners.

The responses gathered will aid in reinforcing an understanding of foreign language anxiety which promotes the uniqueness of each language learner and the dynamic nature of anxiety, characterized not as a trait, but rather, as a feeling. This conceptualization contrasts that of Horwitz et al.'s (1986) which has been implemented in much of the current research concerning foreign language anxiety (see Yan & Horwitz, 2008; Frantzen & Magnan, 2005; Chen & Chang, 2004). Kim (2009) argues too that the FLCAS has never been proven valid or reliable. These first results will therefore begin to demonstrate the importance of acknowledging that learners experience anxiety uniquely. Consequently, a varied means of analyzing anxiety in the language learning classroom is arguably necessary.

Marilyn Steinbach, (Université de Sherbrooke) marilyn.steinbach@usherbrooke.ca
June 1, 2011 – 15:00 – 15:30 – Tilley Hall 200

Teaching French as a second language in Quebec: Perspectives of secondary teachers
As part of a larger study on the linguistic, academic, and social integration of immigrant secondary school students, this presentation focuses on the perceptions of teachers of classe d'accueil and francisation in three secondary schools in a region of Quebec. Data from semi-directed interviews with eight teachers will be presented, including two acceuil teachers, three francisation teachers, and three regular stream teachers who teach newcomer students. The goal of this study is to better understand the integration experiences of newcomer students in order to facilitate their integration process. The data reveal pedagogical and administrative challenges faced, as well as teachers' perceptions on the state of intercultural relations in their schools.

Although the system of closed accueil classes has been critiqued for the social isolation it causes (Allen, 2006; McAndrew, 2001), a hybrid system encouraging more direct integration into regular stream classes faces resistance in the school context because of the perceived increased workload and teachers' lack of preparation to deal with direct integration. Allen (2007) argues that an exclusive focus on language learning as a prerequisite to participation in school results in the perception of French language as a gate-keeping barrier. Armand et al (2009) mention the time required (5-7 years) to master a new language, and the importance of encouraging additive bilingualism and transfer of skills between languages. Another major consideration in the school environment in Quebec is the unique historical and political context of the importance of French as a common language in Quebec society (Steinbach, 2010).

Miwa Takeuchi (University of Toronto) miwa.takeuchi@utoronto.ca
June 1, 2011 – 15:45 – 16:15 – Tilley Hall 200

English language learners' language learning opportunities in mathematics classrooms
The purpose of this research is to identify how English language learners (ELLs) access different language learning opportunities depending on pedagogical contexts of mathematics classrooms. Guided by sociocultural theory, I perceive learning as increasing participation in classroom practices along with changing one's identity (Lave & Wenger, 1991). Previous research has found that ELLs were given limited opportunities to interact in English in content (such as mathematics and sciences) classrooms, compared to ESL classrooms and they were also assigned academically less demanding curriculum in both secondary (Duff, 2001; Harklau, 1994; Miller, 2000) and elementary (Iddings, 2005; Toohey, 2000) content classrooms. There has been a limited study conducted in ELLs' language learning in mathematics classrooms. I conducted a year-long video ethnographic study in two Grade 4 mathematics classrooms in a Canadian urban school and analyzed video data using sociocultural discourse analysis (Mercer, 2007). In this paper, I highlight the following main findings: ELLs' language learning opportunities tended to be limited to vocabulary level feedback in regular mathematics classrooms. In the mathematics classroom that was based on students' participatory action research, ELLs received opportunities to use their first language to learn English and also opportunities to participate in higher literacy activities. This research demonstrates that types of mathematics pedagogy and language learning opportunities can be intertwined and thus implies the significance of designing classroom pedagogy that addresses both mathematics learning and language learning.

Reed Thomas (University of Toronto) reed.thomas@utoronto.ca
June 1, 2011 – 16:20 – 16:50 – Tilley Hall 200

Integrating language and content: An analysis of connections between researchers' models and teachers' practice in elementary-level content-based instruction
In content-based instructional settings, where students learn subjects such as Mathematics in their second language, teachers attend to both language and content. How do teachers understand and operationalise this dual focus? Referencing a wider study that explored this question (Thomas, 2009), in this paper, I analyse connections between researchers' models and teachers' classroom practice in order to theorise practice and inform theory. To this end, the theoretical framework that informs this research accommodates (a) multiple influences on teacher cognition (Borg, 2006), and (b) varied conceptualisations of language and its integration with content, as illustrated by selected models (i.e., Cummins, 2001; Echevarría, Vogt & Short, 2008; Lyster, 2007). In the context of literature that emphasises language (see Barwell, 2005; Fortune, Tedick & Walker, 2008), numerous researchers have noted the importance of integrating language and content (e.g., Genesee, 1994; Swain, 2001; Walker & Tedick, 2000).

