Association Canadienne de linguistique appliquée Canadian Association of Applied Linguistics


Program of the Annual Conference In conjunction with the Congress of the Humanities and Social Sciences June 3-5, 2013


Programme du congrès annuel dans le cadre du
Congrès des sciences humaines du 3 au 5 juin 2013

# Conference Organizing Committee 2013/ Comité du programme 2013 

Program Chairs / Responsables de programme<br>Callie Mady, Nipissing University<br>Mela Sarkar, McGill University

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\author{

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## ABSTRACT ADJUDICATORS / ÉVALUATEURS DE RÉSUMÉS

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Sara Kennedy, Concordia University Joe Dicks \& Paula Kristmanson, University of New Brunswick


| 8:30-9:45 | Welcome and Opening plenary / Mot de bienvenue et conférence d'ouverture <br> Promoting first language maintenance in a bilingual family literacy program with immigrant and refugee communities Jim Anderson (UBC) MacLaurin Building D288 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 9:45-10:00 | Break/Pause Room/Salle MacLaurin Building B117 |  |  |  |  |
| Room/Salle | MacLaurin Building D282 | MacLaurin Building A169 | Visual Arts A248 | Fine Arts 104 | MacLaurin Building D288 |
| Chair <br> /Président(e) | Guénette | Garbati | Valerdi | LeBouthillier |  |
| Session themes/ Thèmes des sessions | Session francophone, sujets divers All French session, various topics | Teacher identity | Heritage Language - Focus on Asian Languages | L2 Writing | Symposium 10:00-12:15: L2 Spanish |
| 10:00-10:30 | Jebali/Bigot <br> La communication orale médiatisée par ordinateur en français langue seconde | Bournot-Trites/ ZappaHollman <br> Foreign language teachers' intercultural competence and identity development through an international teaching experience | Han <br> Unintended minority language maintenance: <br> The case of a Baptist Chinese church in west Canada | Barkaoui <br> Test-takers' writing activities during a computer-based L2 writing test: The effects of L2 proficiency, keyboarding skills, and task type | Symposium |
| 10:35-11:05 | Godard/Fejzo/Gal-Bailly Inférences en lecture en L2, rôle de la charge cognitive | Riches/Wilson <br> A nation apart: Quebec language policies and TESL | Yoon <br> Childrearing in changing contexts of multilingualism: Three generations down the line | Dicks/Roy/Lafargue <br> An examination of the development and validation of a large-scale formative assessment tool for writing in French | In search of coherence and cohesion: Writing <br> Development in Spanish as a second language |
| 11:10-11:40 | Fejzo/Godard/Proulx Conscience morphologique et développement de la littératie chez des élèves francophones natifs et non natifs du $2^{\text {e }}$ cycle du primaire | Sterzuk/McNeil/Ma <br> Influences of teacher preparation and transition to school communities on pre-service teachers' constructions of English language variation and literacy | Shi <br> Supporting heritage language maintenance: Chinese Immigrants' families' home literacy environments | Liu <br> Minimalist tutoring, or directive tutoring? | Organizer: <br> Sofia Paredes (Drake University) <br> Speakers: <br> Sofia M. Paredes Jeannette Sanchez-Naranjo |
| 11:45-12:15 | Beaulieu / Dupont-Rochette L'enseignement de la variation socio-stylistique : (Comment) en fait-on la promotion? | Steinman <br> Career-advanced language teachers: Agents of change | Zhang/Guo <br> Exceeding boundaries: Exploring language and literacy practices of children in a Mandarin-English bilingual program | Yabuki-Soh <br> Viewpoint in L1 and L2 narratives: The case of L2 learners of Japanese | Joseph Har |
| 12:15-13:15 | Lunch on your own - Dîner libre or bring your lunch to / apportez votre dîner à: <br> Getting your research published in the Canadian Journal of Applied Linguistics / Comment publier vos recherches dans la Revue canadienne de linguistique appliquée Joe Dicks and Paula Kristmanson- Editors / Rédacteurs <br> FINE ARTS BUILDING 209 |  |  |  |  |


| MONDAY AFTERNOON JUNE 3, 2013 |  |  |  |  |  | LUNDI APRÈS-MIDI 3 JUIN 2013 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Room/Salle | MacLaurin Building D282 | Fine Arts 109 | Fine Arts 209 | Fine Arts 104 | Visual Arts 248 | Visual Arts A220 | MacLaurin Building A169 |
| Chair/ Président(e) |  | Sarkar | Arnott | Haught | Warhol | Tsedryk |  |
| Session themes/ Thèmes des sessions | Graduate Student Symposium: <br> Inclusivity in French second language education | Indigneous Language Issues | Teacher Identity (continued) | L2 <br> Instructional Practices | Grammar | Vocabulary/Lexical Approaches | Invited Symposium Symposium invité <br> The language proficiency of International <br> Teaching Assistants in Canadian Universities: <br> Training, assessment, and screening Organizer: |
| 13:15-13:45 | Symposium <br> Organizer <br> Sara Kennedy (Concordia University) | McCreery Challenges and solutions in adult acquisition of Cree as a second language | Knouzi/Mady Examining online interactions between L2 researchers and practitioners to understand obstacles to knowledge transfer | Collins/White <br> Is it a umbrella or an umbrella? Languagerelated episodes in typical oral interaction activities | Balcom <br> Cross-linguistic influence in adverb placement and complex negation in early L3 French | Nekrasova-Becker L2 development of syntactic creativity: How formulaic is the beginning? |  |
| 13:50-14:20 | Speakers: <br> Jordana Garbati <br> Renée Bourgoin Josée LeBouthillier Joëlle Varin Noémia Ruberto | Meades <br> Shame, healing, and Indigenous language acquisition in the postresidential school era | Haggerty <br> Envisioning the future: Pre-service English teachers' imagined identity and community in South Korea | Gatbonton/Surtees / Cedergren Virtual language patients in pain: Simulated authentic dialogues for teaching language in the workplace | McDonough <br> Eliciting passives through collaborative priming tasks in an EAP course | Luo <br> English learners' perception and production of Mandarin intonation | Shahrzad Saif (Université Laval) <br> Speakers: <br> Jennifer Boman <br> Tracey Derwing <br> Samira ElAtia <br> Shahrzad Saif \& Zahra |
| 14:25-14:55 |  | Despagne Hybridization process and EFL investment | Wernicke <br> Authentic French in FSL: Teachers' perspectives | Arias/ Izquierdo Content-based instructional practices at the university level in Mexico: An observational study | Takahashi/Matsuya A cognitive linguistics approach to teaching English phrasal verbs | Roessingh/ Wojtalewicz Transitioning from early literacy to emergent academic literacy in Grades 3: Evidence from vocabulary profiles of learners' writing samples | Mahdavi |
| 15:00-15:30 | Symposium continues | Norton/Early Decolonizing methodologies, teacher identities, and digital practices | ByrdClark/ Vanthuyne Developing reflexivity: <br> Multilingual student teachers of French, new technologies and pedagogies for the $21^{\text {st }}$ century | Choi/Kilpatrick Hypothesis testing in task-based interaction | McGarrell/Pearce Grammatical cohesion in native and nonnative English writers’ texts | Pinchbeck Minimum academic vocabulary thresholds for university-bound high-school students | continues |
| 15:30-15:45 | Break/Pause Room/Salle MacLaurin Building B117 |  |  |  |  |  |  |


| Chair/ Président(e) | Matsuya | Despagne | Byrd-Clark | Kilpatrick | Jebali | Becker |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Session themes/Thèm es des sessions | Reading | Metalinguistic awareness | Teacher Identity (continued) | Reading | Grammar (continued) | Vocab (continued) |  |
| 15:45-16:15 | Bourgoin/Dicks Learning to Read in L1 and L2: Success Indicators, the Role of Transfer and Use of Strategies | Pinto <br> "Metalinguistic awareness in ItalianEnglish and ItalianFrench young bilinguals: a comparison with English, French and Italian monolingual controls". | Feng/Han <br> Can't she use English? <br> A learner's resistance to a non-native-English-speaking instructor in Canada | Abbott/ McQuarrie/ Neame/Lee <br> Comparing verbal load conditions on a computerized assessment of English language learners' reading-related cognitive processes | Lappin- <br> Fortin/Hargrave <br> J'aime la français mais pas le grammaire: Gender assignment in French immersion and core French graduates | Karlsson <br> Quantitative and qualitative aspects of L1 and L2 Idiom comprehension | Symposium continues |
| 16:30-18 :00 | PETER JACOBS PLENARY-First People's House 110 |  |  |  |  |  |  |
| 18:15-20:00 | Réception de l'ACLA avec bar payant au foyer du centre universitaire CAAL reception with cash bar at the University Centre Foyer |  |  |  |  |  |  |

TUESDAY MORNING JUNE 4, 2013
9:05-10:55

Assemblée générale annuelle de l'ACLA ACLA Annual General Assembly
Réservé aux membres/For ACLA members
MacLaurin Building D288
Plenary Session / Session plénière
Idéologies et discours en immersion française
Sylvie Roy MacLaurin Building D288

## 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 / Un petit-déjeuner léger est offert par *****

## 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
*****
> Looking ahead to future Congresses of the Humanities and Social Sciences...
> Le Congrès des sciences humaines en perspective...
> 2014 Brock University
> 2015 Joint congress with AAAL in in Toronto on the weekend before TESOL, March 21-24


| $\begin{gathered} \text { Chair/ } \\ \text { Président(e) } \end{gathered}$ | Hernandez-Wilson | Li | Hu | Ntelioglou |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Session themes/ Thèmes des sessions | Session francophone, sujets divers / All French session, various topics | Classroom outcomes | Pragmatics | L2 Pedagogies (continued) |  |
| 15:30-16:00 | Lavoie <br> Développer les habiletés phonémiques des élèves innus de maternelle au moyen de jeux bilingues en innu et en français | Reichert/Liebscher Time as a factor in learning activities | Rossiter/Hatami <br> "If is possible, can you use the indoor voice?" The influence of ESL proficiency on requests. | Lee/Ranta <br> Facebook: International students' ticket to host nationals and language acquisition? | Symposium continues |
| 16:05-16:35 | Doell <br> Le DELF au Canada: <br> Perceptions des parties intéressées | Travers <br> "Understanding outcomes in intercultural job interviews" | Bergeron <br> Niveau d'acculturation, compétences langagières et prononciation en L2: quels liens? | Haught <br> Mediating language learning through dramatic physical modeling | Symposium continues |
| 16:40-17:10 | Jean Solution aux erreurs linguistiques à l'écrit des élèves du secondaire en FL2: rétroaction corrective ou nouveau discours grammatical? | Malec <br> This feedback is making me nervous: Emotional responses to second language writing feedback | Fotovatian <br> Intercultural communication strategies and negotiation of membership and identity: An ethnography of international doctoral students' departmental interactions | Mohammadzadeh Multiplicity of tasks in task-based language teaching |  |
| 17:00-19:00 | President's Reception/ |  |  |  |  |


| Room/Salle | MacLaurin Building D111 | MacLaurin Building D114 | MacLaurin Building D116 | MacLaurin Building D110 | MacLaurin Building D288 Symposium 8:30-12 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{gathered} \text { Chair/ } \\ \text { Président(e) } \end{gathered}$ | Dawson | Pinto | Nemoto | Thomas |  |
| Session themes/ Thèmes des sessions | Diversity in L2 student populations | Written Corrective Feedback | CALL | Rating Speaking | Symposium : Multilingualism |
| 8:55-9:25 | Arnett / Mady <br> Expanding the toolbox? A longitudinal examination of new FSL teachers' strategy use for Allophones and students with learning difficulties | Simard/Guénette/ Bergeron <br> L2 learners' understanding of written corrective feedback: insights from their metalinguistic reflections | Alsadoon <br> Vowel blindness: Computer enhanced vowel noticing for Arabic EFL learners | Matsugu <br> Effects of rater characteristics and scoring methods on speaking assessment | Symposium <br> Pedagogies for plurilingual learners in multilingual classrooms: Teaching at the intersection |
| 9:30-10:00 | Arnott/Mady <br> Learning more about our learners: Comparing the orientations and attributes of allophone and English-speaking Grade 6 French as a second language (FSL) learners. | Karim/Nassaji <br> The effects of direct and indirect written corrective feedback on ESL students' revision accuracy and writing skills | Penner/Grodek <br> Integrating multimedia ICT software in language curriculum: students' perception, use, and effectiveness | Préfontaine <br> Fluency in French: A psycholinguistic study of second language speech production and perception | of language, culture, and identity <br> Organizer: <br> Jim Cummins (OISE/UT) <br> Speakers: |
| 10:05-10:35 | Li <br> "I am no longer left behind": A narrative inquiry into the <br> English learning experiences of Hong Kong post-secondary students | Ko <br> Comparative study on written feedback practice of FL and SL teachers | Li/Ji <br> An investigation of the effectiveness of computerassisted language learning programs for K-12 Canadian students | Foote Isaacs \& Trofimovich <br> Developing a teacher-friendly assessment tool for L2 comprehensibility | Jim Cummins <br> Margaret Early <br> Maureen Kendrick <br> Rahat Naqvi <br> Saskia Stille <br> Burcu Yaman Ntelioglou |
| 10:35-10:50 | Break/Pause Room/Salle - MacLaurin Building B117 |  |  |  |  |
| Chair/Président | Pinchbeck | Fotovatian | Rossiter | Reichert |  |
| Session themes/ Thèmes des sessions | Vocabulary (Corpus approaches) | Written Corrective Feedback | CALL | Reading |  |
| 10:50-11:20 | Martini/Horst <br> High-frequency vocabulary in an ESL textbook corpus | Guénette/Foster <br> The correction crusade: Effects of direct and indirect focused and unfocused written corrective feedback | Vanthuyne <br> Multiple case study: Technology Iitegration in second language teaching | Becker/_Nekrasova-Becker <br> An investigation into the effect of different item formats for reading comprehension | Symposium continues |
| 11:25-11:55 | Douglas <br> Lexical peers: The vocabulary of first year undergraduates from English speaking backgrounds | Nassaji <br> The Effects of negotiated versus non-negotiated oral feedback on L2 written errors | Heift Clicking for help | Pavlov <br> Factors affecting second language reading: The case of the Alberta high school English diploma examination | Symposium continues |


| 2013 |  |  |  |  |  |
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| Room/Salle | MacLaurin Building D111 | MacLaurin Building D114 | MacLaurin Building D116 | MacLaurin Building D110 | MacLaurin Building B037 Symposium |
| Chair/ Président(e) | Haque | McGarrell | Pavlov | Stille |  |
| Sesson Themes/ Thèmes des sessions | Learner identities | Written Corrective Feedback (continued); L2 Writing | Pronunciation | Adult L2 learning environments | Symposium 13:00-15:15: <br> Media-based peagogies |
| 13:00-13:30 | Zúñiga /Izquierdo /Martinez/Estrada <br> Inclusive education in second language university programs: An analysis of the accessibility, technological and individual needs of visually impaired learners | Hu/Hoare/Yu <br> Dynamic simultaneous oralwritten feedback: Students' preference for writing response | Dawson <br> Accents and identity: Adult ESL immigrants' attitudes | French/Guay <br> The Impact of Canada's explore program on L 2 oral fluency development | Symposium <br> Production pedagogies and literacy learning: Emerging media and emerging contexts Organizer: |
| 13:35-14:05 | Buettner/Babaee/Chen Language maintenance and ethnic identity construction: Parents' role in Iranian, Korean and Chinese communities in Canada | Tian/Nassaji <br> Learner-learner Interactions in two collaborative writing activities | Buss/Kennedy <br> Pronunciation teaching in Brazil: A qualitative study of teaching internship reports | Kristmanson/Arnett/ Lafargue <br> Supporting the transition to language autonomy for emerging adult newcomers to Canada | Kelleen Toohey (Simon Fraser University) <br> Speakers: <br> Kelleen Toohey \& Diane <br> Dagenais <br> Jennifer Rowsell \& Peter |
| 14:10-14:40 | Kappen Robinson/Ng <br> Navigating selves: An examination of identity constructions of elementary school-aged heritage language learners | Crossman <br> The six-week long essay: findings from post-secondary level English language learner writing samples | Munro/Derwing/Saito <br> Aspiring to aspirate: A longitudinal study of English voiceless stop acquisition | Culligan/Lafargue/ Kristmanson <br> Experiences with autonomy: Learners' voices on language learning | Vietgen Suzanne Smythe Kurt Thumlert Suzanne de Castell (discussant) |
| 14:45-15:15 | Jackson <br> Social networks and L2 learning: Chinese sojourners in North America | Valerdi The interpersonal dimension of language: Analyzing attitude and engagement in undergraduate academic writing | Pytlyk/Bird/Rochtchina Identifying stress in Russian: Does explicit instruction and conscious engagement facilitate the acquisition of stress for English learners of Russian? | Rehner/Yang/Piechocinska/ Petrescu Understanding Ontario FSL learners' sociolinguistic <br> abilities through The Common European Framework of Reference for Languages | Symposium continues |
| 15:15-15:30 |  | eak | Room/Salle MacLaurin | ng B117 |  |


| $\begin{gathered} \text { Chair/ } \\ \text { Président(e) } \end{gathered}$ | Shi | Beaulieu, S. | Crossman | Malec |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Session <br> Themes/Thèmes des sessions | Learner identities (continued) | L2 Writing (continued) | Pronunciation (continued) | Adult L2 learning environments (continued | X |
| 15:30-16:00 | Magnan/ Darchinian School pathways, linguistic socialization and sense of identity: the case of allophone youth from immigrant background in Montreal | Okuda <br> An analysis of evaluative stances across three research genres | Chung/Kim/Won <br> Second and Foreign Language <br> Pedagogy: phoneme identification \& suprasegmental feature recognition | Davidson/Guénette <br> «Je ne suis pas anglo, mais je parle anglais»: Quebecers and second language motivation | X |
| 16:05-16:35 | Mohammadian Haghighi/Fazel 'We are what we imagine.' Imagined identities in immigrants' language classes | Hartse/Kubota <br> Pluralizing English and lexicogrammatical variation in high-stakes academic writing | Warhol/Fields <br> Teaching second language learners composition through the visual arts | Wisla/Hu/Krauza Impact of service-learning on ESL Students | X |

## OPENING PLENARY

## Promoting First Language Maintenance in a Bilingual Family Literacy Program with Immigrant and Refugee Communities

JIM ANDERSON (University of British Columbia) jim.anderson@ubc.ca
Monday June 3, 8:30-9:45, MacLaurin Building D288
In this session, I report on a bilingual family literacy project in which my colleagues and I worked with nearly 500 immigrant and refugee families over two years. I will: provide a brief overview of the development and evolution of the program; describe the contexts in which we worked; share some of the results including the impact on children's early literacy development, families' understandings of maintaining first or home languages, and their perceptions of the transition to a different education/school system; and identify challenges, lingering issues and future directions


## JOINT PLENARY

Indigenous Language Research in Canada: Linguistics and Curriculum Development
PETER JACOBS, (University of Victoria) pejacobs@uvic.ca
Monday June 3, 16:30-18:00, First People's House, 110
The linguistic focus of Dr. Jacobs' presentation will be the indigenous languages of Canada's west coast, languages spoken at the "edge" of Canada, geographically speaking. Until recently, these languages have not received much attention, although they are an integral part of Canada's linguistic diversity. It is high time to bring them to the centre from the periphery of our collective attention. The context for Dr. Jacob's presentation is language revitalization, an area of immediate local and global relevance as so many languages face extinction, here in British Columbia and all over the world. Finally, the topic of his presentation language teaching in the context of language revitalization - requires pushing the boundaries of both formal and applied linguistics: linguistically, these languages are highly morphologically complex, such that understanding them requires formal linguists to push beyond traditional theories and models based on more widely spoken languages. Morphological complexity also poses a challenge for applied linguists, as they work towards teaching the intricacies of the languages most effectively.

## CONFÉRENCE PLÉNIÈRE

## Idéologies et Discours en Immersion Française

## SYLIVE ROY (University of Calgary) syroy@ucalgary.ca

Tuesday June 4, 11 :00-12 :00, MacLaurin Building D288
Les programmes d'immersion française ne sont pas exempts d'idéologies sur les langues et l'enseignement et l'apprentissage du français dans la société canadienne ; une idéologie étant un système de représentation historiquement et socialement reproduit dans une société donnée. L'examen des idéologies se fait à travers les discours et les pratiques sociales. Dans le cadre de cette présentation, j'examinerai les discours de jeunes, parents, enseignants et administrateurs sur l'immersion française. A partir d'une recherche ethnographique dans 6 écoles d'immersion française en Alberta, et en prenant comme point de départ la sociolinguistique du changement, je
 présenterai des données obtenues en entrevues et lors des observations dans des classes du primaire et du niveau intermédiaire (CRSH 2004-2008 \& 2009-2012). Je considérerai, entre autres, les discours sur le bilinguisme, sur les pratiques pédagogiques en immersion et sur l'engagement des jeunes dans leur apprentissage en prenant bien soin de faire le lien entre qui promulguent quels discours et pourquoi.

## SYMPOSIUMS

## In Search of Coherence and Cohesion: Writing Development in Spanish as a Second Language Monday June 3, 10:00-12:15 MacLaurin Building A169

## Organizer: Sofia Paredes (Drake University) sofia.paredes@drake.edu

This symposium brings together the results of three different studies that focus on the systems of rhetorical and linguistic choices employed by university-level L2 language learners to produce coherent and cohesive texts as they develop an academic register in L2 Spanish. The first presenter examines the impact and effectiveness of the genre-based approach in L2 Spanish writing skill development. With the aim of describing crucial stages of abstraction development in L2 writing, the second presenter discusses the relationship between argumentative strategies and lexical-grammatical features in literary analyses written by L2 learners of Spanish. Finally, the third presenter considers the longitudinal development of phraseological units in a longitudinal corpus of L2 student writing in Spanish.

## Jeannette Sanchez-Naranjo (University of Oklahoma) snaranjo@ou.edu

The genre-based approach has been recognized as an important step forward to improve second language (L2) writing. Since it blends the best practices from the fields of applied linguistics, and rhetoric and composition, it offers students and instructors a powerful pedagogical L2 writing tool (Johns 2011). Although it has been used extensively in ESL, few studies have empirically and practically validated it (Hinkel 2010). Paltridge (2001) claims the genre approach allows students to increase their awareness of different ways of organizing information in writing. By discussing distinctive features of purposeful texts, learners systemically acquire L2 metalinguistic awareness, which empowers them to manipulate information and accomplish different purposes through writing. In L2 Spanish courses, in particular, the range of settings and contexts where writing is taught is enormous; nevertheless, the genre-based approach has been remarkably overlooked and the need for research is especially great.

This study reports the results of an investigation that analyzed the implementation of the genre-based approach in U.S. L2 Spanish writing classes. It specifically examines the impact and effectiveness of this approach on L2 Spanish writing skill development. Forty-four undergraduate students $(\mathrm{N}=44)$ were engaged in carefully designed genre-based tasks, and two sets of quantitative and qualitative data were collected to examine students as L2 Spanish writers: surveys and written texts.

Results showed that learners made progress not only in their L2 metalinguistic awareness, but, most importantly, in their ability to integrate their L2 linguistic knowledge in their own repertoire of writing skills and strategies. This study discusses that a combination of genre and task can create a crucial pedagogical link between communicatively situated writing performance and choices of language use, which is expected to be an important element in the L2 students' writing skill development.

## Sofia Paredes (Drake University) sofia.paredes@drake.edu

Student academic writing in higher education is a central component of language programs whose purpose is to promote advanced literacy in the target language. At this level, students are required to produce texts that are analytical-argumentative in nature, a writing style involving the analysis of various texts written on the same topic as well as the support of a judgment or thesis through argumentation.