Data for this paper were collected through classroom observations and semi-structured interviews about the subject teaching of 4 teacher participants from two Ontario elementary-level content-based instructional settings. The selected models served as a lens of analysis in identifying themes emerging from the models and participants' teaching of Mathematics, Science, and Social Studies. The teachers' practices included elements from each model and beyond the models. These findings suggest that, whereas the selected models all have relevance to teaching, no single model captures all of a participant's practice. Recognising such complexity in teaching has implications for theory-building, content-based instruction, and teacher education.

Alexandra Tsedryk (Dalhousie University) atsedryk@dal.ca
June 1, 2011 - 11:45 – 12:15 Tilley Hall 302

Compétence paraphrastique et son rôle dans l'apprentissage de langue
Une paraphrase est la relation qui unit des phrases (quasi)-synonymes (Mel'čuk 1992), telles qu'en (1).
(1)   a. Jules a rédigé cet article rapidement.
b. Jules a été rapide à rédiger cet article.
c. La rédaction de cet article par Jules a été rapide.
La compétence paraphrastique, définie comme la capacité de produire des phrases synonymes ou quasi-synonymes (Milićević 2008), fait partie intégrale de la compétence linguistique (Fuchs 1994, Mel'čuk 1992, Martinot 2006) et témoigne du niveau de maîtrise de la langue par un locuteur. Plus il a de la facilité à exprimer la même idée de façons différentes, mieux il maîtrise la langue. Les enfants développent l'aptitude de paraphraser en langue maternelle (L1) par étapes, ce qui correspond au développement progressif de la compétence linguistique générale (Martinot 2003). Si à l'âge adulte un locuteur natif peut produire des paraphrases aisément, ceci n'est pas le cas chez l'apprenant d'une langue seconde (L2).
Bien que les apprenants avancés possèdent une maîtrise de la langue écrite et orale, ils éprouvent des difficultés à reformuler leur discours (Shi 2004, Pecorati 2003), ce qui se reflète dans leurs erreurs lexicales et stylistiques (Granger 1993, Granger et al. 2001, Thomas 2008). Dans cette communication, nous analysons les approches possibles pour tester la compétence paraphrastique des locuteurs de L1 et de L2 (Russo et Pippa 2004, Keck 2006). Le cadre théorique linguistique que nous adoptons est le modèle Sens-Texte (Mel'čuk 1997, Kahane 2003) qui porte une attention particulière à la paraphrase et possède des outils formels de sa description (Milićević 2007).

Rika Tsushima (McGill University) rika.tsushima@mail.mcgill.ca
June 1, 2011 – 16:55 – 17:25 – Tilley Hall 302

EFL teachers' perspectives on assessment: The relationship between policy and practice in oral communication courses in Japan
Research has reported that the occurrence of washback effects—the impact of high-stakes exams on classroom practice and activity–is often partly attributed to teachers (Cheng et al., 2004; Turner, 2009). In Japanese secondary schools, due to the strong influence of university entrance exams in the society, it is often argued that in practice, speaking-focused courses entitled Oral Communication (OC) courses do not focus on interactive language learning activities but on grammar exercises (Kikuchi & Browne, 2009). This paper, using mixed methods, examines the current status of OC courses in relation to the national educational policy from the perspective of Japanese teachers of English (JTE). The results from a teacher survey (N=87) revealed that washback effects were more evident in the assessment of the courses than in teaching, suggesting that classroom teaching and assessment were not congruent with each other or with the course objectives. Thematic analyses of guided interviews with 9 JTE provided insight into their opinions on their grammar-oriented teaching practice. Along with washback, a lack of confidence in assessing students' speaking and other circumstantial obstacles emerged as influential factors that hindered JTE from implementing the course objectives. Moreover, the results suggest that the high-stakes exams tend to be more influential than the educational policy in this context. Finally, the paper discusses the importance of the inclusion of a speaking component in high-stakes exams as well as the necessity of speaking assessment guidelines specifically designed for non-native language teachers that will contribute to the improvement of EFL pedagogy in Japan.