Utilizing the theoretical framework of Systemic-Functional Linguistics (Christie \& Derewianka, 2008; Colombi, 2006; Halliday \& Matthiessen, 2004; Martin \& Rose, 2003; Schleppegrell, 2004; Rothery \& Stenglin, 2000), this study examines the relationship between argumentative strategies, logical organization, and lexical-grammatical features in 33 literary analyses on the short novel The House on Mango Street. The essays were written by students of Spanish as a second language as the fourth and last written assignment in an intermediate-high Spanish Composition course with emphasis in the development of an academic register. The previous instruction of this group of students had an emphasis on the development of speaking skills through a communicative approach.

The analysis shows that novice writers organized their interpretations on the novel by focusing on character recontextualization (description of qualities and emotional responses to conflicts) or on character development (personal growth as a result of being involved in the events of the narrative). In contrast, for more mature writers characters and their responses to adversity become tokens for values. Their interpretations articulate the dominant messages in the story as representations of values in conflict within the narrative and in the society at large. The results of this study suggest that there are crucial stages of abstraction development through which novices pass as they develop into mature writers. These stages are not restrictive categories, but rather tendencies towards configurations of meaning along a continuum of language development.

## Joseph Harrington (University of California) jharrington@ucdavis.edu

Traditional linguistics segregates syntax from the lexis; following suit, second/foreign language pedagogy has, by in large, adopted this isolating approach when structuring the curriculum and presenting the "linguistic system" to the language learner. Yet functional and corpus analyses have questioned such a stark separation (Halliday 1978; Sinclair 1987; Biber \& Conrad 1999; Hyland 2008), finding significant and frequent linguistic units that do not fit into these traditional categories. These phraseological unitsknown by a variety of names throughout the literature-have been shown to be key to develop registers and genres in L2 discourse.

That said, in L2/FL teaching in the US, language is most often atomized in such a way that ignores or discards this important phraseological reality. This, in turn, hinders opportunities to develop meaningful L2 discourse since instructional and learner attention is overwhelmingly focused at the microlinguistic level at the expense of concerted macrolinguistic development.

This presentation will consider the phraseological development in a longitudinal corpus of L2 student writing in Spanish. Particularly, it will examine a subcorpus tracking the writing produced by two L2 Spanish students beginning at intermediate courses until nearing completion or finishing their Spanish degree. Situated within a Systemic Functional framework complemented with corpus analysis, it will examine phraseological units that help create a cohesive text as well as reflect on how their absence at certain times affects textual cohesion and genre alignment.

Preliminary results signal while these two students do acquire and use phraseological units to create more cohesive texts, there is little variation in these units over time. Implications for this "underdeveloped" phraseological cohesion system will be discussed as this relates to their L2 genre development and alignment.

## INVITED SYMPOSIUM

## The Language Proficiency of International Teaching Assistants in Canadian Universities: Training, Assessment, and Screening <br> Monday June 3 13:15-16:15 MacLaurin Building A169

## Organizer: Shahrzad Saif (Université Laval) Shahrzad.saif@lli.ulaval.ca

Following a rapid global progress and a reorientation of educational policies, each year, North American universities hire an increasing number of foreign graduate students to teach undergraduate courses. Despite the implementation of policies on the assessment of the language proficiency of foreign students, complaints about the language proficiency of International Teaching Assistants (ITAs) still remain. Over the past three decades, several studies have been conducted in order to better understand the nature of ITAs' challenges. Research in this area has focused on ITAs’ sociocultural differences, ESL training, pedagogical effectiveness, as well as assessment for the purpose of hiring or placement of ITAs (Reinhardt, 2010; Chiang \& Mi, 2008; Gorsuch, 2006; Hoekje \& Williams, 1992; Briggs and Hofer, 1991 among others). The existing research; however, with the exception of very few studies, has been conducted in the English-speaking universities in the US and has neglected bilingual contexts such as that of Canada where, foreign graduate students often speak neither of the official languages as their native language. Furthermore, to date, no systematic study has been conducted on the language proficiency issues of ITAs enrolled in francophone universities where, in addition to proficiency in French, the language of instruction, an advanced proficiency in English is integral to ITAs' academic and professional success.

This symposium addresses this gap in research by highlighting the empirical research conducted exclusively in the Canadian context investigating the assessment, training and pedagogical issues ITAs are facing in anglophone, francophone, and bilingual university campuses across the country: The first paper addresses the challenges that teaching in a different cultural context and teaching in a foreign language present to the ITAs as compared with the native-speaking Canadian teaching assistants. The second paper, discusses how a pronunciation and presentation skills training program affected ITAs' intelligibility and, as a result, teaching effectiveness in an English-speaking university. After a short break, the third paper reports on a study, conducted at a bilingual campus, which targets the impact of the university's language assessment policies on the admission process of the ITAs and subsequently on their academic success. The fourth paper investigates the language assessment policies in francophone universities and the extent to which they address the various language needs of ITAs in these universities. The leader of the symposium will then summarize and critique the four presentations. A question answer period will conclude the symposium.

## Jennifer Boman (Mount Royal University) jboman@mtroyal.ca

Developing competence in teaching is a critical task for graduate teaching assistants. Although many campuses across Canada offer training to support the development of teaching skills in graduate students, there is a pressing need for more empirical research to evaluate the effectiveness of this training. In particular, there is limited research on the outcomes of training for specific groups, such as International teaching assistants. While both Canadian and International graduate students must learn to teach, International students often have additional challenges such as adapting to teaching in a different cultural context and teaching in a foreign language. The current research examined the outcomes of a $21 / 2$ day skills development program that was offered to Canadian and International teaching assistants. The program presented information on effective teaching practices and included two microteaching sessions in which teaching assistants were able to practice and receive feedback on their teaching. Results indicated that overall participants showed a significant decrease in public speaking apprehension and significant increases in self-efficacy, knowledge, and both self and observer rated effective teaching behaviors over the course of training. Although both Canadian and International teaching assistants benefited from the program, a comparison between the two groups on the effective teaching behaviors outcome highlighted the need for additional training opportunities for International teaching assistants. This training could further address communication skills and cross-cultural components of teaching.

## Tracey Derwing (University of Alberta) tderwing@ualberta.ca

The University Teaching Services (UTS) unit at the University of Alberta approached me and two colleagues regarding concerns expressed by several international teaching assistants (ITAs) and professors who had received devastating course evaluations from their students. In all cases, the students complained about their instructors' 'foreign accents' and how these accents made it impossible to understand the lecture material. We planned an intervention for which we recruited volunteers from a one-hour UTS session in September on how to teach clearly. Six individuals signed up to participate in a term-long project (January - April), in which they were video-recorded twice: before and after the weekly two-hour lessons on presentation/pedagogical skills, vocal skills, language, and pronunciation skills. The initial videos provided direction for the intervention and also served as an awareness-raising device for the participants, who watched their own recording individually with the researchers. The initial and final recordings were assessed on several variables to determine whether progress had been made. In addition, copies of the participants' course evaluations prior to the intervention and afterward were requested. Five participants showed improvement on the video recording measures; furthermore they felt more confident teaching in English. Finally, those who taught during the term showed an improvement in course evaluations. Interestingly, despite the comments on the original course evaluations, our close examinations indicated that the participants' accents were a scapegoat; in fact, it was primarily the participants' pedagogical and presentation skills that needed work. The implications of this study will be discussed.

## Samira ElAtia (University of Alberta) selatia@ualberta.ca

In 2007, along with its general academic plan for 2007-2011, the University of Alberta supplemented its formal plan with the "The Connecting with the World: a plan for international engagement" which emphasized a vision and a mission for the university to engage in international activities "undertaken in the spirit of global mindedness and reciprocity, including intercultural awareness and openness to different perspectives." A part of the mandate for this plan, "The University of Alberta will recruit, attract, and welcome the best and brightest minds to the University - undergraduate and graduate students, post-doctoral fellows,[...]."

Within this mandate, the last ten years saw a steadily and substantially growing body of international graduate students who serve as teaching or research assistants (TA/RA) in various departments and faculties across the University. For the majority of these students, English is neither their native language nor the language of education, and must therefore demonstrate proficiency in English. Furthermore, there are a growing number of students at the bilingual campus of the university, Campus Saint-Jean who need to demonstrate proficiency not only in English but also in French. In this presentation, I will present the current policies that the university put in place to assess these TA/RAs, and will present the challenges that these TA/RAs face when coming to the university. Based on interviews with different offices at the university: registrars, international students office, faculty of graduate studies, I will present a review of issues, recommendation, and adaptation of these TA/RAs when they come to the university of Alberta. Finally, I will study the impact that these regulations have on the admission process and on the academic success of these students.

## Shahrzad Saif (Université Laval) Shahrzad.saif@lli.ulaval.ca Zahra Mahdavi (Université Laval) Zahra.mahdavi.1@ulaval.ca

En ligne avec l'augmentation du nombre d'Assistants d'Enseignement Internationaux (AEIs) en Amérique du Nord, le nombre de ces derniers offrant les cours du premier cycle a été également augmenté dans les universités francophones au Québec. Quand même, bien que plusieurs études aient été menées sur l'analyse des besoins langagiers des AEIs en Amérique du Nord, peu d'attention est donnée à cette dernière dans les universités francophones. Étant donné qu'un des facteurs les plus importants pour la réussite scolaire des AEIs dans les universités francophones est la compétence en français, les lacunes en français pourraient entraîner des difficultés langagières pour les AEIs. En plus, comme la majorité des ressources scientifiques dans les universités francophones est en anglais, le manque d'une compréhension de l'anglais écrite est d'autres obstacles auxquels font face des AEIs. Étant donné que les programmes de Sciences et Génie attirent la majorité des étudiants internationaux, cette étude examinera les exigences langagières des AEIs dans ces programmes Cette étude à la fois qualificative et quantitative vise à mettre en évidence les pratiques de l'analyse des besoins langagiers à l'aide des questionnaires, de l'interview, de l'observation et du cadre théorique de la compétence communicative de Bachman et Palmer (1996; 2010) pour développer l'essence du test de placement afin d'embaucher les AEIs comme enseignants. Il est attendu que le résultat de cette étude nous aide à développer un instrument d'évaluation le plus adapté aux besoins langagiers en français et en anglais des AEIs dans un contexte francophone.

# GRADUATE STUDENT SYMPOSIUM 

 Sponsored by:Inclusivity in French Second Language Programs Organizer: Sarita Kennedy Monday June 3 13:15-15:30 MacLaurin Building D282

## Jordana Garbati (Western University) jgarbati@uwo.ca

There has been ongoing discussion in the field of applied linguistics about the nature and development of Canada's French as a second language (FSL) programs. While the Canadian government wishes to improve FSL programs (Department of Canadian Heritage, 2004) and is committed to offering equitable and inclusive educational programs (Ontario Ministry of Education, 2009), challenges exist for students, teachers and administrators. One such challenge is the increase in the linguistic and cultural diversity of the student population, particularly within urban contexts (Alberton et al., 2011; Lapkin, Mady, \& Arnott, 2009). While it has been shown that English language learners (ELLs) are motivated and can achieve success in core French (i.e., where French is taught as a subject) (Mady, 2007), there continues to exist a lack of guidelines for teachers and administrators about ELL inclusion in core French and as a result, various practices exist (Taylor, 2006, 2009). Drawing on positioning theory (Harré \& van Langenhove, 1991) and theories of multilingualism (Edwards, 2004; Jessner, 2006), this mixed methods study analyzed data collected from elementary core French teacher surveys ( $\mathrm{n}=76$ ) and interviews ( $\mathrm{n}=9$ ). Comparisons were made regarding teachers' attitudes toward ELL inclusion in high- and low-ELL populated regions (based on regional statistical data) and categories (based on the number of ELLs teachers' teach). Generally, teachers' perceptions of the successes and struggles with ELL inclusion do not vary greatly across regions or categories. Implications for teacher training and policy for FSL and ELL education in Canada are presented.

## Renée Bourgoin (University of New Brunswick) bourgoin@unb.ca

This session will present the most recent findings of a longitudinal ethnographic case study (Stenhouse, 1985; Sturman, 1999) examining the first- and second-language reading development of at risk and non at risk French immersion students at the elementary level. Over 60 students participated in this study - students who entered a Grade 3 French immersion entry-point. This particular context made it possible to explore students' first-language reading development (in grades

Kindergarten through Grade 2) and the impact first-language reading development plays on second-language reading acquisition (Grabe, 2009; 2001; Koda \& Zehler, 2008).

Cummins' (1984) interdependence hypothesis stipulates that although languages may be distinct at the surface level, they are supported by shared concepts, abilities and linguistic knowledge that can be transferred from one language to another (Bialystok, 2001; Genesee, Geva, Dressler \& Kamil, 2006; Genesee \& Jared, 2008; Durgunoglu, 2002).

Data collected from various data collection sources (interviews, think-aloud, DIBELS, IDAPEL, Running Records) reveal how first-language reading profiles are important factors in the development of second-language reading abilities (Geva \& Clifton, 1994). Moreover, students' knowledge and use of strategies along with their use and transfer will be discussed (Chamot \& El-Dinary, 1999; Cornaire, 1991). Particular attention will be given to at risk French immersion readers and allophone students.

## Josée Le Bouthillier (University of New Brunswick) josee@unb.ca

Faisant partie d'une étude doctorale ethnographique (XXX, 2003) plus large, cette étude examine le développement des savoirs liés à l'écriture des élèves de la $7^{\text {e }}$ année en immersion française en comparant les auteurs typiques et leurs pairs en difficulté.

Selon Genesee (2007), le manque de recherche concernant les élèves en difficulté mène à l'exclusion de ces derniers des programmes d'immersion. Aucune recherche menée en immersion ne traite spécifiquement de l'écriture, quoique des chercheurs comme Genesee $(1976)$ et Bruck $(1978,1982)$ aient utilisé des mesures écriture dans leurs études. Dans le cadre de l'écriture en langue maternelle et en langue seconde en anglais, des études menées par Saddler et Graham (2007) et Lin, Monroe et Troia (2007) ainsi qu'une recension des écrits d'études menées en langue seconde en anglais (Leki, Cumming et Silva (2008) indiquent que les auteurs en difficulté, par rapport à leurs pairs plus habiles, ont tendance à mettre l'accent sur le produit au détriment du processus, qu'ils consacrent peu de temps à la planification et à la révision et qu'ils ne considèrent pas la structure globale du texte, ni son sens.

À partir d'entrevues semi-structurées et de protocoles de verbalisation lors de la rédaction d'un texte narratif et d'un texte d'opinion qui seront menés à la fin octobre 2012, les catégories seront relevées selon une méthode d'analyse de comparaison constante (Merriam, 2009) afin de comparer les processus cognitifs, les savoirs liés à l'écrit et les types de savoir entre les auteurs typiques et leurs pairs en difficulté pour identifier des patrons.

## Joëlle Varin (Université de Montréal)

Pour les apprenants d'une L2, différencier deux codes linguistiques implique une distanciation par rapport à l'usage de la langue, permettant d'en comprendre sa structure et d'en découvrir ses régularités (Galambos et al., 1990). Cette distanciation de l'écrit est aussi nécessaire à l'apprenti-scripteur qui, pour orthographier correctement, doit développer différentes connaissances et être en mesure d'y recourir volontairement (Bryant et al., 2006; Catach, 2005, Cameron et al., 1997). La faible compétence orthographique des élèves ayant des difficultés d'apprentissage (ÉDA) nous a amené à étudier leur capacité à traiter explicitement l'orthographe, ce que nous avons associé à la compétence métaorthographique. Nous avons ainsi demandé à 32 ÉDA francophones ( $\mathrm{m}=11.5 \mathrm{ans}$ ) d'analyser une vingtaine de phrases, dont certaines contenaient des erreurs. Les participants devaient 1) repérer les erreurs orthographiques, 2) les corriger et 3 ) expliquer les motifs de leurs corrections. Les résultats montrent des differences de performance dans les tâches réalisées, notamment en fonction du niveau de compétence orthographique des apprenants. Les résultats seront discutés de manière à mettre en lumière la place de la métalinguistique dans l'apprentissage de l'orthographe. Des interventions pédagogiques seront proposées afin de soutenir les ÉDA et les apprenants d'une L2 dans le développement de leur competence écrite.

## Noémia Ruberto (Université de Montréal)

L'apprentissage de l'orthographe lexicale constitue un réel défi pour les élèves et nécessite souvent plusieurs années d'effort(Graham et Harris, 2009). Orthographier une langue telle que le français implique la considération des connaissances de type phonologique, visuo-orthographique et morphologique (Plisson, Berthiaume, \& Daigle, 2010). L'élève qui apprend une L2, pour réussir, doit aussi considérer les différences entre les langues dans la mesure où les connaissances diffèrent d'une langue à l'autre (Caravolas, 2005; Duncan, 2010; Goulandris, 2003). L'objectif de cette présentation est de rapporter les résultats d'une étude menée auprès de 32 élèves dyslexiques francophones âgés de $11,5 \mathrm{ans}$ et appariés à des normo-scripteurs. Les élèves devaient orthographier 24 mots sous dictée et commenter, pour chaque mot, les stratégies orthographiques employées.

Les résultats indiquent que les élèves ont recours à quatre types de stratégies : phonologiques (basées sur les correspondances phonèmes-graphèmes), analogiques (basées sur les mots connus), visuelles (basées sur les propriétés visuelles et spécifiques des mots) et de dépannage (une astuce propre à l'élève pour un mot spécifique). Les élèves dyslexiques privilégient les strategies phonologiques; toutefois, leur utilisation n'est pas liée à la réussite en orthographe. Ces résultats seront analysés dans une perspective de rééducation des élèves dyslexiques, en particulier pour ceux dont le français n'est pas la langue première.

## SYMPOSIUM

## Researching Strategies in Speaking, Reading, Writing, Translation, and Vocabulary-Learning: Issues, Discoveries, Challenges, and Opportunities Tuesday June 4, 13:00-16:35, MacLaurin Building D288

## Organizer: Li-Shih Huang (University of Victoria) lshuang@uvic.ca

Second-language learner strategy research has flourished since the 1970s, and this research has demonstrated that learners' reported strategy use is associated with second-language learning and performance. A review of literature in the field, however, indicates that some key issues have not yet been settled, for example: the lack of agreement in defining strategies, the lack of theoretical underpinnings for learner strategy research, the atheoretical categorization of strategic behaviours, the limitations of research methods used to elicit learners' strategic behaviours, the commonly used but problematic approaches to analyzing strategy data, the effectiveness of direct strategy instruction or training, and the relationships among strategies, tasks, and learning outcomes (e.g., Cohen \& Macaro, 2007; Huang, forthcoming; Macaro, 2006; Swain et al., 2009).

This symposium brings together six studies $(\mathrm{N}=618)$ undertaken to examine strategy use by second-language learners in a variety of domains: speaking, reading, writing, vocabulary-learning, and translation, using various research methods. In addition to providing a synopsis of the current state of knowledge in this important area of research, the six presenters will share aspects of their studies that delineate and highlight the relevant key issues in the areas listed above and the empirical, methodological, and pedagogical implications that can be derived from the findings.

## Li-Shih Huang (University of Victoria) lshuang@uvic.ca

Research in the fields of second-language acquisition and education in general has supported the value of individual written reflection (e.g., Anderson, 2005; Butke, 2006; Pavlovich, Collins, \& Jones, 2009; Varner \& Peck, 2003) and recently individual spoken reflection (e.g., Huang, 2010, 2012), but a dearth of research has explored how other types of reflection may come into play in the development of academic speaking skills (Huang, 2010). This presentation reports findings from one of a series of action research projects that focused on integrating group interactive oral reflection, using digital recorders to facilitate graduate-level English-as-an-additional-language students' development of strategy use and oral language production. Drawing on a synthesis of classification schemes that other researchers have established over the past four decades (e.g., Oxford, 2010; Swain et al., 2009), weekly oral reflection data were first coded for strategic behaviours. The data then were coded for levels of reflection that drew on influential thinkers' and researchers' work regarding reflective thinking (e.g., Dewey, 1933; Kember et al., 2000, Mezirow, 1991; Schön, 1983). The results provide important empirical information about what strategies graduate students use, the relationships between their strategic behaviours and oral performance, and the quality of reflection. In addition to sharing the key findings from this research, the
presentation will compare the empirical findings with those from previous studies involving different modalities of reflection and highlight their direct pedagogical implications.

## Carrie Hill (University of Victoria) hillcj@uvic.ca

Technology is an increasingly popular medium for learning and has affected all areas of education as a result. Previous research has revealed the use of strategies in both online reading (i.e., e-reading) (e.g., Akyel \& Erçetin, 2009; Park \& Kim, 2011) and traditional reading (i.e., paper-based reading) (e.g., Knight, Padron, \& Waxman, 1985; Mokhtari \& Sheorey, 2002). Literature examining differences in strategy use between paper-based readers and e-readers and the implications in English-as-an-additional language (EAL) academic reading contexts remains scant, however. This empirical study examined EAL learners' reading strategy use in paper-based reading and e-reading tasks, with and without hypertext incorporation, and identified the processes and strategic behaviours used by different reading groups. A total of 30 graduate EAL learners were randomly assigned into three different modality groups and participated in completing a pre-test and stimulated recall training, and a reading test, immediately followed by recorded stimulated recall and a perception survey. Data were analyzed quantitatively and qualitatively. Statistical analyses were conducted to ascertain differences in reading strategy use across the three modalities and the relationship between strategy use and reading performance. Results revealed significant differences in strategy use in e-reading and paper-based reading modalities, and uncovered unique strategic behaviours in readers using embedded hypertext. This examination of modality preferences provided enriched information about learners' strategy use and preferences when learners engage in different modality types. The presenter will conclude with a brief discussion of the study's empirical, methodological, and pedagogical implications.

## Jessie Zhou (University of Victoria) zchloisy@hotmail.com

This paper reports on a study of communication strategies (CSs) employed by Electrical Engineering (EE) and Linguistics (LING) students. Different from most recent studies, which have focused on either the effects of teaching CSs (e.g., Alibakshi \& Padiz, 2011; Ma, Ma, \& Wang 2012; Plonsky, 2011) or undergraduate students’ CS use (e.g., Abunawas, 2012; Hua, Nor, \& Jaradat, 2012; Jamshidnejad, 2011), this study analyzed CS use in performing debate tasks at the graduate level. The objective of this study was to compare EE and LING students' reported CSs and to explore the use of CSs by proficiency levels and disciplines and the relationship between the use of CSs and oral production. The data collected from a questionnaire that focused on the students' CSs and their reflective reports of strategy use in performing the debate tasks were analyzed both qualitatively and quantitatively. The oralproduction data gathered through participants' debate tasks were evaluated by two raters. The results contribute to the literature, which lacks studies in this area and shed light on the use of task-specific CSs in relation to the two key variables (i.e., proficiency levels and disciplines) and how CSs can affect language production. Important implications regarding how instructors can incorporate CSs into their teaching of speaking at the graduate level will be discussed.

## Xiaoqian Guo (University of Victoria) guoxiaoqian.jan@gmail.com

In the field of second language (L2) writing, various researchers have explored learners' writing processes and strategies (e.g., Abdullah, 2009; Chen, 2011; Chien, 2012; Mu \& Carrington, 2007; Wong, 2005; Yang \& Plakans, 2012). The relationship between learners' strategy use and writing performance is not clear-cut, however, and researchers still debate about whether first language (L1) writing processes and strategies are similar to or different from L2 writing processes and strategies (e.g., Chang, 2008; Mu \& Carrington, 2007). To explore these controversial issues, this study examined the L1 and L2 academic writing processes of 35 Chinese English-as-an-additional-language learners by using concurrent think-aloud protocols and retrospective interviews. In line with previous strategy studies (e.g., Huang, 2010; Swain et al., 2009), the findings revealed that learners selected, used, and evaluated a wide range of writing strategies (i.e., approach, rhetorical, communication, cognitive, metacognitive, affective, and social strategies) in both L 1 and L 2 writing tasks. Moreover, the results of qualitative and quantitative analyses indicated similar overall patterns of learners' strategy use for L1 and L2. Specifically, learners tended to transfer their approach, rhetorical, communication, and cognitive strategies between languages. The correlational analyses, however, did not show any significant relationships between learners' strategy use and their writing performance in either the L1 writing task or the L2 writing task. In addition to presenting the study's findings, the presenter will discuss pedagogical implications related to providing learners opportunities for reflecting on not only how they approach L2 writing tasks, but also how they approach and process L1 writing tasks.

## Xiaojuan Qian (University of Victoria) abagil@hotmail.com

Translation process is a complicated but intriguing research field that involves linguistic and cultural aspects of the source and target texts, and, more importantly, the translators' cognitive and strategic behaviours. Extensive research has examined translation strategies (cf. Bardaji, 2009; Lörscher, 2005; Curtis, 1998), but those strategies employed during the translation processes have not been examined through translators' online production and retrospective reflection. This presentation reports on an investigation of the translation processes and strategic behaviours of both professional and novice English-Chinese translators from the Society of Translators and Interpreters of British Columbia (STIBC). The study examined the post-task reflections of participants and compared these reflections with the screen-captured translation process, as participants translated a 200 -word English passage of a difficulty level similar to that of the Canadian Translators, Terminologists and Interpreters Council (CTTIC) exam, into Chinese. Through both quantitative and qualitative analyses of strategies captured through translators' online production and post-task reflection, the results shed light on two research questions: What are the major challenges faced by professional and novice translators? And what are the
translation strategies reported by those two groups of translators in performing the translation task? In addition to developing a systematic categorization of translation strategies with both micro- and macro-level strategies, the results, practically and empirically, can help both researchers and translators better understand the translation processes and strategies that professional and novice translators employ and thus further contribute to translator training.

## Kelly Cai (University of Victoria) kellycai0913@gmail.com

Vocabulary is a central aspect of second-language learning (Wei, 2007) because of the important role that vocabulary plays across all skill domains (i.e., listening, speaking, writing, and reading) (Nation, 2011). In recent years, the number of Chinese undergraduate students pursuing graduate studies in engineering-related disciplines in North America has been increasing. A review of the literature indicates that no study has focused specifically on engineering students' use of vocabulary learning strategies (Wei, 2007), however. This project examined the most and least frequently used vocabulary-learning strategies reported by Chinese engineering undergraduate students, and the relationships between their use of vocabulary-learning strategies and three key variables: language proficiency, vocabulary size, and gender. Over 500 Chinese engineering undergraduate students participated in the study that involved the administration of a background information questionnaire, which collected information of the participants' age, gender, standardized test scores; an adapted version of Schmitt's (1997) vocabulary learning strategies inventory; and Nation's (2007) vocabulary size test. All data were analyzed quantitatively using correlational analyses to examine the relationships between and among strategy categories and key variables. In addition to the important empirical findings that contribute to understanding participants' vocabulary-learning strategies, the findings demystify the commonly-held myth that "in learning another language, vocabulary is not as important as grammar or other areas" (Folse, 2004, p. 19).

## SYMPOSIUM

## Pedagogies for Plurilingual Learners in Multilingual Classrooms: Teaching at the Intersection of Language, Culture, And Identity <br> Wednesday June 5, 8:30-12:00, MacLaurin Building D288

## Organizer: Jim Cummins (OISE/UT) James.cummins@ utoronto.ca

Though Canadian classrooms are currently characterized by cultural and linguistic pluralism, curriculum frameworks and classroom practices do not take the language and literacy needs of all students into account. Students who do not speak the classroom language in the home, including both Canadian-born and immigrant children, face the dual challenge of mastering the language of instruction and acquiring the literacy skills necessary for academic success. Furthermore, educators face the challenge of teaching curriculum content while supporting these students' language and literacy learning needs. What constitutes effective pedagogy for students' language and literacy development in these circumstances has long been an unanswered empirical question. However, many recent studies have identified successful classroom practices to promote students' language and literacy development in the context of classroom-based learning. The focus of this proposed symposium is to synthesize findings arising from several studies from across Canada that present evidence-based examples of effective classroom practice for students in the process of learning English at school. The five papers in this proposed symposium will highlight significant findings and discuss implications for classroom practice and for future research in this area of study.

## Jim Cummins (OISE/UT) James.cummins@utoronto.ca

Despite the positive outcomes relating to the academic achievement experienced by many groups of linguistically diverse students in the Canadian context, and the very real commitment by Canadian educators to promote student achievement, there are significant gaps in provision within Canadian education in relation to linguistically and culturally diverse students and communities. In the first place, the relatively strong performance of immigrant-background students in the Canadian context should not obscure the fact that certain groups of students (frequently those from refugee or low-SES backgrounds) do experience academic difficulties (McAndrew, 2009; Watt \& Roessingh, 1997). There are also significant gaps in the extent to which coherent policies have been formulated at all levels of the educational system to address the implications of linguistic diversity for instruction. Addressing this need for coherent policies in relation to the education of bilingual/ELL students across Canada, the purpose of this paper is to discuss the core knowledge base relevant to effective instruction for bilingual/ELL students, and, to illustrate how the empirical research and theoretical constructs that constitute this knowledge base intersect with classroom practice and the lived realities of bilingual/ELL students. Drawing on data gathered from several case studies across Ontario, this paper highlights implications of research and theory for policy at multiple levels of the educational system, articulating what classroom teachers, school administrators, and provincial policy-makers need to know in order to orchestrate instructional practices that are truly effective in enabling all students to succeed academically.

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Multiple forms of meaning-making are becoming increasingly relevant to all aspects of globalized societies. This requires a re-imagining of pedagogical discourses and modalities, an opportunity that has particular relevance for students whose preferred meaning-making modes, and/or whose languages and experiences in their families and communities, vary from what Bernstein called 'official pedagogic discourses' of school. Drawing on data collected in the context of collaborative research projects in Canada and East Africa (Early et al, 2002; Kendrick, Early \& Norton, 2009), this presentation reports on multimodal, multi/plurilingual approaches to language and literacy teaching and learning in elementary and secondary classrooms. We argue that ELL students are too commonly limited to traditional print-based English literacy and classroom activities incommensurate with their intellectual capacities. Our case studies investigated alternatives to such restrictive learning practices. The central research question considered across the cases is: How might dynamic and transformative multiliteracies pedagogies (Cummins, 2009) be enacted to enable and equip ELL children and youth for attainment in school and, more generally, for the communication landscapes of the contemporary period? Our data includes multilingual and multimodal examples of student text construction and performance, together with ethnographic field notes, photographs, video and/or audio recorded observation, and video-recorded participant interviews. From our findings, we challenge "modally impoverished", monolingual English practices and argue for the affordances of multiple modes of meaning-making and the mediation of digital tools to enable ELL learners, including refugee youth, and to promote their learning in content area classrooms.

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In light of the importance of early literacy achievement to long term academic and economic success, educators urgently need to comprehend the sociocultural complexities manifested in learning contexts that involve multilingual students. Dual language books (DLBs; i.e., books written in English and another language) are one tool that can be used to examine these complexities as they allow teachers and students to identify and express cultural and linguistic assets and, in so doing, access and benefit from the cultural and linguistic capital of multilingual learners.

Researchers (Gutierrez et al, 2011; De Graaf, De Graaf and Kraaykamp, 2000) have highlighted the need for a robust research agenda focused on the development of language and literacy interventions that serve as cultural amplifiers. They argue that these interventions should extend, rather than constrain, children's repertoires of practice. The presentation will focus on the notion of metalinguistic awareness and how a child's language and culture can help develop literacy through a variety of initiatives building on multilingual resources. Specifically, I will discuss results of a longitudinal study carried out in eight kindergarten classes (105 children) with diverse language backgrounds ( $35 \%$ English, $31 \%$ Punjabi, $16 \%$ Urdu, $18 \%$ other languages) in four suburban schools in Western Canada using dual language books published in Urdu, Punjabi, French and English.

The study analyzes culturally and linguistically responsive teaching and learning in dual-language book reading vignettes to demonstrate how teachers and volunteer readers build on linguistic and cultural repertoires of emergent-literacy learners to help them gain metalinguistic awareness, cultural empowerment and identities as capable learners.

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This paper explores the educational significance of engaging plurilingual students in authentic forms of cultural production that draw upon their cultural and linguistic resources, diverse histories, and multiple modes of representation in classroom-based learning. The term cultural production foregrounds changing literacy practices, particularly the ways in which current uses of digital media are rooted in notions of community involvement and integration into cultural processes, involving abilities that are developed in and through social contexts and collaboration. Drawing on data gathered from an ethnographic and collaborative action research project involving grade three students in a multicultural, multilingual school, this paper considers how classroom language and literacy practices changed when students' cultural and linguistic knowledge and experience were drawn upon as resources for learning, and when digital media were integrated into learning activities. The findings arising from this research point to the reciprocal dynamics of language and literacy practices and the learning context (ie: Canagarajah, 2012; Garcia, 2009; Pennycook, 2010), and suggest that students need to be able to draw upon the diversity of cultural and linguistic resources available in the classroom context to assist them in representing and communicating their knowledge at a cognitively powerful level (Cummins \& Early, 2011; Hull, Zacher, \& Hibbert, 2009; Vasudevan, 2010), to support their investment in classroom literacy practices (Norton \& Toohey, 2011), and to prepare them for increasingly public roles as digital media makers and community participants (Jenkins, 2006; Sefton-Green, 2006).

## Burcu Yaman Ntelioglou (OISE/UT) b.yaman@mail.utoronto.ca

This paper presents findings from a multisite ethnographic study that examined the experiences of ELLs and their teachers' pedagogies, beliefs and concerns in three different drama classrooms in different urban high school programs. Connecting ethnography with 'multimodal research methods' and using the theoretical frameworks of multiliteracies, situated practice and multimodality, the data for this study comes from individual student interviews, student focus groups, teacher interviews, observation field notes, video recordings, photographs and drama artefacts. Highlighting the importance of finding pedagogies that support ELLs' linguistic, social and academic performances in mainstream classrooms, this paper offers new ways to look at multiliteracies pedagogy and practices of multimodality by exploring the potential of an embodied pedagogy, drama, in second language education. The pedagogy in these three classrooms looked very different, yet all three classes embraced a multimodal and situated practice. English language learners in these classes, when they were given the opportunity, created embodied identity texts using language through multiple modes of meaning-making and self-representation. These embodied texts were representative of the realities and discourses
current in their lives: social, political, economic, linguistic, cultural and gender-related. This kind of multimodal pedagogy therefore provided room for students to question certain real-life practices and to trouble existing power relations in society, in addition to supporting these students' second language learning.

## SYMPOSIUM

## Production Pedagogies and Literacy Learning: Emerging Media and Emerging Contexts

## Organizer: Kelleen Toohey (Simon Fraser University) toohey@sfu.ca Discussant: Suzanne de Castell (University of Ontario Institute of Technology)

The New London Group (2000) argued over a decade ago that the fundamental premises of literacy pedagogy needed to be re-thought so that students could receive "the skills and knowledge they need to achieve their aspirations" (p. 5). This symposium brings together four papers that explore how "production pedagogy" might provide ways to re-think literacy instruction. Building from a conception of students and teachers as designers and developers of cultural products (not just consumers of them), the papers build from discussions of New Literacy Studies (Lankshear \& Knobel, 2003); multimodality (Jewitt \& Kress, 2003), design research (Reinking \& Bradley, 2008) and the social-spatial relations that shape pedagogic production (Edwards, Ivanic, \& Mannion, 2009). The papers show examples of cultural production in educational settings by children (Paper 1), youth (Paper 2) and adults (Paper 3) and show how making something in a particular educational context can result in "deep learning". Paper 4 examines how and why production pedagogies offer educative and emancipatory possibilities. The session will begin with a short introduction of the topic and the speakers, after which each of the four papers will be presented in 20 minutes (with 10 minutes after each for clarifying questions and a 15 minute break between Papers 3 and 4). The presentations will end with a 15 minute response from a scholar who has been writing about these matters for some time, and the floor will be opened to the audience for a 30 minute discussion.

## Kelleen Toohey (Simon Fraser University) toohey@sfu.ca <br> Diane Dagenais (Simon Fraser University) dagenais@sfu.ca

Our presentation rests on recent literature on multimodality and multiliteracies, and on our previous research in Canada, India and Mexico that suggests that video production might enhance learning of spoken and written language for child second language learners. Conceiving of literacies as sets of activities that take place in particular environments, for different reasons, using varying tools, and involving varying persons, texts and social relations (Edwards, Ivanic \&Mannion, 2009; Hamilton, 2009, 2010), our video production project with Grade 6 and 7 English language learners and their teachers from a school in the Lower Mainland of BC introduced new activities, tools, texts and social relations into a classroom. We used ethnographic techniques of observation, electronic video and audio recording, interviewing and artifact collection, and in this presentation we describe the project's teaching and learning activities, and show excerpts of the video products children created, as well as video "process" data we collected to document the introduction of the new elements referred to above, to this site. We explore the affordances and constraints of videomaking in terms of L2 literacy learning, and suggest that the "critical framing" suggested as part of a new literacy pedagogy by the New London Group (2000) over a decade ago, is necessarily part of a focus on production and real world social results. We conclude with a discussion of how discourses on what counts as legitimate literacy practices are constructed locally in a school in relation to larger networks and how these discourses affect students' opportunities for language learning.

## Suzanne Smythe (Simon Fraser University) sksmythe@sfu.ca

As Hamilton (2012) argues, adult literacy instruction is a complex node of educational practice, characterized by evershifting configurations and materials of people, resources, spaces, places, policy discourses, funding and accountability regimes and new and old technologies. This paper presents three case studies of digital technology use in adult literacy settings with the goal to explore how the complexities of these socio-material contexts promote or constrain 'pedagogies of production'. We consider how new adult readers and writers at the Saskatchewan Institute of Applied Science and Technology (SIAST) produce digital photo-stories for authentic audiences, against the grain of dominant policy discourse which maintains that low-literate adults must first acquire basic literacy and essential skills before they can participate in digital culture (Government of Canada, 2010, para. 5). A collaboration between an ABE/academic upgrading program and a video production project in rural Nova Scotia created a unique space for "deep learning" as adults produce videos of local community interest, while other adult learners within geographic proximity struggle under accountability regimes to consume large swaths of material in limited time. Conversely, in the social-material context of an inner-city learning centre, the use of iPads, iPhones and other tools contributed to social distance between literacy educators and learners, as well as digital divides among differently-situated adult learners. In asking not only if adults have access to digital technologies, but also what kinds of practices they access, the paper seeks to complicate and enrich efforts to embed production pedagogies in everyday literacy settings.

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While Jacques Ranciere's work on equality and democracy has enjoyed considerable attention in the areas of art, aesthetics, and philosophy, his work has only recently made inroads into the field of education. This essay continues an educational reception of

Ranciere's work by linking his meditations on nineteenth-century emancipation in The Nights of Labour (1989) and The Ignorant Schoolmaster (1991) to present cultural contexts and emerging media forms. Taking Nick Prior's (2010) notion of the New 'Amateur' as point of departure, I argue that new digital/creative media, and attendant sociocultural contexts, offer an unprecedented occasion for rethinking the emancipatory experiments of Joseph Jacotot (the subject of Ranciere's The Ignorant Schoolmaster). By bringing Jacotot's 'method of equality' into relation with present forms of cultural production, I elaborate a notion of affordances of equality that updates Jacotot's practice of 'experimenting with the gap between accreditation and act' - an unconventional approach to teaching and learning that invites learners to play in the gap between an expert role and a talent imitable by anyone at all. In conclusion, I argue that Ranciere's work furnishes not only a 'disruptive' staging for verifying the equality of anyone, but also supports a post-critical pedagogy that might amplify the critical/creative possibilities of emerging media.

## PAPER PRESENTATIONS

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## Comparing Verbal Load Conditions on a Computerized Assessment of English Language Learners' Reading-Related Cognitive Processes

According to Share and Stanovich (1995), "poor readers, as a group, are impaired in a very wide range of basic cognitive tasks" (p. 9). Weak readers often have difficulties with simultaneous and successive processing; these cognitive processes have been closely linked to success in spelling and reading comprehension. Current cognitive assessments often conflate comprehension with vocabulary, content knowledge, word reading ability, and other reader capacities involved in comprehension. When such assessments are used with ESL learners, these students are often misidentified as learning disabled and placed in special education programs.

We will report on the development of a computerized cognitive assessment battery (CCAB) that may promote more valid assessment of English language learners' reading-related cognitive processes. The CCAB is based on Das, Naglieri, and Kirby's (1994) model of cognitive processing. The component processes of their model are associated with growth in reading skills both within and across elementary and middle school grade-levels (Naglieri, 2005). To address some of the linguistic challenges related to assessing both hearing and Deaf ESL students, the CCAB has graduated levels of verbal task load (i.e., linguistic complexity). We outline the test development process and present results from a pilot study comparing ESL and native-speaker results. Our findings offer support for (a) the plausibility of assessing ESL learners on tasks with reduced verbal load that do not underestimate the cognitive ability of ESL learners, and (b) the use of the CCAB in identifying and improving the cognitive processing strategies that underlie successful reading in English.

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## Negotiating Authority in World Englishes Usage

Bamgbose (1998) proposed five measures, namely 'demographic', 'geographical', 'authoritative', 'codification' and 'acceptability', to assess the status of a local usage of English as an error or an innovation. In this paper, I will draw on this framework to analyze a lesson planning interaction between a native and a non-native teacher of English, extending the application of this frame to the analysis of discourse.

This paper is based on a larger multiple case study which I undertook for the purpose of analyzing how English teachers in China undertake professional development using a "lesson study" approach (Johnson, 2009), in which groups of teachers cyclically plan, teach and revise lessons. The purpose of this study was to document the lesson study process and to analyze the teachers' negotiations around revisions. The study took place at two sites: during weekly teacher planning meetings at a high school over a three month period and during a one-week-long high school teacher professional development workshop organized by a teacher training university.

The data for this presentation comes from the professional development workshop. Using Critical Discourse Analysis (Blommaert, 2005), I will analyze how the two lesson planning participants drew on intuition, reference books, and demographics to present arguments for the acceptability of a particular usage of English. The analysis will make clear the power dynamics between the participants which privileged the native speaker as the ultimate authority on English usage, in spite of the participants' eventual orientation to Chinese usages of English as the basis for their decision.

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## Vowel Blindness: Computer Enhanced Vowel Noticing for Arabic EFL Learners

Vowel blindness in Arabic L2 learners has only recently been researched in SLA. This phenomenon, in which English words are processed with heavy reliance on consonants and little attention to vowels, is caused by L1 interference because written Arabic typically omits vowels and only specifies consonants. Vowel blindness especially affects form-meaning mappings in decoding English
texts whereby consonants are generally left intact while vowels are omitted, altered, or misinterpreted. As a result, learners' reading comprehension and word recognition skills can be severely impeded (Bowen, 2011; Hayes-Harb, 2006; Saigh \& Schmitt, 2012).

To shed more light on the vowel blindness phenomenon, the current study aims to examine the role of noticing (Schmidt, 1990) by enhancing vowels in a computer-assisted language learning (CALL) environment. Beginner Arabic EFL learners were provided with a reading passage in which the vowels of the target words were highlighted. To assess their vowel noticing, study participants had to identify the vowels in the target words and provide their L1 or L2 definitions in pre- and post-tests. Learners were also assessed with think-aloud protocols to augment the quantitative data set by documenting learners' cognitive processing of the vowels. Study results suggest that noticing plays a major role in attending to vowels by Arabic EFL learners. More specifically, input enhancement is found to be an effective means of increasing the noticing of vowels in the target words. Further research should include the investigation of different help options with respect to noticing and processing of form-meaning connections.

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## Content-Based Instructional Practices at the University Level in Mexico: An Observational Study

Content-Based Instruction (CBI) provides learners with "enriched opportunities for processing and negotiating the target language through content" (Lyster, 2007, p. 1). CBI research has examined the instructional practices of teachers in a wide array of international contexts and with different learner clienteles. This study adds to this body of research by analyzing the instructional practices of CBI teachers at the university level in Mexico.

The study examined the instructional orientation (i.e., ranging from fully meaning-oriented or integrative to meaning and language oriented) of two ESL instructors teaching different CBI courses in English in a B.A. program in Language Studies. Moreover, the type of L2 features that prompted attention to language were also identified. The instructors taught Material Design and Culture of English-speaking Countries in the program. Data about the participants' teaching practices were documented through 15 hours of classroom video-recordings. Over 400 instructional episodes from the video-recorded lessons were then analyzed using Part A of the COLT observation scheme (Spada \& Fröhlich, 1995) to identify the orientation of the instructional activities.

Congruent with findings from other CBI university contexts (e.g., Canada: Burger \& Chrétien, 2001; Hong Kong: Hoare \& Kong, 2008; Finland: Södegard, 2008) the observed teachers minimally attended to ill-formed language, in a reactive fashion, when vocabulary or pronunciation non-target-like forms led to communication breakdowns. No attention was paid other relevant aspects of the L2 such as function, discourse or sociolinguistics. In the presentation, the theoretical and pedagogical implications of our findings will be discussed.

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## Expanding the Toolbox? A Longitudinal Examination Of New FSL Teachers'Strategy Use For Allophones And Students With Learning Difficulties

Within the past decade in Canada, the composition of the French second language (FSL) classroom has noticeably changed, partly due to an increase in the population of Allophone students, and partly due to changing conceptualizations of learning needs that require specialized education support. The study presented in this paper considers how new teachers in FSL have structured their pedagogies to support these two learner populations over three years, from their work in Bachelor of Education programs through the first two years of their careers. Using sociocultural theory (SCT) and its framing of everyday and scientific conceptualizations (Johnson, 2009), the paper will present data from annual questionnaires and semi-structured interviews that focus on participants' ( $\mathrm{n}=$ 15 to $\mathrm{n}=78$, depending on instrument) use of specific teaching strategies deployed to respond to the needs of these two particular populations. While the results do reveal participants' evolving conceptions of the learners' needs and of the learner groups' potential to negotiate the FSL curriculum, the qualitative and quantitative findings reveal that the types of pedagogical strategies and actions that have been cited as supports has varied little; in other words, the changes in the everyday knowledge base of the participants is not appearing to change practise in the way that would be expected by SCT. Potential reasons for this difference will be explored, including consideration of the participants' initial scientific conceptualization of these student populations and their needs.

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## Learning More about Our Learners: Comparing the Orientations and Attributes of Allophone and English-Speaking Grade 6 French as a Second Language (FSL) Learners.

For years, researchers have been striving to identify desirable attitudinal and motivational qualities of second language learners. While Canadian studies have typically compared the characteristics of learners who speak either of Canada's official languages (e.g., Clément \& Kruidenier, 1983; MacIntyre, Baker, Clément \& Donovan, 2002), the orientations of allophone learners of French as a second language (FSL) have yet to be studied in similar detail.

In this study, the attitudinal, motivational, and linguistic orientations of Grade 6 core FSL students ( $N=155$ ) were compared across the following groups: Canadian English-speaking students (CBE, $n=46$ ), Canadian bilingual students (CBB, $n=89$ ), and Immigrant bilingual students (IBB $-n=20$ ).

Following the theoretical parameters of the Socio-Educational (Gardner, 2006) and Willingness to Communicate (MacIntyre, Dörnyei, Clément \& Noels, 1998) frameworks, data were collected using a questionnaire gauging participants' perceived competence in the language(s) they knew, willingness to communicate in French class, attitude toward the learning situation and perceived motivation to learn French, among other attributes. Participants' orientations were also triangulated using a semi-structured interview with a subset of participants from each group ( $n=125$ ), asking more detailed questions targeting the same constructs.

In this presentation, significant similarities and differences that emerged across the three groups, and between allophone (i.e., CBB and IBB) and unilingual (i.e., CBE) groups in particular, will be introduced. Implications for FSL teaching and existing theoretical perspectives on additive and subtractive bi-multilingualism will also be discussed.