David Wagner (University of New Brunswick) dwagner@unb.ca
Paula Kristmanson (University of New Brunswick) pkristmas@unb.ca
Beth Herbel-Eisenmann (University of New Brunswick) bhe@msu.edu
June 2, 2011 - 16:40 – 17:10 Tilley Hall 200

The use of modality in French immersion mathematics interaction
 Conjecture is an important part of mathematical exploration. When people explore a mathematical problem together, as with mathematical investigations in classrooms, it is necessary to have a way of suggesting an idea before knowing it is true. Rowland (2000) highlighted the centrality of such conjecture to mathematics, and coined this "space between what we believe and what we are willing to assert" (p. 142) as the Zone of Conjectural Neutrality (ZCN).
Modality refers to linguistic tools for expressing degrees of certainty. Linguists Martin and Rose (2003) described the effects of modality as a way to open "up a space for negotiation, in which different points of view can circulate around an issue" (p. 50) — a description that bears close resemblance to Rowland's ZCN. Students' development of mathematical skills and understanding in early years of F.I. contexts would be supported with relatively weak language resources in the language of instruction, perhaps lacking the sophistication of modality. We wonder how this would influence students' beliefs and dispositions related to mathematics.
For this paper, using transcripts of oral interactions in grade 10 mathematics classrooms, we analysed the modality used by students working in groups engaged in mathematical problem solving. We identify modal structures, first to show that they exist, and second to

consider what the particular linguistic choices made by students might suggest about their view of mathematics. Finally we reflect with questions about implications for mathematics educators, both teachers and researchers.

Wernicke, Meike (University of British Columbia) meike@mwernicke.ca
Monique Bournot-Trites (University of British Columbia) monique.bournot-trites@ubc.ca
June 2, 2011 - 13:00 – 13:30 Tilley Hall 223

Teaching French as an additional language in British Columbia: An overview of the new BC curriculum guide for elementary and secondary additional language education

This paper considers the current shift in British Columbia's language policy of French as a second language (FSL) as it is represented in the province's new Additional Languages Curriculum Guide (ALCG) for elementary and secondary language teaching. Whereas current curriculum guidelines for FSL and the five foreign languages taught in BC are presented as separate curricula, the proposed curriculum guide incorporates all six languages into a single document. Recent socio-political and cultural developments in Canada are impacting current perspectives on language learning (Cummins, 2007) and the role language plays in students' everyday practices inside and outside the classroom. Significant demographic changes in BC and increased use of non-official languages in the home (Burnaby, 2008; Duff, 2008; Statistics Canada, 2006) as well as a growing interest in the Common European Framework of Reference for Languages (CEFR) are contributing to shifting conceptions of what it means to learn French as Canada's other official language in the province. We therefore ask how these recent developments are manifested in the content and structure of the new ALCG.
A constructionist thematic analysis (Braun & Clarke, 2006) is adopted in order to compare the current characterizations of each of the six languages within their separate Integrated Resources Packages (IRP's) with the descriptions of French and the other additional languages in the draft curriculum. A brief overview of the new curriculum guide is presented, followed by a discussion of the significance of this development as it relates to FSL in both a national and provincial context.

Valerie Wust (North Carolina State University) vawust@ncsu.edu
Genevieve Maheux-Palletier (University of Alberta) genevieve.maheux-pelletier@ualberta.ca
June 1, 2011 – 16:55 – 17:25 – Tilley Hall 200

How Canadian Are Canadian Editions of American FSL Textbooks?