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## Cross-Linguistic Influence in Adverb Placement and Complex Negation in Early L3 French

Several hypotheses have been proposed to account for "the L3 transfer puzzle" (Rothman \& Cabrelli-Amaro, 2010:192), including L1 transfer, L2 transfer, and positive transfer from the L1 or the L2. However, cross-linguistic influence can be affected by what Kellerman (1977) called psychotypology, that is perceived language distance.

This study will explore these hypotheses by examining the acquisition of adverbs and complex negation in French by bilingual arabophones whose L2 is English. In French the unmarked order for adverbs is SVAO, in English it is SAVO for frequency adverbs and SVOA for manner and quantity adverbs. In Arabic adverbs occur in all of these 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) with the order SAuxnegVOA. In Arabic the proclitic maa combines with a negative adverb (e.g. [olhin] 'anymore') which can occur in both the French and English positions.

A sentence-completion and judgement task were administered to French L3 learners and anglophone French L2 learners during their first semester of instruction. Results are forthcoming. If there is L1 transfer the arabophones should out-perform the anglophones; if there is L2 transfer the arabophones' performance would be similar to that of the anglophones since the transferred language is English for both. In this case psychotypology might have impeded the arabophones' perception of similarities between Arabic and French adverb placement and negation, because English and French are similar in terms of orthography and culture.

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## Test-Takers' Writing Activities during a Computer-Based L2 Writing Test: The Effects of L2 Proficiency, Keyboarding Skills, and Task Type

A major concern with computer-based (CB) tests of second-language (L2) writing is that performance on such tests may be influenced by test-taker keyboarding skills. From a cognitive perspective, poor keyboarding skills may force test-takers to focus their attention and cognitive resources on motor activities (i.e., typing) and, consequently, other processes and aspects of writing (e.g., organization, revising) might be left unattended to, which can lead to poor text quality and lower test scores. Such effects might be more pronounced for L2 writers. Few studies, however, have examined the impact of keyboarding skills on performance on CB L2 writing tests. This study investigated the writing activities that test-takers engage in when responding to a CB L2 writing test and the effects of task type and test-taker L2 proficiency and keyboarding skills on the frequency and distribution of these activities. Each of 22 test-takers, with different levels of English language proficiency (low vs. high) and keyboarding skills (low vs. high) responded to two TOEFL-iBT writing tasks (independent and integrated) on the computer. Each participant then provided stimulated recalls about the writing activities they engaged in during each writing task. Stimulated recalls were coded in terms of various writing activities (e.g., planning, generating, evaluating, revising) and the results were then compared across tasks and test-taker groups. The findings indicated that test-takers' writing activities varied significantly across tasks but not test-taker groups. The findings and their implications for writing theory, assessment, and research will be discussed in relation to current models of writing.

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## L'enseignement de la variation socio-stylistique : (Comment) en fait-on la promotion?

Il a été démontré que l'inhabilité d'adapter son registre aux exigences de la situation de communication engendre un impact négatif sur la façon dont les apprenants non francophones sont perçus par des locuteurs natifs (Beaulieu, 2012; Segalowitz, 1976). Malgré l'importance que l'on reconnaît à la connaissance de la variation socio-stylistique pour tout apprenant qui vise à utiliser sa langue seconde (L2) dans une variété de situations sociales, on a émis l'hypothèse qu'il s'agissait d'un aspect trop peu traité pendant l'apprentissage formel (Yu, 2006).

Cette communication présentera les résultats de la phase initiale d'une recherche exploratoire qui vise à corroborer cette hypothèse dans un contexte québécois. Un corpus de 20 manuels de français L2 affirmant préparer les apprenants adultes à s'adapter à
des situations réelles de la vie quotidienne ou professionnelle (ex. : manuels de francisation pour nouveaux arrivants) a été analysé afin de répondre aux questions de recherche suivantes : quelle place l'enseignement de la variation socio-stylistique tient-il dans ces manuels? Quelle (s) forme (s) socio-stylistique (s) privilégie-t-on? Quel (s) type (s) d'exercices propose-t-on pour en favoriser le développement? L'étude empirique de ces questions permettra de dresser un portrait représentatif de la place de la variation sociostylistique dans l'apprentissage du français L2.

Une analyse préliminaire des données permet d'affirmer que, hormis de rares exceptions, le développement des connaissances de la variation socio-stylistique n'est pas mis à l'avant-plan dans ces manuels. La discussion portera sur la nécessité d'intégrer les données provenant de recherches en sociolinguistique à la didactique du français langue seconde.

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## An Investigation into the Effect of Different Item Formats for Reading Comprehension

It is understood that numerous test variables, as well as the interaction of different passage, question-type, and questionformat variables, contribute to varying degrees of difficulty for second-language (L2) test items. While the issue of item difficulty and its impact on test performance has been extensively researched (e.g., Brindley \& Slatyer, 2004; Yanagawa \& Green, 2008), studies involving L2 reading tests have provided mixed results. Therefore, it is necessary to further investigate the potential factors that affect item difficulty. This study aims to determine the extent to which various features of passages, question-types, and question-formats accounted for the difficulty of reading items in the Pearson Test of English.

This study focused on five item formats used to measure reading comprehension: a) multiple-choice (choose one answer), b) multiple-choice (choose multiple answers), c) re-order paragraphs, d) reading (fill in the blanks), and e) reading and writing (fill in the blanks). Utilizing a multiple regression approach, the criterion measure consisted of item-difficulty indices that were calculated for each test item. From the three test facets (i.e., passage, question-type, and question-format) 12 variables served as predictor variables (e.g., passage length, response location). Correlations between each predictor variable and item difficulty scores were computed, as well as the proportion of total and unique variance accounted for by the predictor variables. The results revealed that not all test variables equally accounted for the difficulty of reading test items. These findings can help to better understand how different formats affect the difficulty of items in L 2 reading tests.

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## Niveau d'acculturation, compétences langagières et prononciation en L2: Quels liens?

Selon le modèle de l'acculturation de Schumann (1986), le succès d'un apprenant d'une L2 dépend de la distance psychologique et sociale d'un individu par rapport au groupe parlant la langue cible. L'acculturation correspond à un double processus de changement culturel et psychologique résultant du contact entre les membres d'au moins deux groupes culturels (Berry, 2005, p.698). Le modèle de Schumann a été testé auprès d'apprenants allemands (Hansen, 1995) et chinois (Jiang et coll., 2009) installés aux États-Unis en examinant le lien entre l'acculturation, la prononciation et les compétences langagières en L2. Les résultats obtenus de ces études divergent. Dans le cadre de notre étude, nous avons donc voulu vérifier auprès d'une population latinoaméricaine vivant à Montréal si des liens seraient observés entre ces variables. Pour ce faire, trente participants adultes provenant d'Amérique latine ont répondu à un questionnaire portant sur l'acculturation (Ryder et coll., 2000) adapté au contexte québécois ainsi qu'à un questionnaire sociodémographique. La prononciation en FLS des participants a été mesurée au moyen d'une tâche de lecture de cinq phrases (Jiang et coll., 2009) et leurs compétences langagières à l'oral, à l'aide d'une entrevue (Jiang et coll., 2009). Les données langagières ont été codées par deux juges. Des analyses corrélationnelles ont été utilisées afin de vérifier s'il existe un lien statistiquement significatif entre les variables à l'étude. Les résultats seront discutés au regard des études antérieures et des implications pour le développement des L2 et pour la recherche seront présentées.

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## Learning to Read in L1 and L2: Success Indicators, the Role of Transfer and Use of Strategies

This paper will discuss the findings of a longitudinal ethnographic doctoral study conducted with 60 at-risk and non at-risk French immersion readers. These students entered a French immersion program beginning in Grade 3 after having had formal English instruction in Kindergarten through Grade 2. This context made it possible to explore students' English reading development (L1) and any potential impact of this on their second-language reading development.

Cummins' (1984) interdependence hypothesis indicates that although L1 and L2 may be distinct on the surface, they are supported by shared concepts, abilities, and linguistic features that transfer from one language to another (Genesee, Geva, Dressler \& Kamil, 2006; Durgunoglu, 2002; Bialystok, 2001). Research has also shown that students who read strategically in one language will also do so in another (Geva \& Clifton, 1994; Grabe, 2009; Koda \& Zehler, 2008). Strong readers also possess a greater range of reading strategies and use them more effectively (Cornaire, 1991; Chamot and El-Dinary, 1999). Research also points to the ability to use English pre-literacy predictors to identify students who may be at-risk for reading difficulties in French immersion (Erdos, Genesee, Savage \& Haigh, in press)

Data were collected through interviews, think aloud protocols, standardized and classroom-based assessment instruments. This allowed for a detailed examination of students English and French reading development. Preliminary findings on predictors of reading abilities in both languages will be presented. Students' knowledge of reading strategies along with the role of transfer will also be discussed. Particular attention will be given to at-risk readers and allophone students in French immersion.

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## Foreign Language Teachers' Intercultural Competence and Identity Development through an International Teaching Experience

Given the increase in mobility opportunities for educators, it is important to analyze how the experience of studying and teaching abroad benefits teachers. This study therefore explored how the expected outcomes of exchange programs, such as the development of intercultural competence (IC) and professional identity, benefitted a group of Canadian foreign language teachers. Our work is mainly informed by Fantini's $(2009,2012)$ conceptualization of IC and Deardorff's (2009) IC model. While there is an emerging body of research focusing on the relationship between study abroad and the IC development of participants, research on teachers' experiences is scarce (Wernicke, 2010). This study addresses this gap. The following questions guided this investigation: What is the nature of the participants' intercultural competence development? How does the study/work abroad experience affect the participants' professional identity and sense of legitimacy? This mixed methods study was carried out throughout a two-year period. Multiple types of data were collected (pre/post audio recorded interviews, questionnaires, online discussions, structured journal). The seven participating teachers had a Bachelor of Education degree specializing in foreign languages from a Western Canadian university. Their four-month stay abroad took place in either Spain or France. Rigorous content data analysis was carried out, following a coding manual developed based on Deardorff's (2009) and Fantini's IC components (2009, 2012). The findings reveal that the participants' IC development was enhanced, as was their feeling of legitimacy as foreign language teachers in the Canadian context. This presentation will be particularly appealing to an audience interested in foreign language teaching and learning.

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## Language Maintenance and Ethnic Identity Construction: Parents' Role in Iranian, Korean and Chinese Communities in Canada

Heritage language maintenance or the ability to use one's parental language in a bilingual context and ethnic identity construction in immigrant families have been widely investigated within the past two decades (Babaee, in press; Chen, 2009; Kouritzin, 2006). However, few studies have tended to compare and contrast heritage language maintenance and ethnic identity formation in immigrant communities from different ethnic backgrounds. Immigrant families from different ethnic backgrounds might have similar success and challenges in facilitating heritage language maintenance and ethnic identity formation opportunities for their children. Therefore, further studies on these issues with a focus on different communities are called for. To address this gap in the literature, this study attempts to investigate immigrant parents' roles in children's language maintenance and ethnic identity construction within Iranian, Korean and Chinese communities in western Canada. Data, drawn from three larger and separate critical case studies, were collected through in-depth and semi-structured interviews with Iranian, Korean and Chinese immigrant parents in two western Canadian cities. Results revealed that the participants used various strategies to facilitate heritage language maintenance and ethnic identity construction for their children, including using heritage languages at home and registering their children at community schools. They, however, faced challenges in doing so, including insufficient time to help their children with heritage language assignments at home and differences between heritage language education and mainstream education. Conclusions and implications for immigrant parents to address these challenges are discussed in the end.

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## Pronunciation Teaching in Brazil: A Qualitative Study of Teaching Internship Reports

In multiple survey and interview studies, teachers of English as a second language (ESL) have consistently reported a need for more teacher training opportunities in pronunciation. In spite of this, some studies have shown that, at least in North America, ESL teachers' practices are generally consistent with current research on pronunciation learning (Baker, 2011; Breitkreutz, Derwing, \& Rossiter, 2001; Foote, Holtby, \& Derwing, 2011). Little is known, however, about pronunciation teaching in the numerous countries where English is taught as a foreign language (EFL). In EFL contexts, learners have relatively fewer opportunities for authentic input and communication in English. Therefore, EFL teachers play an important role in learners' development of English pronunciation. This study explores the practices of pre-service EFL teachers in Brazil, based on a qualitative analysis of these teachers' reports about their teaching internships. Analysis involved coding the texts for emerging topics and collapsing the codes into broader themes (Creswell, 2012). The findings suggest that the pre-service teachers had little explicit knowledge of many aspects of English pronunciation or of differences in the sound systems of Brazilian Portuguese and English. Non-native aspects of learners' pronunciation were generally attributed to transfer, without reference to particular contrasts between the two languages. Therefore,
most teachers could not identify specific reasons for common pronunciation mistakes made by Brazilian learners of English. Moreover, pronunciation was typically taught through modeling and repetition, with little or no explicit instruction. Implications of these results for teacher education programs and curricula in EFL settings will be discussed.

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Developing Reflexivity: Multilingual Student Teachers of French, New Technologies and Pedagogies for the 21 ${ }^{\text {st }}$ Century
Studies on the heterogeneous practices (e.g. codeswitching; translanguaging) of multilingual students have recently turned their attention to pedagogical strategies in classrooms. While there has been groundbreaking work that has looked at students' hybrid linguistic practices and complex identity negotiations outside school contexts (e.g. Rampton, 2009), researchers are only beginning to consider strategies for developing such practices in the classroom, particularly as concerns French language pedagogy (FLP) in Canada. One of these strategies involves developing reflexivity (e.g. Aull Davies, 2008). In other words, how do student teachers of FLP come to understand and make sense of constructs such as multilingualism, multiple identities, and code switching through their interactions in an online discussion forum? Drawing upon a qualitative, multi-site ethnographic study (2011-2013), this paper seeks to move multilingual language acquisition forward, by illuminating the significance of developing reflexivity for future language teachers and researchers through a multimodal, sociolinguistic approach incorporating new technologies. This presentation draws specifically upon data gathered through an online, interactive exchange (via Elluminate LiveBridge) between multilingual student teachers from Canada (30) and France (26). The findings illustrate how certain representations of languages, identities, learning and teaching get reproduced, constructed and negotiated in these new spaces, and simultaneously challenge traditional (monolithic) ways of teaching and researching in FLP. This work has implications for all those involved in language education as it invites researchers to reflect upon their own engagements as well as how to create conditions for the inclusion of multilingual pedagogies and practices in Canadian classrooms, and beyond.

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## Hypothesis Testing in Task-Based Interaction

Swain's $(1985,1995,1998)$ Output Hypothesis proposes that production of language is an integral part of language learning. Through producing language, learners are better able to notice the gap between the target language (TL) and their interlanguage, test out a hypothesis about how the TL works, and reflect on the TL form. Much research has focused on either the noticing function or the reflecting function of output, while the hypothesis testing function has received less attention.

This work examines Hypothesis Testing Episodes (HTEs) in interactions between non-native speakers, focusing on instances of self-initiated repair in which learners initiate repairs or appeal to interlocutors for help in their own speech. Twenty-two NNSs (11 dyads) were paired in a one-way information gap task in which one participant described a picture and the other drew it. Recordings were analyzed for possible HTEs, which were coded according to whether the output was grammatical/correct, whether the speaker was challenged by the interlocutor, and what linguistic category (morphological, lexical, phonological, syntactic) was targeted.

Results suggest that the linguistic category is a significant factor in hypothesis testing. HTEs occurred most frequently with morphological items and least frequently with syntactic constructions, but resulted in more correct output with lexical items. Phonological and lexical forms were those most frequently questioned by interlocutors. We conclude that task-based interactions encourage learners to engage in HTEs by providing a context in which correct output, particularly related to word choice and pronunciation, is required for successful completion. Pedagogical implications are discussed.

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## Second and Foreign Language Pedagogy: Phoneme Identification \& Suprasegmental Feature Recognition

The close, careful listening that is required to discriminate functionally distinct sounds and recognize suprasegmental features, and to segment the stream of speech into words and phrases is not an easy skill for Korean students learning English as a foreign language to master. The present study was an attempt to resolve a question pertaining to the interrelationships among phoneme identification, suprasegmental feature recogintion, and L2 listening proficiency in Korean EFL students. A total of 364 secondary school students in Korea participated in the study as intact classes. Material for this study consisted of the listening section of the TOEIC Bridge 2, an auditory phoneme identification test, and a recognition test for suprasegmental features. The subjects took the listening portion of the TOEIC Bridge 2 during one class period. Since the fatigue that students may feel from the TOEIC Bridge 2 may affect the main experiment listening scores, the auditory phoneme identification test and the recognition test of suprasegmental features were carried out one week later. The Pearson product-moment correlation was used to investigate the interrelationships among phoneme identification skills, the ability to recognize suprasegemental features, and L2 listening proficiency. Scores obtained from 364 students showed a Pearson product-moment correlation of .36 between phoneme identification skills and L2 listening proficiency, and a .46 correlation between recognition ability of suprasegmental features and L2 listening proficiency. This study underlines the importance
of providing Korean students with overt instruction on how English segmental aspects and suprasegmental features work in English speech perception.

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## Is it a Umbrella or an Umbrella? Language-Related Episodes in Typical Oral Interaction Activities

Language-related episodes (LREs), in which learners reflect on the language they are producing (Swain \& Lapkin, 1995), can promote language learning (Swain, 1998). Most studies investigating LREs have been experimental, in lab settings, using researchercreated tasks (e.g. dictogloss). To have implications for pedagogy, however, we also need to examine LREs during typical oral practice tasks in authentic L2 instructional contexts. Our current knowledge of incidental LREs in intact classes is limited, and restricted to adult learners (Philp, Walter, \& Basturkmen, 2010; Williams, 2001). We investigated LREs produced by child learners during oral interaction in their regular ESL classroom. We examined the frequency, focus, and resolution of the LREs, and how task features influenced attention to and resolution of language gaps. The data consisted of i) transcribed audio-recordings of 11 pair/group tasks (information gaps, consensus seeking discussions, skit preparation, event planning etc), involving 29 12-year old intensive ESL students over four weeks; ii) field notes; iii) teacher interview. We found that pre-adolescent children do engage in talk about language during primarily meaning-focused tasks, and, unlike the adults in Willams, resolved most vocabulary and grammar gaps collaboratively. Like the adults in Philip et al., the children focused more on vocabulary than grammar, rarely on pronunciation. The frequency and the quality of the LREs were related to some task characteristics (including task-essential forms, Loschky \& BleyVroman, 1993); however a key finding was the role of the teacher in creating conditions for successful LREs, thereby underscoring the importance of examining this phenomenon in "real" classrooms.

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## The Six-Week Long Essay: Findings from Post-Secondary Level English Language Learner Writing Samples

This paper discusses findings stemming from two iterations of an intensive English for academic purposes (iEAP) program (2011, 2012). This course was offered to local Language Minority (LM) high school graduates still in the process of developing academic language proficiency (Cummins \& Man, 2007) and bound for university. Research has indicated that many of these students, despite graduating from local high schools, struggle with the demands of tertiary level study and exhibit low GPAs and high numbers of incomplete courses (Roessingh \& Douglas, 2011; Grayson, 2009). The iEAP course was designed as a bridging program with the intent to better prepare these students for the linguistic demands of post-secondary study. Part of a larger body of research that focuses developing a case report of the student participants, the class experiences, and their academic trajectories, this paper will focus on pre- and post writing samples produced by student participants. Using individual writing samples as exemplars coupled with group results, this paper highlights various measurements of academic language proficiency in terms of lexical complexity, error types and rates, and structural cohesion. Implications for instruction to improve these key areas of academic writing are also briefly outlined.

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## Experiences with Autonomy: Learners' Voices on Language Learning

This paper centers on the experiences of grade twelve students using the Common European Framework of Reference (CEFR) and the European Language Portfolio (ELP) in their second language classes in a large urban high school. Using the CEFR as a guiding framework, the ELP is designed to encourage learners to self-assess, reflect on, and document their language learning (Little, 2007). Furthermore, one of its key tenets is the aim to promote learner autonomy in the second language classroom (Little, 2009). Perceived autonomy has been cited as one of the most important factors influencing learner engagement, particularly at the secondary level (e.g., Hafen et al., 2012) and in language learning contexts (e.g., Little, 2012). However, some research has suggested that teachers' well-meaning efforts to develop learner autonomy can sometimes have unanticipated, unintended or even undesirable results (e.g., Cotterall, 1995; Inozu, 2010).

In this study, part of a larger action-research (e.g., Kemmis \& McTaggart, 2005) project, focus group interviews were conducted in order to gather data related to learners' experiences and perceptions regarding second language learning. Specifically, the research questions focused on learners' experiences with the ELP and its potential role in contributing to learner autonomy. We present six themes emerging from the data collected, which relate to general perceptions of learning, to language learning experiences, and finally to experiences with the ELP and the CEFR. In conclusion, we discuss pedagogical linkages to learner autonomy and implications for educators who wish to use the ELP as a way to promote learner autonomy.

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«Je ne suis pas anglo, mais je parle anglais»: Quebecers and Second Language Motivation
According to Gardner's (1985) L2 motivation model, integrativeness, defined as positive attitudes towards the target language community and a desire to become a member of it, sustains successful L2 learning. The universality of integrativeness has been questioned, in particular amongst Canadian Francophones (e.g. Belmechri \& Hummel, 1998; Clément, 1978; Clément \& Kruidenier, 1983; Noels, Clément, \& Pelletier, 2001), for whom the fear of primary language identity loss could hinder a desire to integrate with Anglophones (e.g. Clément, 1977). More recently, Dörnyei (2005) proposed a new model to describe L2 motivation, according to which the L2 learner aims to incorporate the L2 into his or her self-concept. Consistent with large-scale international research into L2 motivation (e.g. Ryan, 2009; Taguchi, Magid, \& Papi, 2009), this study examined the internal consistency of Dörnyei's motivation model amongst college-level ESL Francophone students in Quebec ( $n=68$ ) by means of a questionnaire. Correlations were calculated between the factors measuring Gardner's integrativeness and Dörnyei's L2 self, then both of these factors were correlated with the criterion measure of intended learning effort. Findings from the present study mirrored international research (e.g. Ryan, 2009; Taguchi et al., 2009), revealing not only a strong relationship between Gardner's integrativeness and Dörnyei's ideal L2 self, but also that the L2 self construct was a more reliable indicator of intended learning effort. These results support calls to reframe L2 motivation within the psychological concept of the self (e.g. Dörnyei \& Ushioda, 2009), thus allowing the exploration of motivation within an era of globalization, in which English has been uncoupled from defined communities and borders, constituting a lingua franca.

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## Accents and Identity: Adult ESL Immigrants' Attitudes

What effect does a foreign accent have on immigrants' perceptions of 'fitting in'? This presentation will examine adult English as a second language (ESL) students' attitudes regarding their foreign-accented English and how their accents affect their sense of belonging. Researchers (e.g. Munro \& Derwing, 1995) have shown that as long as speakers are intelligible and comprehensible, their accents should not impede their communication. However, although an unrealistic goal for many, the majority of ESL students in Derwing's (2003) study wanted their English to be accent-free. Many ESL learners believe they would feel more 'at home' in Canadian society if they sounded like native speakers of English. Golombek \& Rehn Jordan (2005) contend, however, that is it overly simplistic to think that non-native speakers will be more accepted as second language users if their accents are altered.

This presentation explores the relationship between accent and sense of belonging for ESL immigrants to Canada. What are adult immigrant ESL students' attitudes towards their accents? What importance do they give their first language and first culture? How do immigrants' accents affect their identities and sense of belonging in Canada? Adult immigrants from four advanced proficiency ESL classes at a post secondary institution in western Canada were invited to participate in an online survey. They responded to scalar and open-ended survey questions which addressed the research questions. Quantitative results and implications for instruction in the second language classroom and materials development will be discussed.

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## Hybridization Process and EFL Investment

This study is a critical ethnographic case study (Madison, 2005) involving four bilingual Indigenous students learning EFL (English as a Foreign Language) at a Mexican university in the city of Puebla.