The recent introduction of Canadian editions of popular American FSL textbooks for postsecondary learners offers the possibility of using a proven pedagogical method without the constant, alienating references to American lifestyles and ubiquitous US-France cultural comparisons (Henighan, 2005). American textbooks have been shown to include minimal allusions to French Canadian realities and linguistic norms, making them less-than-ideal for Canadian students (Chapelle, 2009).
The current study presents a qualitative content-based analysis of the written and audio materials included in the Canadian editions of Chez nous and Interaction to determine the extent to which they achieve a stated purpose of teaching French by 'emphasizing Canadian grammatical and lexical usage and highlighting French-Canadian culture' (Valdman et al., 2011: xiii).
Our analyses revealed that both editions include a marked increase in Canadian content, most notably in the addition of thematically-based Canadian French vocabulary, along with (revised and new) cultural texts and images which sensitize students to Canada's cultural duality and allow them to explore cultural and social themes within a Canadian framework. In sharp contrast, minimal emphasis is placed on grammatical features of Canadian French. Neither are phonetic traits of Canadian French specifically addressed, although some French-Canadian voices appear in the audio materials.
Discussion will focus on concrete suggestions for increasing the breadth of Canadian-centeredness of future adaptations, also addressing specific unmarked and unstigmatized phonological, syntactic and lexical features that merit inclusion so our students can proudly use le français standard d'ici.

Michael Zuniga (Université de Québec à Montréal) michael_zuniga@mac.com
Daphnee Simard (Université de Québec à Montréal) simard.daphnee@uqam.ca
June 1, 2011 -10:00 – 10:30 Tilley Hall 223

The role of attention in L1 and L2 self-initiated self-repair behavior

The present study investigated the relationship between attention and self-initiated self-repairs (SISR) in both L1 and L2 oral production. SISR are defined as "any explicit manipulation or any negotiation of linguistic elements executed in an effort to clarify their form or meaning" (Griggs, 2002: 54). As attentional capacity seems to vary among individuals (Mackey, Philp, Egi, Fujii & Tatsumi, 2002), we hypothesize that SISR behavior would vary according to learners' attentional capacity. In order to verify this hypothesis, we investigated the SISR behavior of 23 speakers of French as an L2 in both their native and second languages. First, the D2 and Trail Maker tests of attention were administered to obtain attentional capacity measures. Next, narrations in both the participants' L1 and L2 were elicited using picture cues from two different stories. The participants had 5 minutes to prepare each narration before recording. Following transcription of the recordings, three judges identified and coded the SISRs according to the criteria outlined by Kormos (2000), Bange and Kern (1996) and Levelt (1983, 1989). Using the approach outlined by Griggs (2002), SISR ratios were then calculated based on the number of words produced per minute, per speaker. Finally, the participants L2 proficiency level was measured using an evaluation grid adapted from Upshure and Turner (1999) and White and Turner (2005). The obtained results show that attentional capacity as measured by the Trail Maker test interacts with SISR behavior in L1 and L2. Ideas for future research will be presented.

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Inge Genee, (University of Lethbridge) Inge.genee@uleth.ca
Coffee breaks in Room 224

Perception of ethnolectal variation in a rural city: a matched guise experiment

The poster reports on an experiment conducted in Lethbridge, Alberta, as part of a larger project investigating English ethnolects in the Lethbridge area (Genee & Stigter 2010). The goal of the experiment is to determine to what extent community members are able to distinguish locally relevant ethnolectal distinctions based purely on speaker accent. The theoretical framework is that of perceptual dialectology or folk linguistics (Preston 1989; Niedzielski & Preston 2000).

Using an adapted form of the matched guise technique (Lambert et al 1960; Giles & Powesland 1975; Ball et al 1989) we explore local perceptions relating to what is arguably the locally most important ethnic division in Lethbridge, namely that between the Aboriginal (largely Blackfoot) and non-Aboriginal population. Twenty speakers (half Aboriginal and half non-Aboriginal) are recorded reading the standard "The North Wind and the Sun" passage used in much dialect variation research (International Phonetic Association 1999; Schneider 2008).

Forty informants ("raters"), all locally born and raised University of Lethbridge undergraduate students (again half Aboriginal and half non-Aboriginal), listen to the recordings and answer a questionnaire which probes their ability to determine speaker ethnicity based on accent perception. Analysis of the data will focus on the following questions:

- How correctly do local informants identify speaker ethnicity based on accent perception?
- How does correct identification correlate with speaker variables such as ethnicity, age, gender, L1, SES and level of education, and with rater variables such as ethnicity and gender.

Ma, Jia (Queen's University) 2jm49@queensu.ca
Coffee breaks in Room 224

Assessment or program evaluation—what should foreign/second language teachers do?