Based on multiple methods which aim to construct "validity" triangulation in data collection and analysis, the study examines (1) the linguistic and cultural representations of students' Indigenous languages, Spanish, and English; (2) how these representations may influence their hybridization process, i.e. a process through which they recreate their ethnic, regional, and national identities in globalized times (García Canclini, 1990), and (3) how this process may have an impact on Indigenous students' EFL investment, i.e. the relationship between language learner identity and language learning commitment (Norton, 2010), through the creation or absence of imagined communities, in other words, communities that offer learners to enhance and expand their range of identities in the target language (Norton, 2000).

The study is based on a post structural framework that perceives language as a symbolic power (Kramsch, 2009) and as a site of identity construction and negotiation (Weedon, 2004), and is informed by post-colonial and critical applied linguistic theories.

Results show that bilingual Indigenous students who recreate their multiple identities through a hybridization process (García Canclini, 1990) do also create imagined communities in EFL, and therefore show a high investment in the language learning process. On the opposite, bilingual Indigenous students who focus more on the conflicts that intervene in the hybridization process, do not create any imagined communities in the target language, and are therefore are less invested in EFL.

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## An Examination of the Development and Validation of a Large-Scale Formative Assessment Tool for Writing in French

Many current initiatives in French second language (FSL) education in Canada involve some degree of implementation of the Common European Framework of Reference (CEFR), in conjunction with a general focus on assessment for learning (Hermans \& Piccardo, 2012).

The goal of this presentation is to describe the development of a large-scale, formative assessment instrument designed to assess writing competency in FSL contexts. This instrument is based on a theoretical framework that delineates the complementary nature of different writing elements (Bellamy, 2005; Diederich et al, 1961; Education Northwest, n.d.; Spandel \& Hicks, 2005), as well as the action-oriented model of the Common European Framework of Reference (Council of Europe, 2001). The combination of these two major frameworks resulted in a six-level scale of assessment incorporating five key writing traits.

The presentation will provide an overview of the relevant literature (e.g., Pressley et al, 2007; Kristmanson et al, 2010), and will shed light on the process of development of the assessment instrument including

1. the identification and establishment of concordances of existing writing scales (Vandergrift, 2006),
2. the steps required for writing and validating descriptors specific to context (Harsch \& Martin, 2012),
3. the field-testing validation process and
4. the identification and analysis of exemplars.

Issues related to the various elements of writing and assessment using the CEFR scale will be discussed, as will potential uses of the instrument for formative and summative assessment purposes.

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## Le DELF au Canada : Perceptions des parties intéressées

Le Diplôme d'études en langue française (DELF) a récemment attiré l'attention au Canada pour son potentiel comme test national de compétence en langue française. Il y a eu beaucoup d'indications anecdotiques des avantages du DELF, mais il existe très peu de données empiriques sur la présumée valeur incitative et les avantages réels de ce test, et aucune enquête sur les éventuels obstacles à la participation et à la réussite des élèves canadiens.

Cette étude documente l'état actuel en ce qui concerne le DELF Scolaire au Canada par 1) la collecte d'informations sur les expériences avec le DELF auprès d'élèves, d'enseignants et de parents dans plusieurs autorités scolaires partout au Canada, 2) la détermination de positions de principe en ce qui concerne le DELF par des départements de français universitaires; par des universités et facultés de langue française; par des ministères de l'Éducation au Canada, et 3) la discussion des implications de ces résultats pour l'évaluation de la compétence en FLS au Canada.

Méthodologie: Les élèves, les parents et les enseignants des autorités impliquées dans les séances du DELF en avril 2012 ont été invités à participer à un sondage, soit par lettre ou par courriel.

Résultats principaux : Les résultats de cette étude suggèrent que le DELF est très prometteur en tant que mesure appropriée de la compétence en FLS. Le rapport conclut en présentant des recommandations visant à améliorer l'utilisation du DELF comme test national de compétence en langue française au Canada. Cette recherche a été effectuée par Dr. Larry Vandergrift pour le compte de

## l'Association canadiennes des professeurs d'immersion.

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## Lexical Peers: The Vocabulary of First Year Undergraduates from English Speaking Backgrounds

Canadian English-medium school boards are experiencing growth in the enrolment of linguistically diverse learners (Roessingh, 2010; Kover, 2011). This growth is coupled with the desire of universities to increase their international student population (ISI, 2012). Thus, it is important to consider supports to facilitate the equal access of learners from non-English speaking backgrounds to post-secondary educational opportunities. Vocabulary is a key component of these supports. Vocabulary levels are related to reading comprehension, and reading comprehension is related to academic success (Nation, 2001; Coxhead \& Nation, 2001; Cobb \& Horst, 2001; Corson, 1997). The same is true for writing (Grabe, 1985; Engber, 1995; Raimes, 1985; Nation, 2008).

Grounded in quantitative corpus linguistic methodologies, the current study focuses on the research question: What are the vocabulary profiles of currently admitted first year university students at Pacific Coast University? This paper endeavours to answer that question through the compilation of a corpus of first year undergraduate writing and the creation of a database of first year vocabulary profiles. Writing samples are used to determine the productive vocabulary usage of participants. Online corpus analysis tools (Cobb, 2012) are employed for the lexical analysis. Preliminary results suggest the productive vocabulary of first year students solidly rests in what Schmitt and Schmitt (2012) term the mid-frequency vocabulary range. This analysis leads to an exploration of the implications for preparing students with developing levels of English language proficiency for studies at an English medium university.

## Conscience morphologique et développement de la littératie chez des élèves francophones natifs et non natifs du $2^{e}$ cycle du primaire

Depuis presqu'une vingtaine d'années, les chercheurs accordent un intérêt particulier à la contribution de la conscience morphologique au développement de la littératie, notamment la capacité à lire et à produire les mots écrits (Bowers, Kirby et Deacon, 2010; Carlisle, 2010). Si la contribution de la capacité à réfléchir sur et l'habileté à manipuler la structure morphologique des mots (Carlisle, 1995) est bien documentée en anglais, elle l'est moins en contexte francophone et encore moins auprès des élèves pour lesquels le français n'est pas leur langue maternelle (Fejzo, 2011). La présente recherche vérifie a) si les élèves non natifs développent la conscience morphologique au même niveau que les élèves francophones natifs et si b) la conscience morphologique contribue de la même façon au développement de la littératie chez les élèves natifs et non natifs? Dans cette étude corrélationnelle, des tests de conscience morphologique, d'identification des mots et de production des mots ont été administrés à 55 élèves francophones natifs et à 23 élèves non natifs. Des analyses statistiques de variance et de régression sont effectuées pour atteindre les objectifs de recherche. Les résultats de cette recherche contribuent, d'un côté, à l'avancement des connaissances sur le développement et le rôle de la conscience morphologique dans le développement de la littératie chez les élèves francophones natifs et non natifs du $2^{e}$ cycle du primaire. De l'autre, ces résultats éclairent le milieu de l'éducation quant aux pistes d'intervention efficaces auprès de ces populations.

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## Can't She Use English? <br> A Learner's Resistance to a Non-Native-English-Speaking Instructor in Canada

Previous studies have shown how learner resistance prevents learners from effective learning (Huang, 2006; James, 2001; Lantolf \& Genung, 2002; Morita, 2004; Norton, 2001) as well as imposing injustice on non-native-English-speaking (NNES) teachers (Amin 1999; Curtise \& Romney, 2006; Greene 1999; Kubota \& Lin 2006, 2009; Li \& Beckett, 2006). However, learner’s reflection on their own resistance is rarely discussed. Based on authethnographic data collected from May to August 2012, this paper analyzes the causes of an international student's resistance to her NNES professor during a graduate-level TESL course in Canada.

Drawing on critical theories of language, power and identity (Bourdieu, 1977; Lippi-Green 1997; Norton, 2000, 2001), we document how the learner perceived the instructor as having an illegitimate accent, possessing an undesirable racial identity, and using an inferior language when codeswitching to Mandarin-Chinese in teaching. We then analyze how the student's history of schooling and English learning had shaped her learner identity (Lantolf \& Genung, 2002; Norton 2001), how her socially constructed understanding of linguistic capital, actual or imagined (Bourdieu, 1991; Lippi-Green, 1997), intersected with the NNES teacher's racialized identity, and how this led to her positioning the NNES instructor as inferior to White instructors.

The analysis reveals that learner resistance is a joint product of learner identity, power, and assumptions about NNES instructor. This insight may help NNES teachers develop pedagogy of inquiry and encourage learners to be critical about their assumptions about NNES teachers so that the reproduction of NNES discourse can be interrupted.

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## Developing a Teacher-Friendly Assessment Tool for L2 Comprehensibility

Rating scales of second language (L2) speech are frequently used both by language instructors in educational settings, and language testers in high-stakes contexts. However, little research has investigated the aspects of speech that should be targeted for assessing learners' comprehensibility, which refers to the perceived difficulty listeners have in understanding speech (Munro \& Derwing, 1999). In our earlier work, we analyzed 19 linguistic measures in the L2 English speech of francophones to develop a preliminary pedagogically-oriented comprehensibility scale. In this study, we report on efforts to elaborate this 3-level holistic scale for use with speakers from multiple first language (L1) backgrounds in academic settings, and to develop it as an analytic scale to account for uneven learner profiles.

This qualitative study involved six rater training/discussion sessions with six English-for-academic-purposes (EAP) instructors using speech samples collected from 150 L2 speakers from 21 L1 backgrounds on four English speaking tasks. During the first four sessions, three EAP instructors were guided through an iterative rating/discussion process to extend the original scale from a nonacademic task (picture story) with francophone speakers to three academic tasks (TOEFL, IELTS, TSE) with speakers from different L1 backgrounds. In the remaining sessions, three different EAP instructors were given the revised scale to rate a similar set of speech samples and provided further feedback to cross-validate the scale. The result is a refined, user-friendly 5-level comprehensibility scale intended for formative assessment purposes that can be used in academic English programs to target the linguistic features most important for comprehensibility.

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## Intercultural Communication Strategies and Negotiation of Membership and Identity: An Ethnography of International Doctoral Students' Departmental Interactions

Drawing on the sociocultural theory, in this presentation, I challenge the viability of existing communication strategy taxonomies in intercultural interaction contexts. I offer a new lens for the observation and identification of intercultural communication strategies, which integrates the political context of intercultural communication, and the ties between language, the user, and the social context. The empirical study includes data collected through video recording eight interviews and two focus groups with eight international doctoral students with different language and cultural backgrounds in an Australian university, audiorecording the participants' lunch-time interactions, and collecting their electronic communications with the researcher including their reflections on 'critical incidents' throughout their departmental interaction experiences. Through a combination of theme analysis and critical discourse analysis, I will illustrate how intercultural communication strategies can serve as indexes of social representation, membership and participation. I will illustrate how, in the context of this study, certain communication strategies were used by the participants to negotiate membership in the multiple layers of community formed within their institution, and to negotiate legitimate institutional identities. The study concludes with a new taxonomy for intercultural communication strategies, understanding them as indexes of agency, identity, social memberships and participation.

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## The Impact of Canada's Explore Program on L2 Oral Fluency Development

According to the Council of Ministers of Education, Canada (2009), students completing Explore (a federally-funded immersion program) report high levels of satisfaction with respect to the opportunity to speak the target language inside the classroom and to meet new people in the community. This high level of satisfaction for speaking opportunities, coupled with personal accounts of improved speaking ability (CMEC, 2012), seems to suggest that Explore may, in particular, impact students' L2 fluency development. However, little research has looked in depth at this development.

This study investigated the L2 (French) oral fluency development of English-speaking adults ( $\mathrm{n}=100$ ) enrolled in a 5-week Explore program. L2 fluency, operationalized as a Fluency Index (FI) comprised of three temporal speech measures (speech rate, mean run length and phonation time) was assessed at the beginning and end of the five-week period using a picture narrative task based on the Suitcase Story (Derwing, 2004). To assess the impact of initial fluency skill on fluency development, participants were assigned to fluency groups (low, moderate, high) based on their mean FI scores at Time 1.

The results show that all groups improved on the FI overtime, but that the low and moderate fluency groups made the most gains on the FI during the program, with the effect size being particularly robust for the low fluency group ( $\mathrm{d}=2.13$ ). These data suggest that Explore significantly impacts overall L2 fluency development and that the program may be of particular benefit to learners with lower levels of fluency.

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## Virtual Language Patients in Pain: Simulated Authentic Dialogues for Teaching Language in the Workplace.

Authentic materials are crucial in Task-based Language Teaching (TBLT), where language is assumed best acquired when classroom interactions are goal-directed and use real language to attain these goals. This need is greatest in English for Occupational Purposes (EOP) where it is paramount to meet the needs of learners who look to EOP courses as means of gaining access to society's benefits. Many EOP materials, especially dialogs, are created based on teacher intuition. While pedagogically useful because they allow manipulation of language structures so that they could be learned they often sound artificial and stilted. More importantly, they contain few of the natural discourse features of speech that learners must master to become communicatively competent.

This paper reports a study in which we analyzed a speech corpus compiled from the recordings of nurses conducting on-site pain assessment interviews in order to identify the recurrent themes, the utterances associated with each theme, and the natural discourse features contained. We mixed and matched these elements to create authentic dialogs representing the speech of three virtual patients suitable to build a speech recognition language training tool complementing Walker et al's (2008), Virtual Language Patient (VLP). Designed to train nurses to conduct pain interviews, our new version (VLPs-in-Pain), also requires nurses to ask questions that, when recognized by a speech recognition engine, provide information needed to complete the patients' medical charts. Nurses' speech and speech characteristics recorded during the interviews and questionnaire responses provide data for evaluating the tool's potential in promoting learning.

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## Inférences en lecture en L2, rôle de la charge cognitive

La gestion des informations contribue à la compréhension en lecture (Cain 2010). À mesure qu'il lit, le lecteur doit traiter les informations et se les représenter (Kintsch 1998) ce qui amène une charge cognitive importante (Paas et al 2003) particulièrement en L2 (Yeung 1999). Les processus cognitifs, notamment la mémoire, impliqués dans cette représentation jouent un rôle décisif dans la compréhension du texte (Erlich 1994). Les liens entre la capacité à inférer, donc à instancier la représentation du texte, et la compréhension en lecture ont été démontrés par plusieurs chercheurs dont Yuill et Oakhill (1991), Cain et Oakhill (1999).

Dans le but de montrer le rôle de la charge cognitive pour la compréhension des inférences, nous avons comparé la capacité de donner des informations dans une tâche de production orale basée sur les maximes de Grice (1975) avec une tâche de compréhension en lecture qui demande la production d'inférences auprès de 123 élèves âgés de 9 à 12 ans ( 44 L 1 et 79 L 2 ). Nos résultats montrent une corrélation $r$ de Pearson $=.39, \mathrm{p}<.001$ entre les deux tâches uniquement pour les élèves de L2. À partir des travaux de Yeung (1999) nous suggérons que la surcharge cognitive en L2 - mémoire de travail dépassée par les ressources exigées par la tâche - nuit à l'intégration des informations pour la production d'inférences. En nous appuyant sur les travaux de Kintsch et d'Erlich, nous dégageons des pistes pour de futures recherches et pour des interventions didactiques susceptibles d'améliorer la production des inférences en L2.

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## Parental Regulation of Heritage Language Use: A Mapping of Metapragmatic Strategies

The goal of this paper is to investigate, from a language socialization perspective, how families attempt to foster heritage language (HL) use in their children. Our understanding of ethnolinguistic minority families' beliefs and opinions about heritage language development (HLD) is well established in the literature (e.g., Kouritzin, 1999). Yet, the linguistic practices resulting from the families' beliefs are less frequently discussed explicitly, particularly as it pertains to analyses of actual interactions. Noteworthy studies include Delgado (2009), Schecter and Bayley (2002), and Zentella (1997). Thus, there is a dearth of evidence demonstrating how families encourage, persuade, or otherwise coerce, their children to speak the HL.

In a recent British Columbia study, I conducted analyses of caregiver-child interactions which uncovered various language regulating directives, including commands, requests, clarification requests, and a form of recasts I term cross-code recasts. In order to identify the frequency, distribution, relationships and differences among these strategies, I completed a follow up exploratory survey study of 80 Hispanic parents in Alberta. Using descriptive statistics, the following questions were analyzed: 1) what is the distribution of the linguistic tools parents use to foster HLD?; 2) what characteristics account for variation in strategy use? The findings show that the great majority of respondents ( $92 \%$ ) used metapragmatic regimentation of HL use. The most common strategy was explicit commands ( $57 \%$ ) with cross-code recasts ( $35 \%$ ) a distant second, although striking differences emerged when certain variables were further examined. In families with more than one child, commands were used much more frequently. I will conclude with a discussion of factors affecting strategy deployment and implications for family communication, theory and research.

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## The Correction Crusade: Effects of Direct and Indirect Focused and Unfocused Written Corrective Feedback

L2 research on written corrective feedback (WCF) has shown that providing focused feedback targeting specific error categories and adapting the WCF strategy to categories of errors is beneficial to learners (Bitchener et al, 2005). Findings also suggest that rule-based grammatical errors (treatable) would respond better to direct feedback (providing the correct form) while indirect feedback (indications that withhold the correct form) would benefit non-rule based (untreatable) and nongrammatical errors (Ferris, 2006; Van Beuningen et al, 2012).

This study was designed to explore these issues with four groups of high school ESL learners ( $\mathrm{n}=120$ ) who received one of four WCF types: 1) unfocused direct; 2) unfocused indirect; 3) focused direct; and 4) focused indirect. WCF for groups 3 and 4 targeted two treatable (prepositions of destination: to/at/in; and singular/plural agreement with nouns), and two untreatable (word choice and word order) error categories. Learners wrote 6 texts over a 5 -month period and texts 1 and 6 served as pre- and post-tests. After receiving their texts with WCF, learners were given 45 minutes to revise and resubmit. The original texts and revised versions were coded by two judges to identify the WCF instances that led to accurate, inaccurate or no-corrections within the targeted categories. Second, comparisons were made between the pre- and post- tests to identify changes in the appropriate use of the targeted features. The results obtained will be discussed in light of prior studies and implications for L2 teachers will be drawn.

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## Envisioning the Future: Pre-service English Teachers' Imagined Identity and Community in South Korea

This presentation reports on an ongoing study that explores the imagined identities and imagined communities of pre-service English teachers in South Korea, an educational environment that has been aptly described as test-intensive (Choi, 2008). Participants for this study, currently in the data analysis stage, include nine pre-service English teachers who had completed their teacher education program and were preparing for a national exam to obtain their teaching certificate. Semi-structured interviews were guided by a number of theoretical concepts, including Self-Discrepancy Theory (Higgins, 1987), imagined communities (Anderson, 1991; Kanno \& Norton, 2003), communities of practice (Lave \& Wenger, 1991), and the notion of identity as multiple 'sites of struggle' that continually evolve over time and space (Norton, 2000). All interviews were recorded, transcribed, and subsequently entered into NVivo (version 8) for iterative coding and analysis. Early results suggest that a number of factors identified in previous research (e.g. Li, 1988; Wong \& Cheng, 2009) are also of considerable influence for these participants. However, the L2 assessment environment appears to be having a fairly dominant influence on their imagined identities and communities, a somewhat unique finding based on the literature reviewed. This suggests that the L2 assessment environment greatly impinges on participants' conceptions of their future selves and their imagined educational environment as they approach their profession, shaping their beliefs about what is possible and what is not. Implications for pre-service teacher identity will be explored and suggestions for improvement in teacher education practices will be offered.

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## Unintended Minority Language Maintenance:

## The Case of a Baptist Chinese Church in West Canada

Based on a one-year ethnography in a Baptist Chinese church in Western Canada, this paper examines how the establishment of an English congregation for youth in response to language shift in fact facilitated minority language maintenance.

This paper draws on two contrasting ideologies of bi-/multilingualism (Heller, 1999, 2007), namely, the dominant ideology of bilingualism as double monolingualism versus a Bourdieuian $(1986,1991)$ materialist and processual view of multilingualism that sees multilinguals as having various linguistic repertoires and varying degrees of "linguistic balance, dominance, and fluency" (Edwards, 1994). Influenced by double monoliguialism, "the second generation" in the church were seen as "don't understand Chinese." However, informed by the alternative view, my weekly ethnographic observations, 18 youth questionnaires and 35 interviews with youths and adults revealed that these young members at the English-congregation were multilinguals with Chinese in their repertoires. My analysis further shows that the English Congregation constituted an important space of socialization for these youths, with peers and/or adults, where Chinese varieties could be used and thus learned, although engagement with the language might differ between individuals and indeed across various stages of an individual life.

Through individual profiles and trajectories, this paper complements the macro-analysis of the structural factors that contribute language maintenance and shift in diaspora (Cavallaro 2010; Canagarajah 2008; Curdt-Christiansen 2009; Kipp and Norrby 2006; Xia, 2002). Implications for language maintenance research are discussed.

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## Pluralizing English and Lexicogrammatical Variation in High-Stakes Academic Writing

Paralleling the pluralistic conceptualizations of language as found in world Englishes and English as a lingua franca (ELF), pluralizing language use - that is, accepting deviations from standard Anglo-American written English - has been advocated in the field of second language (L2) writing (Canagarajah, 2006; Horner, Lu, \& Matsuda, 2010; Horner, Lu, Royster, \& Trimbur, 2011). However, the question of how this pluralization is or can be achieved remains underexplored, particularly at the level of lexis and grammar, which has traditionally been an important focus for readers of L2 writers' texts. This question becomes contentious in highstakes academic writing, which entails negotiation between L2 writers and gatekeepers (editors, copyeditors) who are expected to ensure academic sophistication and rigor of published texts. This presentation addresses theoretical issues related to differences in language use by critically analyzing the authors' own process of copyediting a publication with contributions from L2 writers, using Lillis and Curry's (2010) "text history" method. Our study examines the role of literacy brokering (e.g., textual mediation by editors, proofreaders, and others) (Curry \& Lillis, 2004; Lillis \& Curry, 2006, 2010) at the lexicogrammatical level in academic text production. Our results suggest that textual mediation of lexical and grammatical items is not the straightforward "polishing" approach often assumed, and that pervasive ideologies and accepted practices in academic publishing make it difficult to pluralize academic writing at the"deep structure of grammar" (Canagarajah, 2006).

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## Mediating Language Learning through Dramatic Physical Modeling

This presentation discusses how drama was used in a university ESL classroom to promote learning through multiple Zones of Proximal Development (ZPDs). In addition to a traditional focus on the linguistic and cultural content of the scripts, imitation was used as a primary instructional activity. Following Vygotsky, imitation is a transformative process whereby individuals come to understand the intentionality of others as well as to appropriate new ways of constructing their own meanings. In this case, the instructor modeled both prosodic features of the L2 texts as well as physical actions. The learners' imitation of the instructor's intonation, pronunciation, gestures, and facial expressions led to an embodied performance of the L2. As they co-constructed meaning from the texts and their interactions, they moved from imitative gesture to unique physicalizations performed to signal the intentions of their character. They began to incorporate their own stress markers, metaphorical gestures, and posturing as their increased understanding was physically instantiated and demonstrated through their performance. In addition, the use of dramatic scripts afforded opportunities for instructional conversations beyond the realm of a traditional language learning environment. The combination of understandings afforded internalization of the concepts and served as a powerful force in the acquisition of both language and culture. This use of drama created ZPDs on multiple levels that helped learners to develop both intercultural understanding and a deeper awareness of not only verbal aspects of interaction but also the physical, embodied aspects of making meaning.

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## Clicking for Help

When learners engage in a computer-assisted language learning (CALL) activity it is important that the CALL program provides help options for the learning task, especially if students are working individually as opposed to collaboratively. In the absence of context-sensitive help that is aimed at lexical and/or grammatical difficulties unique to each exercise, learners might get easily frustrated. As a result, they might not work through the learning activities as intended which eventually may impact their learning progress (Cárdenas-Claros, 2011). This study investigates help access in the E-Tutor, a web-based CALL program for L2 German. In fall 2011, we collected data from 198 beginner learners of German who worked on four different activity types for which the system provided a context-sensitive help link on the most commonly made error unique to each exercise. To determine the most common error, a learner corpus of the error profiles of 5000 previous users of the E-Tutor was constructed and statistical analyses were applied. The CALL system then displayed the help link as part of its preemptive feedback (Ellis et al, 2001) which provides learners with relevant metalinguistic information on these grammatical constructions before problems arise. Study results indicate that learners' help access varies across activity types with the most specific, informative and relevant link being accessed most frequently. However, our log data also indicate a fairly limited use of the help options by our learners thus confirming previous research results. We conclude with pedagogical implications of our findings and opportunities for further research.

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## L'enseignement des stratégies métacognitives pour favoriser la compréhension orale en L2: analyse des pratiques pédagogiques des enseignants de français dans un contexte universitaire

Les écrits théoriques et les recherches expérimentales suggèrent une corrélation positive entre l'enseignement des stratégies cognitives et métacognitives et la compréhension orale (CO) en L2 (voir Vandergriff et Tafaghodtari, 2010). Cependant, il nous reste à établir si ces stratégies sont enseignées de manière systématique et soutenue durant le travail de CO en salle de classe.

Dans cette étude, nous avons donc observé 10 heures de cours qu'un professeur a préparées, sans l'intervention du groupe de recherche, pour travailler la CO dans un contexte universitaire avec ses apprenants ( $n=26$ ) de français de niveau intermédiaire durant le trimestre d'hiver 2011. À la fin du trimestre, nous avons fait passer un questionnaire aux étudiants et une auto-évaluation au professeur. À partir de nos observations, de type structurées, et des questionnaires, nous avons analysé six dimensions de l'enseignement de la CO en salle de classe: a) le temps consacré, b) l'objectif de la classe, c) la procédure, d) les caractéristiques, e) le matériel, et f) les stratégies cognitives et métacognitives ciblées.

Dans le questionnaire, le professeur indique qu'il enseigne les deux types de stratégies. Cependant, les observations démontrent que les classes de CO sont axées seulement sur la construction du sens et la pratique des traits lexicaux et grammaticaux. Durant la construction du sens, on ne constate pas d'enseignement explicite ou systématique des stratégies cognitives ou métacognitives. Les étudiants, à leur tour, ne remarquent qu'un travail de CO axé sur le sens. Notre communication portera sur les retombées théoriques et pédagogiques de nos résultats.

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Dynamic Simultaneous Oral-Written Feedback: Students' Preference for Writing Response
This paper reports on a study of student preferences for teacher writing response. As most researchers and practitioners agree upon the value of written corrective feedback (Andrade \& Evans, 2013; Bitchener \& Ferris, 2012; Ferris, 2002, 2011), Evans et al. (2011) urge them to "continue to identify those strategies that may improve the accuracy of the L2 writers" (p. 9). Similarly, McGarrell (2011) calls for studies to "determine what types and amounts of corrective commentary work best" (p. 141). In response to such calls, our study investigated: 1) Do advanced ESL students prefer to receive direct or indirect teacher feedback on language errors? 2) Do the students prefer to receive (a) written teacher feedback only or (b) oral feedback at one-on-one conferences and written feedback? 3) In case of 2(b), do the students prefer to receive oral feedback during or after teacher marking? The study employed mixed methods with quantitative surveys of 31 university ESL students in two Academic Writing classes and qualitative individual interviews with 10 surveyed students. Research results indicate that the ESL students most preferred dynamic simultaneous oral-written feedback, dynamic being "meaningful, timely, constant, and manageable" (Evans et al., 2011, p. 4). Student preference was also dynamic as the students preferred direct feedback more on grammar, vocabulary, writing style, and clear expressions than on spelling, punctuation, and mechanics; they did so in the term-beginning but as they understood language errors and feedback better, they began to like indirect feedback for errors they could correct by themselves.

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## Social networks and L2 learning: Chinese sojourners in North America

The number of university students from Greater China who participate in international exchange programs has increased significantly, with the most growth in semester-long sojourns in North America. This presentation draws on a mixed-method investigation of the 'whole-person development' (Coleman 2007, Jackson 2012, Kinginger 2009, Wang 2010) of semester-long exchange students from Hong Kong and Mainland China. Pre- and post-sojourn, 100+ undergraduates from a range of disciplines completed surveys and 22 of them were interviewed about a range of issues including social networks and L2 use/learning (IsabelliGarcía 2006). With the help of NVivo 10, a qualitative software program, the pre- and post- interview transcripts were analyzed using an open-coding approach and then triangulated with the survey results (Creswell and Piano Clark 2010). Although the international exchange program appeared to have a positive impact on their L2 learning/use, the findings also brought to light aspects that hindered sojourn learning (e.g., limited understanding of language- and culture-learning strategies that could help diversify social networks and enhance intercultural interaction in the host environment). Interview excerpts will be presented to illustrate the challenges Chinese sojourners may face in initiating/nurturing L2/social interactions with host nationals. Research of this nature has the potential to benefit both home and host institutions by suggesting ways to help participants optimize their stay in an unfamiliar L2 environment. (This study was generously supported by a competitive General Research Fund (\#4440181) from the Research Grants Council of Hong Kong and a Direct grant from the Chinese University of Hong Kong (\#2010354.))

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## Solution aux erreurs linguistiques à l'écrit des élèves du secondaire en FL2 : rétroaction corrective ou nouveau discours grammatical?

L'enseignement de la grammaire et la rétroaction corrective continuent d'alimenter le discours des didacticiens des langues. En ce qui a trait à la rétroaction corrective sur les erreurs linguistiques dans les écrits des apprenants, on a mis en évidence les difficultés inhérentes à sa réalisation (Ferris, 2007), et démontré que l'utilisation du code de correction ne menait pas nécessairement à des améliorations notables (Robb et al., 1986; Ferris, 2006; Ferris et Roberts, 2001). D'un autre côté, nombre de chercheurs s'interrogent depuis déjà longtemps sur le type de discours grammatical présent dans les classes et sur ses effets (Germain et Séguin, 1995; Courtillon, 2003; Katz et Blyth, 2007; Beacco, 2010) : explications transposées de la grammaire scolaire de la L1, simplifiées et incomplètes à un point d'être trompeuses, inefficaces et même dommageables; contenu choisi aléatoirement; opérations cognitives peu aidantes; etc.)

Dans le cadre d'une étude à petite échelle menée par l'auteure, une analyse des erreurs linguistiques d'élèves de FL2 du secondaire démontre qu'une grande majorité des erreurs touche la syntaxe : le modèle de construction d'une phrase simple ne semble pas être acquis, même à ce niveau, et cela à un point tel que l'utilisation d'un code de correction est quasi inopérante. La présente communication exposera brièvement le problème et proposera des pistes de réflexion concernant le discours grammatical auquel les élèves ont été exposés et celui auquel ils devraient peut-être être exposés en tenant compte de l'apport possible de la grammaire dite «nouvelle» dans la construction de ce discours.

## La communication orale médiatisée par ordinateur en français langue seconde

Nous avons constaté, à l'Université Concordia et dans d'autres établissements d'enseignement supérieur, que les cours de communication orale en français langue seconde (FLS) proposent la communication face à face comme seul mode de communication. Dans ce contexte, on n'utilise pas de média, ni en production, ni en réception, ni en médiation, ni en interaction. Dans une conception multimodale (voir Kenning, 2007), cela est appelé à changer pour intégrer des médias de communication aux activités d'enseignement et d'apprentissage. Le média ainsi choisi aura des impacts plutôt bénéfiques selon plusieurs chercheurs dont (Blake 2010, 2008). Pour vérifier le bien-fondé de cette hypothèse, nous choisissons un outil largement utilisé par nos apprenants universitaires, Skype. Très peu de travaux sont consacrés à la recherche sur l'intégration de cet outil à l'enseignement des langues secondes. Godwin-Jones (2005) est l'un des rares travaux en ce sens.

Tout en adhérant à l'approche par tâches (Ellis, 2003), nous présenterons dans notre communication une expérience didactique dans laquelle nous amenons les apprenants à entreprendre une «négociation du sens » via Skype tout en les incitant à se concentrer sur la forme linguistique, et ce, en leur assignant des tâches de communication bien précises (par exemple, expliquer le sens d'un nouveau mot). Lors de cette expérience, nous mesurons la qualité des échanges linguistiques et recensons les stratégies utilisées en réception, en production, en médiation et en interaction. Cette expérience nous permettra de déterminer avec précision l'apport de Skype à l'enseignement de la communication orale en FLS.

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## The Effects of Direct and Indirect Written Corrective Feedback on ESL Students' Revision Accuracy and Writing Skills

Since the publication of Truscott's paper in 1996 arguing against the effectiveness of grammar correction in L2 writing, there has been an ongoing debate regarding the effectiveness of written corrective feedback (WCF) in the field of SLA. This debate has continued due to conflicting research results from research examining short-term effects of WCF and scarcity of research investigating its long-term effects (Ferris, 2004, 2006). Using a mixed-method research design, this study investigated the effects of direct and indirect WCF on students' revision accuracy of the same piece of writing as well as its transfer effects on new pieces of writing over time. Using a stimulated recall strategy, the study also explored students' perception and attitude regarding the types of feedback they received. Fifty three intermediate level ESL students were divided randomly into four groups: Direct, Underlining only, Underlining+metalinguistic, and a control group. Students produced 3 pieces of narratives from 3 different picture prompts and revised those over a three-week period. To examine the long-term effects of feedback on students' writing skills, each group was also asked to produce a new piece of writing two weeks later. The results demonstrated that all the three feedback groups signific antly outperformed the control group with respect to revision accuracy in all the three writing tasks. WCF did not have any significant long-term transfer effects on improving students' writing skills. Short-term transfer effects, however, were found for Underlining+metalinguistic CF, but not for other feedback types. The implications of the findings will be discussed.

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## Navigating Selves: An Examination of Identity Constructions of Elementary School-Aged Heritage Language Learners

The influx of immigrants in the past decades has contributed to Canada's overall ethnic and linguistic diversity. The beliefs and attitudes held by the various immigrant populations towards their ethnic and linguistic heritage have been important in shaping a variety of heritage language programs throughout the Canadian provinces. Although many second-generation (Rumbaut, 2002) individuals no longer communicate with their family members in the heritage language, this language nevertheless plays a significant role in shaping their positioning in society and their identity constructions. This paper builds on Bucholtz and Hall's (2010) notion of identity, namely that it emerges and is constructed linguistically in interaction. Through the examination of interview data from second-generation students enrolled in two Canadian minority language programs-a Cantonese Chinese International Languages program in Ontario, and an English-German bilingual program in Manitoba-we analyze how elementary-school children construct their identities in relation to the various languages they encounter regularly (i.e., heritage, dominant, and second languages). In addition, we examine how the children's heritage language learning experiences (Saturday school versus day school models) contribute to the different constructions of their identities. We use an ethnographic framework based on constructivist interactional approaches, most notably conversation analysis (Schegloff, Jefferson \& Sacks, 1977), to examine acts of positioning (Harré \& van Langenhove, 1991) in the interviews. Our results shed light on the importance of interactively constructed language attitudes (Liebscher \& Dailey-O'Cain, 2011) for identity construction, as well as the impact and importance of heritage language education on the construction of self.

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## Quantitative and Qualitative Aspects of L1 and L2 Idiom Comprehension

According to the Dual Idiom Representation Model (Titone \& Connine 1994; Abel 2003), the number of idiom entries created in a learner's mental lexicon depends on the decomposability and frequency of the idiom and the time of exposure to the language in question. This is especially pronounced in a person's second language. When the idiom is comparatively opaque, the frequency relatively low and/or little time has been spent on acquiring/learning the language, i.e. little lexical information is available, the learner, when trying to interpret idioms, instead resorts to conceptual metaphors that exist across languages. L2 learners also make use of context to a greater extent than native speakers. (Liu 2008) L2 idiom comprehension thus appears to entail a more heuristic approach than L1 idiom comprehension. (Liu 2008)

In the present investigation 15 first-term university students were faced with 80 context-based idioms in English (L2) and Swedish (L1) respectively and asked to explain their meaning. The idioms were of varying frequency and transparency. Three main research questions were thus addressed.

1) How well do students master idioms in their L2 as compared to in their L1?
2) How do a) degrees of transparency, b) idiom frequency and c) the choice of source domain affect students' comprehension?
3) To what extent is context used when interpreting idioms?

Results indicate that whereas frequency seems unimportant in whether idioms are known or not in either language, transparency is a determining factor in learners' L2.

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## Examining Online Interactions between L2 Researchers and Practitioners to Understand Obstacles to Knowledge Transfer

There is a linkage gap (Cooper, 2010) between researchers and practitioners in second-language (L2) education, often manifested in the language used and identities projected by researchers and practitioners (Schwartz \& Kardos, 2009). This study is part of a larger project that aimed to understand and then attempt to narrow this gap by creating an online discussion forum where L2 teacher candidates (TC) had the opportunity to interact with the authors of research articles.

A mixed method approach was used that involved in-depth text analysis of the published articles and the forum messages ( $\mathrm{n}=$ 122) posted by the TC and the researchers. Using a concordance software we located the most frequent words in the three types of texts (TCs' messages, researchers' messages and published articles). We then conducted a Keyword analysis to determine if there are any substantial differences in the register used by the researchers in their forum posts and research articles.

The automated searches showed that the three text types did not differ significantly in terms of the most frequent words and the Keywords used. However, qualitative analyses that looked at all the identified words in context suggest that the TCs used the forum space to project a strong professional identity using an authoritative and confident tone when stating their conceptualisations of learning, while the researchers' reflections on actual teaching practices were more hedged.

The paper makes recommendations on how to bridge the gap between the L2 research and practitioners communities to improve the transformation of knowledge into action.

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## Comparative Study on Written Feedback Practice of FL and SL Teachers

Most foreign/second language (L2) teachers invest a significant amount of time in responding to student writing. While many experimental studies on L2 feedback have focused on the issue of corrective feedback, a small number of descriptive studies have investigated perceptions of both students and teachers on written feedback. Whereas the findings of experimental studies have been inconclusive (Ferris, 1999; Truscott, 1996, 1999) the results of these descriptive studies, though few in number, produced valuable implications for L2 writing pedagogy. However, most descriptive studies undertaken in the domain of L2 written feedback have been predominantly designed to investigate student perceptions on teacher feedback (Cohen, 1987, Ferris, 1995; Hedgcok and Lefkowitz, 1994, 1996; Leki, 1991). Research investigating L2 teacher perspectives on writing feedback is rare. In addition, descriptive studies conducted in foreign language settings are harder to locate as most studies were conducted in ESL settings.

To fill the gap in the current research base this study explored the written feedback practices among teachers of Korean as a foreign language (KFL) and teachers of English as a second language (ESL) in North America. Using an online questionnaire, this study inquired to 153 college KFL/ESL instructors across North America regarding their practices of written feedback. Major differences between the two groups were found in terms of aspects, locations, focus of feedback, error treatment, number of drafts, and follow-up methods. Implications for L2 writing pedagogies put forth in this paper are varied and significant.

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Supporting the Transition to Language Autonomy for Emerging Adult Newcomers to Canada
This paper will report on some of the initial findings of a recently completed study that chronicled the genesis and implementation of a high-school based program for late adolescent newcomers (ages 17-22) in a province of Atlantic Canada and the progress of the participating students towards the mandated goal of GED- and workplace-readiness (Program Proposal, 2012).

Specifically, this paper will report on the 11 participants' language biographies and the evolution of their personal assessments of their language proficiencies over the course of the academic year. The biographies were constructed through a series of individual semi-structured interviews with each of the students, by different members of the research team, and through the completion of various self-assessment and goal-setting activities linked to the language portfolio principles of the Common European Framework of Reference (CEFR) (Little, 2012). Given the age of the learners and the stated goals of the program, learner autonomy was in the forefront of many of the pedagogical decisions within the classroom (Holec, 1979; Pérez Cavana, 2012). The presentation will contextualize these biographies through the use of data from interviews with stakeholders and the artifacts that led to the creation of the program. Using the principles of constructivist methodology and interpretation (Creswell, 2007), this paper endeavours to illuminate the possibilities for supporting this vulnerable population.

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## J'aime la français mais pas le grammaire : Gender assignment in French immersion and core French graduates

Gender errors are among the most common found in non-native learners of French (Lyster 2006, Vignola \& Wesche 1991, etc.). In their study of Gr12 FL2 students in Australia, Benevento \& Storch (2011:108) report: "[...] an overwhelming tendency to mark nouns as feminine, even when they were clearly masculine (in form and meaning). Perhaps students regard the feminine as a default form." However, a masculine default form appears to exist for advanced Dutch L1 learners of French (Dewaele \& Véronique 2001), as it does for French children (Boloh et al 2011). Advanced FL2 learners in Sweden were particularly successful when assigning gender with the definite article, using the masculine "le" as a default form; their 'pre-advanced' peers made more errors, and demonstrated a random assignment of gender (Bartning 2000). What can be observed in learners with core French (CF) and French immersion (FI) backgrounds?

Our corpus consists of questionnaire responses (average length $=85$ words) from 250 CF and FI graduates beginning university French courses. We examine gender assignment for the ten most frequently used (marked) nouns, four masculine (français, cours, programme, vocabulaire), six feminine (langue, grammaire, classe, question, chose, culture). Using Means and Logistics procedures, we test the following hypotheses:

1. Given their stronger skills in French (Lazaruk 2007), FI will outperform CF in assigning gender.
2. We will find evidence of a masculine default form for the FI, but not the CF group.
3. Gender accuracy will be greater using the definite article than with other determiners.

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## Développer les habiletés phonémiques des élèves innus de maternelle au moyen de jeux bilingues en innu et en français.

La conscience phonémique est l'un des meilleur indicateur de la compétence à lire chez les élèves de maternelle (National Reading Panel, 2000; Sousa, 2009). Dès la fin de la première année, $8,3 \%$ des enfants autochtones accusent un retard contre $2,9 \%$ des élèves québécois (MELS, 2004). Dans certaines communautés, les enfants entrent à l'école en parlant exclusivement l'innu tandis que dans d'autres communautés les élèves sont pratiquement unilingues en français. Par conséquent, la réalité sociolinguistique des différentes communautés innues explique la pertinence de procurer des services éducatifs dans les deux langues en maternelle.

Par contre, peu de matériel pédagogique existe en langue innue pour améliorer les habiletés phonémiques des élèves. De plus, le matériel existant en français est culturellement approprié pour ces enfants.
La littérature montre que les habiletés de la conscience phonémique sont transférables d'une langue à l'autre ( Anthony, et al., 2009; Comeau, Cormier, Grandmaison, \& Lacroix, 1999; Cormier \& Kelson, 2000). La gradation des différentes habiletés phonémiques en français est connue (Lefrançois \& Armand, 2003). Par contre, cette recherche s'intéresse à la question suivante : Est-ce que la gradation des habiletés phonémiques des élèves parlant une langue agglutinante comme l'innu est la même que les élèves francophones? Les résultats présentent le niveau de maitrise des habiletés phonémiques en français et en innu chez les élèves innus de maternelle.

Cette recherche participative se déroule depuis 2009 en collaboration avec sept enseignantes de trois communautés innues. Ces trois communautés ont des réalités sociolinguistiques distinctes. Les jeux s'élaborent en partenariat avec les enseignantes innues. Ils sont prétestés et validés avant d'être administrés auprès d'une centaine d'enfants. Lors de cette présentation, l'auteure présentera les jeux développés ainsi que les résultats obtenus des élèves innuophones, bilingues et francophones pour chacune des habiletés phonémiques.

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## Facebook: International Students’ Ticket to Host Nationals and Language Acquisition?

Most SLA researchers believe that engaging in interaction facilitates the acquisition process (Long, 1996). In addition to beneficial language learning effects, social interaction is also associated with various psychological benefits such as feelings of belonging, enhanced self-esteem, and relief from stress (Baumeister \& Leary, 1995; Heller \& Rook, 2001). This paper reports on an investigation of whether social networking sites such as Facebook help ESL students to interact in the L2 outside of class. This possibility was suggested by a study of U.S. college students (Ellison, Steinfeld, \& Lampe, 2007), which found a positive relationship between the use of Facebook and the creation and maintenance of social ties. We surveyed 125 international students about their use of Facebook and examined whether Facebook use was associated with the number of social connections with host nationals (i.e., Canadians). We also explored Facebook use in relation to variables that were hypothesized to have a mediating role in learners' ability to engage in interaction such as their L2 proficiency and their level of 'willingness to communicate' (MacIntyre et al, 1998). Correlational analyses indicated weak but significant associations between 1) Facebook use and social connections with the local community, and 2) Facebook use and self-assessed language proficiency. Willingness to communicate was not related to Facebook use. The discussion of the findings will consider the potential of social networking sites as a language learning tool and the need for teachers to provide scaffolding activities to develop students' ability to use their L2 for online interaction.

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## An Investigation of the Effectiveness of Computer-Assisted Language Learning Programs for K-12 Canadian Students

This proposed paper reports on the results of a metaanalysis study that examines the impact of Computer-Assisted Language Learning Programs (CALL) on the language and literacy learning for K-12 Canadian students. The latest survey by Statistics Canada (2004a) found that over $99 \%$ of all elementary and secondary schools in Canada had computers and more than $90 \%$ of them were connected to the Internet. District, province, and even nation-wide laptop initiatives have been implemented in the country (Sinay, Anastasakos, Quan, \& Presley, 2012). Computer technologies have been integrated into language and literacy instruction. However, as "there has been limited success in the use of computers to enhance learning in the classroom" (Statistics Canada, 2004b, para. 6), little evidence regarding its pedagogical benefit is available to inform policy and practice. Previous metaanalyses majorly based on the U.S. and European studies indicated a positive but small effect size of the CALL applications on students' language and literacy learning (e.g., Cheung \& Slavin, 2011; Kulik, 2003; Torgerson \& Zhu, 2004).

The present research based on literacy theories, including phonological processing framework, bridges the gap of literature in the field, adding studies of Canadian students with linguistically diverse profiles. While its results are consistent with previous findings, the authors observed a larger effect size on some individual literacy areas. Suggestions will be made for the future research and interventions using CALL. The research will provide an impetus for researchers to conduct more studies with robust measures and well-defined techniques to incorporate CALL into the classroom.

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## "I am no longer left behind": A narrative inquiry into the English learning experiences of Hong Kong post-secondary students

Language learners are meaning-makers who use the target language to co-construct experiences with others (Lantolf \& Appel, 1994; Pavlenko \& Lantolf, 2000). They constantly (re-)construct a sense of who they are and how they relate to the social world during their language learning process (Norton, 2000; 2010). This paper draws on data from my ongoing doctoral research, which is a narrative inquiry into six post-secondary students' English learning experiences in the Hong Kong context. Theoretically informed by Norton's (2000) work on identity and English learning, this study focuses on how the interactions within the participants' English classroom have shaped and informed their English learning experiences and English learner identity. Data were collected from questionnaires and interviews with student participants. While constructing each participant's English learning narrative, I hope to illustrate the meanings they attached to their English learning; and how they (re-)construct their identities during their English learning. This paper presents the English learning story of one student, "Jack." His story conveys how he constructed himself as a failure in a remedial English class he took during his secondary education, and how later he constructed himself as an active English learner. His projected image in the future, becoming a scientist, influenced his investment in learning English (Norton, 2000), in turn shaping his post-secondary English learning trajectory. The findings of this study will help raise post-secondary English educators' awareness of students' prior English learning experiences and their multiple identities so as to provide students with the support and help they need.