One of the foreign/second language (FL/L2) teachers' common practices is assessing students' language learning outcomes. Teacher candidates of FL/L2 are taught to perceive assessment as the skill sets they necessarily carry into the classroom, and teachers in the language classroom adopt a variety of available instruments to assess the students' language learning achievements. What is usually neglected by FL/L2 teachers is how to use assessment to truly contribute to students' language learning (Sullivan, 2006). The recent debate originated from Norris' (2006) conceptual framework of assessment has directed attention to the distinction between assessment and evaluation. Norris pointed out that assessment focuses on individual students' learning while evaluation is based on systematic information of the whole language program. Although Wright (2006) stated that there was no need to tie assessment to evaluation, the loop of assessment he proposed also reflects the purpose of program evaluation—process use and program improvement. As educational accountability becomes more important, FL/L2 teachers are increasingly asked to and also feel the need to evaluate the overall quality of FL/L2 programs. However, program evaluation is regarded as the Achilles' heels for FL programs and teachers (Sullivan, 2006). Based on Norris' conceptual framework and the approaches of participatory and internal evaluation (King, Cousins & Whitmore, 2007; Nevo, 2002), this paper discusses the implication and challenges of teachers' participation in language program evaluation

Wajdi Zaghouani (University of Pennsylvania)
Coffee breaks in Room 224

Linguistic annotation, crowdsourcing, Arabic language, and natural language processing

Linguistic annotation is crucial for the development and evaluation of natural language processing tools. In particular machine-learning based approaches to word sense disambiguation, part-of-speech tagging, anaphora resolution, information extraction or machine translation rely on linguistic annotated corpora with the corresponding phenomenon to be trained and tested on. Unfortunately, the building of linguistic corpora is a very costly procedure since it requires human linguistic annotation.

"Crowdsourcing" has been used recently as an alternative to traditional costly annotation by many natural language processing groups [1] and [2]. In this paper, we explore the use of Amazon Mechanical Turk (AMT) in order to assess the feasibility of using AMT workers to perform linguistic annotation of Arabic, and in particular annotation of the Quran. A key question is whether there are enough Turkers who can perform this task sufficiently well, compared to automatic annotation. In general, crowdsourcing is considered to be cheap and fast compared to more traditional approaches, but use of AMT may require careful consideration for certain linguistic tasks. Mechanical Turk's potentials open new possibilities for annotating speech and text. It is interesting to compare crowdsourcing to the more proven approach previously used to annotate the Quran, which involved a small set of dedicated volunteer Arabic experts collaborating over many months through an online message-board forum [3].

In this experiment we tested the effectiveness of using AMT to perform a specific type of annotation: simplified linguistic tagging of the Arabic text of the Quran. The results obtained were only 46% accuracy for case ending selection and 63% for part-of-speech tagging. We attribute these results to the fact that correct annotation of the Quran requires not only proficiency with Arabic linguistics, but also a good

set of annotation guidelines that explain the tagset with examples. These results fall short of current state-of-art automated tagging of Arabic, in which accuracy is often reported to be over 80-90%.

Zyuzin, Anna (Queen's University) a.zyuzin@queensu.ca
Coffee breaks in Room 224

The acculturation of the L2 graduates students: The procedural and cultural differences of the process of their academic study
The number of second language graduate students (L2) in Canada's Universities increases constantly because of intensive internationalization of Canadian higher education. However, the factors that impact the academic acculturation of L2 graduate students have not been investigated fully. This study examines how relationships between L2 graduate students and their professors, the procedural and cultural differences of the process of their academic study, and assessment practices influence the process of their academic acculturation. (Krase, 2007; Schlosser, Knox, Moskowitz, & Hill 2003; Simpson, & Matsuda 2008).

In recent years, a growing body of research literature has examined the academic acculturation processes of L2 students in higher education environments (e.g., Cheng, & Fox, 2008; Ivanic, 2006; Leki, 1995; Morita, 2000; Spack, 1997). In the current study, I have adopted the definition of academic acculturation as "the dynamic adaptation processes of linguistically and culturally diverse students engaging with the academic study culture" (Cheng, & Fox, 2008). Moreover, acculturation is "not so much a state as a process" (Ivanic, 2006), neither static nor fixed, but rather, as Morita (2000) suggests, "a potentially complex and conflictual process of negotiation". To identify relationships influencing the phenomena of academic acculturation, this qualitative research uses semi-structured interview with questions that explore the participants' accounts of academic acculturation. Ten graduate students from different faculties of Queen's University (Kingston, ON) were invited to participate in one-to-one interviews with later follow-ups. The findings will provide a better understanding of factors that contribute to the success or failure in the process of academic acculturation of these L2 graduate students and will allow professors to develop appropriate pedagogical approaches that better support this increasing number of international students on Canadian university campuses.