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## Writing Experiences, Identity and Teaching of English Writing: Stories of Two Non-Native Western-Trained Teachers in Taiwan

Increasing attention in applied linguistics has been paid to English teachers’ identities (e.g., Ilieva, 2010; Kanno, 2011; Phan, 2008), because how teachers see themselves as English users and teachers could have significant impact on their teaching practices and students' language learning (Canagarajah, 2012; Varghese et al., 2005). Particularly, influenced by Kachru's (1990) concept of World Englishes and Phillipson's (1992) argument against linguistic imperialism, many studies have advocated for learning English for both local purposes and global communication (e.g., Canagarajah, 1999; Lee, 2004). What is little documented, however, is the connection between teachers' identities and teaching English to this end. Given this literature gap, this study investigated (1) how two non-native Western-trained English teachers' writer identities were constructed through the experiences when studying in Englishspoken countries; and (2) how did their writer identities construct their teacher identities and current teaching practices of English writing. Data were collected through interviews and classroom observations in two university English writing classrooms. Through narrative analysis, findings indicated that the nativist ideology (Pennycook, 1998) was constantly embedded in professors' comments on participants' writing during their studying in the West, which led both participants to see themselves as less competent English writers. The findings also suggested that participants' writing identities later became crucial source of building teachers' identities and teaching beliefs. As one participant described, "English teachers should be good coaches to lead students to learn the perfect English." The study suggested that nativist ideology in English education should be critically examined particularly in teacher education institutions.

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## Minimalist Tutoring, or Directive Tutoring?

Two opposite tutoring methodologies have been suggested in the literature: minimalist tutoring and directive tutoring. Aiming for a better writer rather than a better paper, minimalist tutoring emphasizes the less the tutors do to the paper, the better (Brooks, 1991; North, 1984). The directive tutoring, on the contrary, suggests the tutors should be intrusive, directive, and productoriented (Shamoon and Burns, 1995). While the writing centers (TWC) generally take minimalist tutoring as a tenet, the students who come to TWC for help usually expect or even demand the tutor to help with a better paper. In this sense, tutors face a persistent dilemma. Under this background, this study investigates the following questions:
(1) Which methodology do the tutors actually use?
(2) What strategies do they use to balance the conflicting demands?

A survey on the tutoring methods of nine tutors of TWC in a Canadian university is conducted, and data are collected through three methods: interview, tutorial auditing, and tutoring practice questionnaire.

In this survey, the essence and spirit of these two tutoring methodologies are first specified into a series of features respectively. The tutors' behaviors in the tutorial are then examined through the lens of the two tutoring methodologies and matched to their corresponding features so as to determine which methodology these behaviors belong to.

A "directive-beginning and minimalist-ending" model is recognized. At the beginning of the tutorial, the tutors' strategy tend to be directive in nature, as they usually provide specific suggestions to improve the paper on tutees' demand; gradually, the tutors tend to steer the tutorial to a minimalist style by detaching the discussion from the paper and putting the questions raised by the tutees in a larger, and usually theoretical, perspective.

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## English Learners' Perception and Production of Mandarin Intonation

Nonnative use of tone or intonation by L2 learners is often due to negative interference from their L1, and can cause considerable communicative problems (Major, 2001). This study investigates how L1 English speakers perceive and produce Mandarin tone and intonation, aiming to contribute to rather sparse literature of L1 influence on L2 prosodic development from the learners' perspective. Specifically, pitch differentiates tone as well as intonation information in Mandarin, but intonation only in English (i.e., falling pitch signals statement and rising pitch cues question identification) (Bolinger, 1989). My hypothesis is that due to L1 interference, English speakers will have more difficulty identifying and producing Mandarin intonation and sentence-final tone when their direction does not coincide (i.e., questions end with a falling tone and statements end with a rising tone).

The experiment includes two tasks with a set of 64 Mandarin sentences with various final tones, which can be interpreted as either statements or questions depending on the intonation contour. After hearing each sentence, participants are asked to identify the intonation type and the sentence-final tone. Then, the same stimuli are presented in a production task, in which participants are instructed to repeat them. Preliminary results support the hypothesis in that participants misidentify statements as questions when they end with a rising tone. Regarding their production, questions are more accurately produced than statements. Findings indicate that Mandarin teachers should be aware of L1 interference and should emphasize the distinction between tone and intonation in Mandarin sentences.

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## Investigating the Experience, Beliefs and Involvement of Non-Francophone Parents Who Have Chosen a Francophone School for Their Children

This study investigates the experience, involvement and beliefs of non-francophone parents whose children attend a rural francophone school where $50 \%$ of parents and students are non-francophone. Parental involvement in children's education is a strong indicator of academic achievement (Desforges \& Abouchaar, 2003; Eccles, \& Harold, 1996; Epstein, 2001; Jeynes, 2007, 2010; Weiss, Buffard, Bridgall, \& Gordon, 2009). However, many parents of children in French minority language schools do not have French proficiency (CMEC, 2003), and between 7.5 and $33.5 \%$ of children in French schools across Canada are from anglo-dominant families (CMEC, 2002; Allen \& Cartwright, 2004; Landry, 2010). It is crucial to understand the role of the non-francophone parent in this French minority language school situation.

This study was framed within a theory of plurilingualism (Garcia, 2009), language interdependence (Cummins, 2000), and cultural development and revitalisation in minority contexts (Landry \& Allard, 2006). Information on (a) motivations and beliefs, (b) degree of involvement, (c) challenges and successes, (d) needs, and (e) knowledge of and need for francisation were collected from non-francophone parents using focus groups, questionnaires and individual in-depth interviews. Data on school staff perceptions of (a) non-francophone students' linguistic and academic development, (b) socio-cultural involvement and identity, and (c) parents’ school involvement were also collected through questionnaire and focus group discussion. Descriptive and inferential statistics were used to analyze survey results. Emergent themes were sought from the focus group discussions and in-depth interviews.

Results are relevant for educators and policy-makers given the common occurrence of non-francophone students in French schools and need to support the ethno- linguistic revitalization of the minority French community in Canada (Gauthier, 2001; Cormier, 2005; Rocque, 2006). Understanding these issues may support the enhancement and maintenance of enrolments and assist nonfrancophone children to realize their fullest potential.

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## School Pathways, Linguistic Socialization and Sense of Identity:

 The Case of Allophone Youth from Immigrant Background in MontrealThis research focuses on allophone youth from immigrant background who went to French schools in Montreal due to Bill 101 and that now attend university. The goal is to better understand, retrospectively, their process of linguistic socialization and identity construction throughout their school transitions. The existing studies that have been conducted on the topic have mostly focused on the factors explaining the choice of cegep (French or English) from a demographic and quantitative perspective (Sabourin et al. 2010, Béland 2009). Our sociological and qualitative approach complements these studies by giving voice to these youths. In fact, we collected 30 youth life stories of which 15 went to an English university and 15, to a French university. This methodological approach allowed us to better understand the process of linguistic socialization throughout time (Dubar 2010), as the individual encounters different school institutions. It is thus from a constructivist perspective, looking at school systems from inside and from the eyes of youth that we conducted our research (Duru-Bellat and Van Zanten 2006). A student pathway analysis allowed us to discover that most of the allophones we interviewed integrated well the French linguistic socialization but did not develop a sense of identity to the Quebec province. In French schools, allophones revealed that they usually gathered together rather than interacting with French or English Québécois. Thus, ethnic and linguistic boundaries seem to be at play in the education system throughout informal socialization. This school experience seems to have an influence on their cegep and university choices and on the way they envisioned their future.

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## This Feedback is Making Me Nervous: Emotional Responses to Second Language Writing Feedback

The influence of affective factors on learning has been studied by researchers in a range of disciplines, including within SLA research, where tests measuring anxiety specific to second language writing have been developed (Cheng, 2004). Recent studies on instructor perceptions show increasing numbers of second language learners (SLL) enrolled in mainstream university courses with instructors providing varying types of feedback to these learners. The current study investigates how second language writing anxiety influences writing performance and how feedback anxiety resulting from one written assignment may influence writing performance on a subsequent assignment. Using modified writing anxiety survey instruments, 16 SLLs enrolled in mainstream university English composition courses completed two surveys, an informal interview, and an online questionnaire about feedback on two writing assignments prepared for their course; grades on two assignments were also collected. Learners received similar feedback from the same instructor; however, those with higher levels of writing anxiety showed lower levels of performance improvement on the subsequent assignment and experienced reduced confidence in and motivation for writing in a second language. Survey results were
compared to grades received to assess relationships between anxiety level and performance. The results lend support to the hypothesis that second language writing feedback effectiveness is related to learner response, bringing a new perspective into the feedback effectiveness debate. Understanding the effects of anxiety on writing feedback allows SLLs the ability to moderate their own responses and provides instructors insight into additional factors that may affect learner performance.

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## High-Frequency Vocabulary in an ESL Textbook Corpus

This paper deals with opportunities to learn high-frequency vocabulary in pedagogical materials. How can teachers and course designers select the vocabulary that will help second language learners achieve their goals? Corpus research has useful answers to this question in the form of information about the most frequent words and their 'coverage' of the language. Analyses consistently show that with knowledge of the 2000 most frequent English word families, learners will be familiar with at least $80 \%$ of all the words they meet in texts. As Nation (2001) points out, learning these 2000 words is a pedagogical imperative; however, analyses of textbook corpora show that high frequency families are often not well represented in ESL textbooks, even in materials for intermediate-level learners (Milton, 2009).

Our research addresses these issues by investigating opportunities to learn high-frequency vocabulary in a 500,000-word corpus of materials designed for secondary learners of English in Quebec. Unlike previous textbook studies of single books, we analyzed two entire series, each intended for use over three years of schooling. Findings indicate that only the basic 1000 most frequent words are well supported in the textbook corpus. Most of the 2000 and 3000 most frequent words are present in the series but are not adequately recycled. Most words beyond these levels are absent and only a few are recycled often enough for retention to be likely. Consequently, students who use the books are unlikely to achieve recognition knowledge needed for full lexical competence. The presentation includes proposals for addressing this problem.

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## Effects of Rater Characteristics and Scoring Methods on Speaking Assessment

Understanding the sources of variance in speaking assessment is important in EFL countries such as Japan where society's high demand for English proficiency, particularly speaking skills, is growing. In classrooms, teachers are typically the only raters, which makes maintaining anonymity impossible due to daily interaction between instructors and students. Thus, teachers' knowledge of their students may influence the scores that are given, which may result in unfair scores. In addition, in many EFL speaking classes, while teachers are often native speakers of English who may not be trained appropriately, the advantages of non-native English speaking instructors have been demonstrated (Medgyes, 1992). Finally, conducting practical speaking assessment is a major concern in classroom contexts (Koizumi \& Hirai, 2012). Semi-direct testing using digital recording devices could solve such an issue and achieve reliability and efficiency in speaking assessment (Qian, 2009).

Previous studies have not yielded clear directions for addressing these assessment issues. Accordingly, the present study examined the effects of rater characteristics and scoring methods on speaking assessment by classroom instructors in Japanese universities. Rater characteristics were defined as (a) scorers' knowledge of examinees and (b) their native language differences, namely, English or Japanese. Scoring methods were defined as live scoring and delayed scoring with digital recorders.

Data consisted of teachers' scores on students' speech and surveys. Results by a factorial ANOVA indicated there were statistically significant effects of raters' knowledge on examinees and scoring methods on their speaking assessment. Qualitative findings revealed different assessment foci between different groups of raters.

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## Challenges and Solutions in Adult Acquisition of Cree as a Second Language

This paper will present the findings of a study titled "Challenges and Solutions in Adult Acquisition of Cree as a Second language", begun as a response to the presenter's own journey learning Cree as an adult. The purpose of the study was to document and analyze the experiences and beliefs of a cross section of the second language Cree learning and teaching community regarding perceived hurdles in Cree language acquisition. Very little applied linguistic research has been done involving indigenous languages in Canada, especially ones focusing on adult learners; as a result this study was conceived of as being exploratory in nature, opening ground for further research. The research questions were as follows: what are the major challenges facing adult second language learners of Cree, and secondly, what are the solutions used by learners to overcome these challenges. Seven participants were interviewed from across western Canada, two learners, three teachers, and two participants who had been heavily involved in both learning and teaching. The interviews covered participants' history with the language, exploring challenges, learning approaches, and goals. The findings suggested that the most significant challenges facing learners were affective challenges such as anxiety; in addition the nature of resources available to learners and teachers was a significant challenge. The study highlighted the connection
between methodologies and challenges, suggesting that challenges which appear specific to a particular language are often instead the result of the methodological approach. It also highlighted some areas of disconnect between teacher and learner views on challenges. The pedagogical implications of this research extend far beyond Cree, and the presenter will outline several practical applications, and how they have been used in his own teaching and learning.

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## Eliciting Passives through Collaborative Priming Tasks in an EAP Course

Previous studies have demonstrated that second language (L2) speakers benefit from carrying out collaborative tasks because they provide each other with interactional feedback, produce modified output, and attend to language form (e.g., Fujii \& Mackey, 2009; Pica, Kang \& Sauro, 2006). Researchers also have suggested that collaborative tasks are useful because they create opportunities for priming (McDonough \& Trofimovich, 2008). However, few studies have explored the effectiveness of collaborative priming activities in classroom contexts (McDonough \& Chaikitmongkol, 2010).

This study investigated the effectiveness of collaborative priming activities at eliciting passives. Students $(n=39)$ in an English for Academic Purposes (EAP) course completed four collaborative tasks over a five-week period. Two tasks involved notetaking and summarization, and two tasks were oral interviews. Each task provided primes in the form of complete sentences, and prompts which were sentence fragments to be completed using information in the task materials. The experimental group ( $\mathrm{n}=23$ ) had passive sentence primes, but the control group $(\mathrm{n}=16)$ received active sentence primes. The tasks complemented the content focus of the students' EAP course, were integrated into the regular curriculum, and were administered by the instructor.

The number of passives produced in the primes and prompt-generated sentences were calculated and compared across tasks and groups. The findings indicated that the experimental group produced more passives than the control group, and that the interview tasks were more effective than the note-taking tasks. Suggestions for the design of collaborative tasks for use in EAP courses are provided.

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## Grammatical Cohesion in Native and Non-Native English Writers' Texts

This study investigated the use of grammatical cohesion in the writing of native speakers (NS) and non-native speakers (NNS) of English. The data consisted of written critical reflections based on a journal article that graduate students had been assigned for one of their required courses. A one-shot design of two intact classes (Gall, Gall \& Borg, 2007) served to compare the use of grammatical cohesion in the texts of 30 graduate students, 12 NS and 18 NNS of English. The participants, who had been exposed to the same academic readings and lectures in the course, were invited to offer their assignment for analysis after they had submitted it to their course instructor (not the researchers). No treatment was administered and participants determined how much time they devoted to writing their paper.

Corpus analysis tools served to compile and analyse the papers for individuals' as well as various sub-groups' (e.g., first language, NS compared to NNS) uses of grammatical cohesion, building on recent work by Crossley \& McNamara (2011) and Yang \& Sun (2012). Main findings show that both groups use similar cohesive devices but important differences are evident. NS of English employ more and a broader range of cohesive devices investigated in their academic writing compared to NNS. A discussion of implications of findings for English language development and teaching concludes the presentation.

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## Shame, Healing, and Indigenous Language Acquisition in the Post-Residential School Era

Language loss stemming from the Indian Residential School system has had a pervasive affect on indigenous nations across Canada. The abuse that took place in this context attempted to devalue indigenous languages and shame or physically coerce students to abandon their indigenous tongues (Miller, 1996). The trauma endured by students has had intergenerational consequences, with many unable to pass on indigenous languages to their children or grandchildren, either due to having lost the skill themselves, having internalized an English-supremacist stance, or desiring to shield their descendants of the same shame (Episkenew 2009; Galley 2009). Many survivors and their descendants, however, have been engaged in the process of language revitalization, including learning or relearning their indigenous language through college or university classes. Stemming from semi-structured interviews with Anishinaabemowin (Ojibwe language) learners at Shingwauk Kinoomaage Gamig and Algoma University taking part in an investigation of language ideologies among indigenous language learners, the study examines the emotional dimensions of students' experiences in language reclamation. Participants demonstrate that the language classroom is a site of personal struggle, extending beyond the quest for language competency, requiring confrontation of internalized shame, doubt, and linguistic imperialism. The contributions of these participants demonstrate the relevance of indigenous language revitalization to the truth and reconciliation process underway throughout Canada, as well as providing a greater window into the unique circumstances faced by learners of indigenous languages.

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## L'enseignement du francoprovençal en Suisse, entre approches locales et supradialectales.

Lorsqu'on pense à l'enseignement plurilingue en Suisse, on tend à oublier la diglossie entre le français et les parlers francoprovençaux. Nous réfléchirons donc à la façon dont est envisagé l'enseignement du francoprovençal en Suisse. L'une des difficultés des expériences en vigueur est l'absence de graphie standardisée. Le linguiste Dominique Stich a certes proposé une orthographe supradialectale standardisée (dite ORB); facile à lire pour un francophone, elle doit permettre de transcrire des textes d'origines géographiques variées que leurs graphies phonétiques locales rendent souvent indéchiffrables. Mais ce projet entre en concurrence avec des approches moins normatives de type ÉOLE (éveil aux langues), et certains soulignent que les apprenants qui ne sont pas des locuteurs natifs peinent à déceler la forme régionale à laquelle est censée renvoyer la forme en ORB. Ils déplorent une «réinvention» du francoprovençal, qui n’a jamais été langue administrative et ne nourrit aucune conscience linguistique commune aux régions suisses, italiennes et françaises concernées (seuls les linguistes lui accordent une existence autonome). Quant à eux, les défenseurs de l'ORB, souvent des néolocuteurs qui l'utilisent sur Internet, estiment que le francoprovençal est aussi digne que d'autres langues de disposer d'une norme et que l'unification est cruciale pour conserver, par le biais de l'enseignement, une masse critique de « francoprovençalophones » à l'heure où les patoisants actifs disparaissent.

Pour évaluer les chances de succès des différentes approches de l'enseignement du francoprovençal, nous nous fonderons sur des questionnaires que nous avons diffusés auprès de conseillers municipaux et d'associations de patoisants, mais aussi sur une série d'entretiens, ainsi que sur une analyse de discours dans la presse (représentations linguistiques, stratégies familiales et collectives de revitalisation, etc.).

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## 'We are What We Imagine.’ Imagined Identities in Immigrants’ Language Classes

Many studies have addressed issues of integrating highly skilled immigrants into the Canadian labour market and the hurdles confronting them in professional re-entry (Brauwer, 1999; Gurcharn \& Li, 1998; Nash, 1994; Reiz, 2005; Wang, 2006). Language barrier is one of the most challenging barriers newcomers encounter (Azuh, 1998; Prefontaine \& Benson, 1999; Wang, 2006). Due to inadequate language facility, many professional and skilled workers often begin at the lower level in their field of expertise regardless of their pre-migration experience or credentials (CIC, 2008; Kim, 2001; Nah, 1993).

Kano and Norton (2003) assert that the notion of imagined communities expands the learner's educational possibilities and affects their investment in language learning. Furthermore, some scholars (Dagenais, 2003; Kanno, 2003; Kanno\& Norton, 2003; Norton 2001; Norton Peirce, 1995; Pavlenko, 2003) highlight the affirmative functions of the notion of imaged communities for language learners. However, there has been little effort to offer practical ways to actually apply this notion in language classes for immigrants in order to empower them and increase their investment in language learning.

Drawing on the notion of "imagined communities" (Kano \& Norton, 2003), and its connection with the theory of "communities of practice" (Lave \& Wenger, 1991), as the theoretical framework, the interrelationship between newcomers' imagined identities and imagined communities with their language learning will be discussed.

Finally, some practical recommendations and guidelines for language teachers in settlement programs will be offered in order to maximize newcomers' investment in their language learning and empower them with their imagined identities.

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## Multiplicity of Tasks in Task-based Language Teaching

The issue of task and its different types has been widely debated in the field of English language teaching (ELT) (Krashen 1981, 1982; Willis \& Willis 2001; Ellis 2001; Nunan 2004). It has been looked at from different angles and perspectives and all the researchers have attempted to analyze task as meticulously as possible. As a result, different types of task such as "focused", "unfocused", "meta-communicative" (Willis \& Willis 2001), and "consciousness-raising" (Ellis, 2011) have been identified and introduced to the field. However, these attempts have seemingly brought about a new issue, which I call 'multiplicity of tasks', as well.

In this conceptual paper, the author argues that the multiplicity of tasks might cause confusion for both the new teachers who would like to start using Task-based Language Teaching (TBLT) in their classes, and the teacher trainers who would like to introduce TBLT to student teachers. This confusion might make new teachers reluctant and lackadaisical in applying TBLT in their classes, resulting in a decline in the popularity and promulgation of Task-based Language Teaching in the field of ELT.

In sum, this paper will have practical implications for teachers, teacher trainers, and researchers. Some suggestions on unifying different tasks to boost and facilitate the teaching process for teachers will be offered.

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## Aspiring to Aspirate: A Longitudinal Study of English Voiceless Stop Acquisition

Flege (1980) proposed that second-language (L2) phonological acquisition entails "phonetic approximation" in which L2 segments are initially produced inaccurately, but become more native-like with experience. This phenomenon, a postulate of Flege's (1995) Speech Learning Model (SLM), appears to reflect the intermediate linguistic construct of interlanguage. Despite extensive probing of segmental learning over the past few decades, the precise nature of the approximative process is poorly understood. It is unknown, for instance, whether learning trajectories are linear and whether learners pattern consistently with one other. This 7 -year longitudinal investigation traces the acquisition of English aspirated stops by an initial cohort of 24 adult Slavic-language speakers. All had arrived in Canada with low oral English proficiency, and all were enrolled in the same LINC program at the outset. English labial stops in CVCs were recorded at regular intervals using a delayed repetition task, intelligibility was evaluated through a blind listening assessment, and accuracy was quantified using acoustic measurements of voice onset time. As expected, many early / $\mathrm{p} /$ productions resembled Slavic unaspirated stops, and accuracy increased over time. However, trajectories were extremely non-linear, with many speakers producing /p/ contemporaneously as Slavic-like and English-like, even after 7 years. Furthermore, inter-speaker variability was dramatic, with some speakers showing high intelligibility throughout and others showing mostly unintelligible productions at all times. These findings point to an approximative process that is non-linear, unpredictable, and inconsistent from one learner to another, even when L1 is shared. Implications for teaching are discussed.

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## The Effects of Negotiated Versus Non-Negotiated Oral Feedback on L2 Written Errors

Dealing with second language (L2) learner errors is an important aspect of classroom pedagogy. However, there is a considerable controversy surrounding the effectiveness of grammar feedback for improving L2 accuracy. In particular, the role of feedback in correcting L2 written errors has been the subject of an extensive debate in the L2 acquisition literature. A substantial number of studies have examined the effects of error correction on L2 written errors. However, most of the existing research has involved unidirectional non-negotiated written feedback. This classroom-based study examined the effects of oral negotiation in addressing L2 written errors. Data were collected in two intermediate adult ESL classes. Three types of feedback were compared: nonnegotiated direct reformulation, feedback with limited negotiation (i.e., prompt + reformulation) and feedback with negotiation. The linguistic targets were the two most common grammatical errors in English: articles and prepositions. The effects of feedback were measured by means of learner-specific error identification/correction tasks administered three days, and again ten days, after the treatment. The results showed an advantage for feedback that involved negotiation when both error types were combined. However, a comparison of data per error type showed that the differential effects of feedback types were more apparent for article errors than preposition errors. Whereas negotiated feedback led to a higher proportion of correct test scores for article errors, different feedback types had a comparable effect on preposition errors. These results suggest that the effect of negotiated versus non-negotiated feedback may vary depending on the type of linguistic target.

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## L2 Development of Syntactic Creativity: How Formulaic is the Beginning?

Various theories of L2 development have offered insights about how learners acquire syntactic productivity. One of the most recent perspectives - the usage-based approach - depicts grammatical development as an ability to progress from using simpler units to more complex ones, pointing out that abstract regularities underlying a language are learned through actual instances of language use (Goldberg \& Casenhiser, 2008; Lieven \& Tomasello, 2008; Tomasello, 2003; Ellis, 2008). Specifically, one of the claims formulated by the proponents of this perspective is that, when acquiring the rule system, learners employ various types of lexicosyntactic structures progressing from using holistic chunks of language towards more creative units (Ellis, 2002).