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TRACY DERWING
(University of Alberta, Alberta)
Why should we care about L2 pronunciation instruction?

DIANE MASNY
(Université d'Ottawa, Ontario)
Les littératies multiples et le devenir plurilingue

Invited Symposium - *Symposium invité*

Patricia Lamarre (Université du Québec à Montréal) - *Living multilingualism in Canadian Cities: Challenges to theory and the policial accommodation of diversity*

Submission Deadline for Proposals: November 15, 2011
Date de soumission des propositions : le 15 novembre 2011

Program Chairs:
Monique Bournot-Trites (UBC) &
Callie Mady (Nipissing University)

Local Chair:
Mat Schulze, University of Waterloo

ABSTRACT REQUIREMENTS

1. Please submit your abstract for either a paper, poster, or symposium in a Word document by e-mail attachment to Callie Mady at calliem@nipissingu.ca following the requirements listed below **by November 15, 2011. ONLY ONE PROPOSAL PER PERSON AS FIRST AUTHOR PLEASE (See form on CAAL site)**
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 Callie Mady, en suivant le format suggéré ci-dessous **avant le 15 novembre 2011**, au courriel suivant:calliem@nipissingu.ca. **UNE PROPOSITION PAR PERSONNE COMME PREMIER AUTEUR SVP. (voir formulaire sur le site de l'ACLA)**
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
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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
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SSHRC TRAVEL GRANTS 2011
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 $4,000 to use as travel grants for its members attending and presenting at the 2011 ACLA conference in Ottawa. 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 17th 2011, to:

Gladys Jean, ACLA Secretary/Treasurer
Département de linguistique et de didactique des langues
Université du Montréal à Montréal
Case Postale 8888, succursale Centre-ville
Montréal (Québec) H3C 3P8

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III   I certify that the above information is correct, that the expenses were incurred in attending the 2011 ACLA conference. I am a member in good standing of ACLA in 2011 and presented a paper at the 2011 ACLA conference. (If you are a graduate student, please provide proof.)

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DATE   SIGNATURE

Canadian Association of Applied Linguistics
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SUBVENTION DE VOYAGE DU CRSH (2011)
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 4 000 $ à l'ACLA pour aider financièrement ses membres qui assisteront et présenteront à son congrès de 2011 à Fredericton. 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 17 juin 2011 à :

Gladys Jean, trésorière/secrétaire de l'ACLA
Département de linguistique et de didactique des langues
Université du Montréal à Montréal
Case postale 8888, succursale Centre-ville
Montréal (Québec) H3C 3P8

Nom : _____ Courriel : _____

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Adresse _____

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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 2011 et que j'ai présenté une communication au congrès 2011 de l'ACLA. (Si vous étudiez aux cycles supérieurs, bien vouloir en fournir une preuve.)

_____   _____
DATE   SIGNATURE

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.

Bureau de direction de l'ACLA (2010-2011)

Présidente:	Monique Bournot-Trites (University of British Columbia
Vice présidente	Callie Mady (University of Nipissing, Ontario)
Secrétaire-trésorière :	Gladys Jean (Université du Québec à Montréal)
Agente de communication :	Daphnée Simard (Université du Québec à Montréal)
Membre associée :	Leila Ranta (University of Alberta)
Rédacteur de la RCLA :	Miles Turnbull (Prince Edward Island University)

Pour plus de renseignements sur l'ACLA ou pour devenir membre :
http://www.aclacaal.org

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.

ACLA's 2010-2011 Executive Council

President:	Monique Bournot-Trites (University of British Columbia)
Vice-President	Callie Mady (University of Nipissing, Ontario)
Secretary-Treasurer:	Gladys Jean (Université du Québec à Montréal)
Communications Officer:	Daphnée Simard (Université du Québec à Montréal)
Member-at-Large:	Leila Ranta (University of Alberta)
Editor-in-Chief:	Miles Turnbull (Prince Edward Island University)

For information about ACLA or to become a member:
http://www.aclacaal.org