The purpose of this exploratory study was to evaluate the status of those question sequences, which L 2 learners ( $\mathrm{N}=35$ ) used as prefabricated patterns (rather than frozen chunks), and which they later segmented into constituent parts employed to ask a wider variety of questions. To identify target question sequences, a corpus of transcribed oral interactions between the researcher and each participant involved in the study was analyzed. Nineteen question sequences were selected, which were most frequently used by the participants as prefabricated patterns, including both grammatical and ungrammatical units. Next, the processing characteristics of these sequences were examined in an on-line grammaticality judgment task. Participants' reaction times for the prefabricated patterns and corresponding non-formulaic stretches were recorded and then compared. The results indicated that the majority of frequently occurring prefabricated patterns were processed faster than their non-formulaic counterparts.

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## The Impact of Online Intercultural Networks on L2 Socialization

Recently, Computer-Mediated Communication (CMC) has been used as a means of not only incorporating online interactive components into face-to-face language teaching but also enhancing transnational online networks whereby individuals undertake collaborative learning across national borders at the grassroots level (cf. Lam, 2004). Although several studies in this field have examined online language and literacy practices through intercultural CMC, the role, which online intercultural activities play in the development of L2 literacy, has not been investigated comprehensively.

This study focuses on the email exchange project between learners of English at a Japanese university and learners of Japanese at Australian universities. In the project, the Japanese students are required to complete written assignments in English by gaining authentic sociocultural information relevant to their own topics from their Australian partners, and then logically supporting their own arguments using the elicited information. From a perspective of language socialization (cf. Duff, 2010; etc), this study examines how Japanese students develop academic literacy in English through interactions with Australian students. An in-depth investigation is also made about students' planning and implementation of strategies in the processes in which they interact with their Australian partners, phrase and elaborate their questions, interpret their partners' responses, and integrate the elicited information into the text.

The data collection procedures involved a questionnaire survey with 252 and a case study of 20 students based on a diary study and follow-up interviews. The findings indicate that there exist various cognitive and sociocultural factors which affect Japanese students' negotiating acquisition of academic literacy in English.

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## Decolonizing Methodologies, Teacher Identities, and Digital Practices

Scholars have argued persuasively that much research on language policy and planning has focused on macro decisionmaking and its impact on educational settings, and have suggested that such research needs to be complemented by studies on the everyday contexts in which policies are interpreted and negotiated (Blommaert, 2008; Hornberger \& Vaish, 2008; Ramanathan, 2005; Ramanathan and Morgan, 2007; Shohamy, 2007). In this presentation, we present research findings from two schools in eastern Uganda, in a rural and urban area, respectively, in which we observed four Primary teachers struggle with the expectations of Uganda's new language policy. The policy seeks to promote literacy in both the mother tongue and English, the official language, despite limited material resources and large class sizes. The research question we address is as follows: What strategies to teachers adopt to develop multilingual literacy (Martin-Jones \& Jones 2000) in poorly resourced communities? A qualitative research study was conducted from March to May, 2006, and research findings were presented to the Ugandan Ministry of Education in August 2012. We found that there were many commonalities between the two schools with respect to (i) mother tongue as resource (ii) codeswitching; (iii) the use of songs; and (iv) linguistic practices for classroom management. However, the impoverished conditions under which teachers and learners seek to achieve multilingual literacy in Uganda approximates what Blommaert (2008) calls "grassroots literacy" - writing performed by people who are not fully inserted into elite economies of information, language, and literacy. Implications for language planning are profound.

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## An Analysis of Evaluative Stances across Three Research Genres

This study investigates how three types of academic writers in distinct academic genres construct an evaluative stance in their academic texts by the use of attitudinal terms. According to Hood (2004), interpersonal meanings are realized prosodically and flow across stretches or phases of discourse, building an intensity of attitude over the whole text. Inspired by Hood's (2004) analysis of the construal of evaluative stance in academic writing, the present study will examine the writers' attitudinal choices used in their texts and see how the writers construct a evaluative stance through these choices. 10 sets of introductory sections from Japanese university students' graduation theses, graduate school students' Masters theses, and journal articles from published journals were collected and analyzed. The generic moves in the introductory sections were first identified by using Swale's (1990) Create a Research Space (CARS) model. Next, the attitudinal terms were identified and coded by the categories of Martin and White's (2005) Appraisal theory. In the final step, I examined the change of "prosodies of values" (Hood, 2004) carried by the attitudinal terms in relation to the generic moves. The main finding of this study is that writers create a specific evaluative stance towards previous research and/or their research focus by the use of attitudinal terms, depending on their goals of academic writing in that genre. The main purpose of this study is to identify the characteristic differences between construction of evaluative stances and pedagogical implications for academic writing.

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## Évaluation de la capacité à manipuler des unités phonologiques en LSQ : résultats de tâches de perception et de production

Bien que la phonologie soit associée aux sons, il a été proposé que les langues des signes (LS) sont phonologiquement structurées (Brentari, 1998; Miller, 1997; Sandler, 1989, etc.). Depuis Stokoe (1960), le phonème, la plus petite unité linguistique non porteuse de sens, a été décrit comme ayant une matérialisation non seulement sonore, mais aussi gestuelle. Au-delà de ces propositions théoriques, une question demeure : Pouvons-nous parler de conscience phonologique ( CP ) chez les locuteurs de LS ? L'objectif de la présente étude est de fournir un portrait statistique de la CP de la LSQ chez des enfants ( $n=18$ ), des adolescents ( $n=17$ ) et des adultes sourds ( $\mathrm{n}=21$ ). Une batterie de tests de perception (identification, catégorisation et analyse) et de production (composition, permutation et fusion) a été administrée sur ordinateur à trois groupes de sujets sourds (enfants, adolescents et adultes) et à un groupe contrôle de sujets entendants ( $\mathrm{n}=20$ ).

Nous présenterons l'analyse statistique (Student-t, nonparamétrique) des données à savoir: i) est-ce que tous les sujets sourds ont une CP de la LSQ ? ii) est-ce que les trois groupes de sujets sourds ont une maîtrise équivalente des différents types de tâches? iii) est-ce qu'ils ont une maîtrise équivalente des différentes catégories de phonèmes? iv) est-ce que les sujets entendants peuvent manipuler les unités de la LSQ sans connaissance de la LSQ? Les résultats confirment que les sujets sourds, à différents degrés, peuvent manipuler les composants phonologiques de la LSQ et sont sensibles à la complexité des tâches et aux catégories de phonèmes.

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## Korean Parents', Kindergarten Teachers', and Kindergarten Students' Perceptions of Early English-Language Education

In Korea, English education in kindergartens has dramatically increased in the last 15 years. As a result, almost all Korean kindergarten students are learning English today. The present study aims to understand Korean parents', kindergarten teachers', and kindergarten students' perceptions of early English-language education (EEE). All 95 participants -30 kindergarten teachers, 33 parents, and 32 five- or six-years old kindergarten students - were recruited from five kindergartens in four cities in Chung-Nam province, Korea. The parents and teachers completed questionnaires. The students' perceptions of learning English were investigated through multiple data collection methods: a questionnaire, an interview session, and a drawing activity. Questionnaire data gathered from the parents and teachers were quantitatively analyzed, and data gathered from the kindergarten students were analyzed both quantitatively and qualitatively. The results from the students' data were compared in order to investigate whether the three types of data corroborate with each other. The findings showed that the parent and student groups shared more positive perceptions of EEE than the teacher group. Interestingly, many kindergarten children in this study generally show positive perceptions of learning English under the traditional teacher-centred English teaching methods. As the three groups are generally aware of the importance of EEE, and many kindergarten students like learning English language, the trend towards EEE in Korea continue to steadily grow. More research and better-informed policies are required for kindergarten English education in Korea in order to provide pedagogically sound English learning environments to Korean children.

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## Factors Affecting Second Language Reading: The Case of the Alberta High School English Diploma Examination

The presentation discusses performance of English as an additional language (EAL) students on the reading section of the Alberta English Language Arts 30-1 diploma examination. Lower scores of this student group have been widely documented in research (Alberta Education, 2011; Kover, 2009; Roessingh \& Kover, 2003). Therefore, this study aims at a multi-faceted evaluation of their performance and answering the following major question: What factors have a significant contribution to the EAL students' lower scores, in comparison with monolingual English speakers?

Grabe (2009) identifies a number of factors contributing to L2 reading, such as L1 and L2 difference, exposure to L2 texts, L1 and L2 proficiency, social factors, motivation, and others. To evaluate the role of these factors, quantitative data (exam scores, transcripts) have been collected from about 200 students in urban Alberta, and 200 more students will participate.

Preliminary analysis confirms lower exam performance of EAL students (even Canadian-born) when compared with native speakers ( $t$-test). Moreover, regression analysis demonstrates that time spent in English-speaking environment explains only $2 \%$ of the variance, and such factors as English proficiency at arrival, SES and parents' education level are not significant predictors for the reading score in this sample. The scores seem to mainly depend on the students' general academic ability (measured by the average score on all standardized provincial examinations taken by the student), which explains $25 \%$ of the variance. ANOVA results also indicate significant differences between students from various language groups, with Chinese, Spanish, and Tagalog speakers performing the lowest.

## Martine Pellerin (University of Alberta) pellerin@ualberta.ca <br> Promoting Oral Language Learning and Assessment across curriculum in Immersion with the Mobiles Technologies

This presentation examines the use of mobile technologies such as iPods and tablets in promoting the use of oral language across the immersion curriculum as well as new means for language assessment. The rationale behind the immersion approach in Canada (Genesee, 2007) was to immerse students in classroom environment in which French would be used across curriculum for meaningful and cognitively-engaging learning. The importance for integrating language learning across curriculum in the immersion classroom has also been emphasis throughout the literature (e.g., Lyster, 2007). The presentation is based on several collaborative action research projects involving French language teachers and their students from elementary to secondary schools in a western province of Canada. The data collection involved digital ethnographic observation in the classroom, students' artifacts, and teacher and student interviews. A process of triangulation was used to facilitate the analysis and the validation of data. The findings show that the use of these mobiles devices have positive outcomes on the development of oral language skills by providing more authentic and frequent experiences in using the target language, French. The learners also demonstrate an increase in their motivation toward using the target language as well as their engagement in the learning tasks following the use of the iPods/tablets. The results also indicate the use of iPods/tablets promote the integration of the oral language across the immersion curriculum. Moreover, the findings reveal that the digital documentation (audio and video recording) of language learning contribute in new means of language assessment for learning.

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## Integrating Multimedia ICT Software in Language Curriculum: Students'Perception, Use, and Effectiveness

While multimedia tools have been proven to be effective in promoting individualized and student-centered learning (Kim, 2009), successful integration of computer technology in language education is largely dependent on the users' positive attitudes and willingness to accept and use it (Hashim \& Melor, 2010). This project concentrates on the driving forces behind students' motivation to use the multimedia online-based software Tell Me More (TMM) and assesses its effectiveness for developing language skills as compared to more traditional types of language learning activities.

Methodologically, the study is built on the previous work by Hashim \& Melor (2010) and Melor (2007) and adopts Davis's Technology Acceptance Model (Davis, 1989). Employing a quantitative design, the study draws its data from questionnaires asking first-year students of German and French about their experiences with TMM in terms of Ease of Use, Usefulness and Suitability of the software. Two factors, students' perception of TMM and students' in-course performance, are then compared between the three groups: students who were required to use TMM frequently to complete the course, students who were using alternative tasks, and students who were not obliged to use TMM or alternative exercises as a part of their course work.

The results of the project show a strong correlation between integration of the software in the course curriculum and students' positive perception of it. The results also allow to evaluate the students' readiness to successfully adopt self-directed learning approach, perceived as an indicator of learning achievement and academic success (Oddi, L. F., 1986; Long, 1991; Long \& Morris, 1996; Hsu \& Shiu, 2005).

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## Minimum Academic Vocabulary Thresholds for University-Bound High-School Students

This presentation will examine the relationship between vocabulary use and academic success in mainstream grade 12 English Language Arts (ELA) classrooms. Canadian large urban centres are undergoing a rapid demographic shift ${ }^{4}$, one result of which has been a call for academic language to be given a more prominent role in mainstream public educational planning across the curricula ${ }^{3,12,13}$. Working towards the development of an academic lexical syllabus component within the mainstream K-12 secondary curricular framework, we set out to refine and operationalize the construct of general academic language within Canadian secondary education settings (as opposed to post-secondary settings, e.g. Coxhead, 2000). We first compiled a $>2,000,000$-word, grade-12student written corpus from a large random sample of essays from a provincial diploma ELA exam. Lexical frequency ${ }^{10}$ and diversity ${ }^{11}$ data were compiled, and vocabulary profiles ${ }^{2}$ then were generated by aligning essay vocabulary with reference corpora of adult British ${ }^{5}$ and American ${ }^{7}$ English as well as an American K-12 textbook and reader corpus ${ }^{15}$. Vocabulary profiles were then compared to the following associated data: 1) official provincial exam essay scores (holistic rubric scoring ${ }^{1}$ ), 2) writing error data using a detailed coded rubric ${ }^{8,9}$, and 3) student high-school transcripts. Using a combination of discriminant and regression analytical approaches, we identify a domain of mid-frequency vocabulary ${ }^{14}$ that explains unique variance of both essay quality and general academic success. We present how this research might be used to develop tools to monitor English academic literacy development for diagnostic purposes and to inform a strategic K-12 academic language pedagogy.

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## Metalinguistic Awareness in Italian-English and Italian-French Young Bilinguals: A Comparison with English, French and Italian Monolingual Controls

Well-developed metalinguistic abilities in L1 at university level can be beneficial for critical learning and a strong predictor of achievement in additional languages. (Jessner, 2006, 2008). What can early bilingualism add to metalinguistic awareness at this relatively late stage with respect to monolingual development when sociocultural, educational and cognitive variables are kept constant? This paper presents two studies on metalinguistic awareness in monolinguals of different nationalities and in different types of bilinguals. In study A), a group of 20 Italian-English bilinguals was opposed to 10 English-speaking monolinguals and 10 Italianspeaking monolinguals. Study B) was based on the same research design, but the bilinguals were Italian-French, and the two monolingual controls were French and Italian. The same type of population was addressed in both cases: participants aged 20 to 30 years, middle class, involved in intellectual activities of a humanistic type. The same tests were used: a test of metalinguistic abilities for adults in three linguistic versions (English, French and Italian), a test of nonverbal intelligence for adults, the SPM38 (Raven, Court, \& Raven, 1998). While nonverbal intelligence scores were homogeneous in all subgroups, the two bilingual groups outperformed the corresponding monolingual controls in all metalinguistic scores. In both studies, this was particularly salient in the Acceptability subtest, which assesses the awareness of language rules. The discussion will consider educational implications for monolinguals and theoretical implications for bilingual development.

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## Fluency in French: A Psycholinguistic Study of Second Language Speech Production and Perception

While there exists a considerable body of work on fluency in a second language (L2), there has been little investigation on French speech production and perception using mixed methods. This study reports on a study examining the psycholinguistic processing underlying L2 utterance and perceived fluency in French. A significant impact of the research is to (i) provide pedagogical and assessment applications for speech production and perception in French, (ii) aid in rating scale construction for language assessment, (iii) standardize temporal variables employed in research, and (iv) advance knowledge about the cultural notion of L2 fluency. Participants are 40 English speaking adult learners of French studying in a University immersion context in Québec. Speech performances were collected on three different types of narrative tasks. Utterance fluency measures were extracted from each performance. Three untrained judges rated the speech performances and provided justifications of their impressions. For the utterance fluency analysis, the findings indicate speech rate, articulation rate, mean length of runs and average pause time were good predicators as opposed to phonation-time ratio and pause frequency. For perceived fluency, correlations between judges' ratings and utterance fluency measures revealed strong positive correlations for speech rate, articulation rate, mean length of runs and average pause time and strong negative correlations for phonation-time ratio and pause frequency. The strongest predictor of perceived fluency was mean length of runs, followed by articulation rate. The speech qualities that most influenced the listeners' impressions of French fluency were rhythm, expressivity, grammatical competence and native-like oral discourse features.

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## Identifying Stress in Russian: Does Explicit Instruction and Conscious Engagement Facilitate the Acquisition of Stress for English Learners Of Russian?

Literature highlights the importance of learning appropriate prosodic structure in acquiring an additional language (Anderson-Hsieh et al. 1992; Derwing et al. 1998; Johansson 1978). However, prosody is often overlooked in language instruction (Dalton \& Seidlhofer 1994). Our research investigated the question: to what extent does explicit training help learners acquire stress placement in Russian? We compared two groups of beginner Russian learners' identification of stress placement in 42 disyllabic Russian words (e.g., сло́ва /slóvə/, глаза́ /gləzá/). In both groups, word-level stress was introduced in class and marked orthographically in the textbook. The groups differed in how much emphasis was placed on the acquisition of stress: the Explicit group were explicitly instructed on Russian stress placement and consciously engaged in stress marking activities; the Implicit received no explicit instruction on stress placement and did not engage in stress marking activities. Both groups performed the same perception task at the beginning of term (pre-test) and again at the end of term (post-test). We predicted the Explicit group would show greater improvement in stress identification between the pre- and post-tests than the Implicit group. While the trends were in the right direction, results showed no significant differences between groups in either the pre-test ( $75 \%$ accuracy for both groups) or the posttest ( $79 \%$ (Implicit) vs. $82 \%$ (Explicit) accuracy); in addition, neither group showed significant improvement in stress identification between the pre-and post-tests. These findings imply that stress acquisition is a long-term process, which cannot be "forced" early on in language teaching.

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## Understanding Ontario FSL Learners'Sociolinguistic Abilities Through the Common European Framework of Reference for Languages

While research on L2 sociolinguistic competence has highlighted learners' desire to master this competence (e.g., Tarone \& Swain, 1995) and their difficulty with sociolinguistic variants (e.g., Mougeon, Nadasdi, \& Rehner, 2010; Regan, Howard, \& Lemee, 2009), the nature, extent, and causes of such difficulties and the methods learners feel would improve this competence remain unclear.

This study uses The Common European Framework of Reference for Languages (Council of Europe, 2001), recommended by the ministry for adoption in Canada in 2010, specifically its sociolinguistic illustrative scale, to assess the sociolinguistic abilities and skills of Ontario university-level FSL learners. It further explores learners' ideas of how to improve this competence. The data come from interviews with 56 post-secondary FSL learners enrolled in $1^{\text {st }}-4^{\text {th }}$ year at one of two Ontario universities. Data analysis is qualitative (i.e., descriptive analyses of the interview content) and quantitative (i.e., multivariate analyses of extra-linguistic factors correlated with different scores on the scale).

The results show that while some specific sociolinguistic skills are well mastered by most participants (e.g., tu/vous as forms of address), many others are not (e.g., ability to express personality and intentions through choice of forms). Most participants fall near the scale's mid-point and the quantitative analysis shows that those closer to the extremes demonstrate particular backgrounds/habits accounting for their placement. The qualitative examination demonstrates that learners have strong opinions on what has (not) worked for them in developing their sociolinguistic competence and what might work better in future (e.g., more immersion experiences).

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## Time as a Factor in Learning Activities

In this paper, we examine the factor of time in its role for learning an additional language. Drawing on the qualitative analysis of learner data collected from two language learning contexts, we will discuss the ways students interactively construct the factor of time, and how these constructions affect the organization of the group activities. The two learning contexts that form the basis for our qualitative analysis are group projects in two different university German language courses, where students were asked to produce a skit and a ppt presentation respectively. Using conversation analysis as a method, we will examine video-recordings of group interactions, selected interviews, and recorded online exchanges. Drawing on cultural-historical activity theory (Engeström 1987), we consider these learning contexts as activity systems with the components of object, subject, rules, division of labour, tools, outcome, and community. In addition to these components, we find that time is an important factor that can facilitate and constrain learning processes and the organization of learning activities. We see time or time periods as discursively constructed in the interaction (Jaago 2010) and will focus on the ways in which students make reference to time and negotiate time in the data we analyze. For example, references to time constraints by students may change the course of the interaction, and may therefore affect the learning processes. In contrast to the "time-on-task" research (e.g. Prater 1992), we will draw attention to time as a factor in the entire activity (e.g. on- as well as off-task).

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## A Nation Apart: Quebec Language Policies and TESL

English as a Second Language (ESL) education in Quebec reflects language policy and politics. This study investigates preservice ESL teachers' perspectives on the contributions of their English and French language proficiencies to their teacher identities and competencies in the Quebec school context. In the Quebec University B.Ed. TESL program under examination, approximately $40 \%$ of the pre-service teachers are L1 English, $30 \%$ are L1 French, and $30 \%$ are speakers of other L1s. Pre-service teachers in this program completed questionnaires designed to tap feelings of competency in their student teaching placements with respect to their self-evaluated proficiencies in English and French. Findings with respect to English language proficiency were consistent with findings from previous research (e.g. Cook, 1999; Watson Todd \& Pojanapunya, 2009). Proficiency in French was cited as an asset for teaching in terms of recognizing cross-linguistic interference, the ability to offer explanations in the L1 and for classroom discipline. While there was some suggestion that non-native English speaking teachers felt anxiety about a lack of proficiency in English, this was trumped by the anxiety felt by non-francophones about their lack of proficiency in French. This anxiety stemmed from a perceived inability to fully engage with the school community and a sense of being a linguistic outsider. This situation presents a unique context for issues inherent in discussions of World Englishes and native/non-native teachers of English (Jenkins, 2006; Seidlhofer, 1999) and contributes to our understanding of the context-specific influence of society, culture and politics on second language teaching and learning.

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## A Case for Extensive Viewing: EFL Learners'Comprehension of Multiple Episodes of English-Language Television

Television programs are a potential source of authentic input for EFL learners but it is unknown at present the extent to which learners can comprehend full-length episodes of television. While there has been research examining learners' reactions to extensive viewing of television intended for a native speaking English audience (Vanderplank, 1990), it has generally not been accompanied by quantitative measurement of comprehension (Huang \& Eskey, 1999). The potential of television as a source of authentic comprehensible input for language learning (Webb \& Rodgers, 2009), and the viewing of successive episodes of a television series to improve comprehension (Rodgers \& Webb, 2011) have been proposed but have not been fully researched. This study looks at the comprehension scores of 321 Japanese university students who watched ten 42-minute episodes of an American television program. While viewing the episodes, participants completed tests that assessed comprehension of the spoken discourse through topicfocused, detail-focused, inferencing and sequencing items. Each test had between 70 and 78 items that were analyzed and validated through Item Response Theory. There was a significant gain ( $\mathrm{M}=8 \%$ ) in comprehension scores from the first to the final episode viewed. Across the intervening eight successive episodes, there was considerable variation in language learners' comprehension. There was a range of mean comprehension scores from $60.8 \%$ in Episode 4 and Episode 7 to $70.8 \%$ in Episode 2 with an overall mean score of $65.4 \%$. Explanations for the findings and possible pedagogical application of this research will be offered.

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## Transitioning from Early Literacy to Emergent Academic Literacy in Grades 3: Evidence from Vocabulary Profiles of Learners' Writing Samples

This study examines the relationship of vocabulary that fulfills the demands of early literacy and that of emergent academic literacy for native speaking (NS) and English language learners (ELLs). While early literacy is achieved through knowledge of a restricted oral vocabulary and narrative text (Biemiller, 2003), academic literacy is dependent on 'the language of books' and expository prose (Corson, 1997; Cummins, 2008). The transition point is situated between grades 3 and 4 . Failure to achieve vocabulary thresholds to traverse the shift from 'learning to read' to 'reading to learn' (and, by extension, from 'learning to write' to 'writing to learn') is linked to the phenomenon recognized as 'the grade 4 slump' (Chall \& Jacobs, 2003; Hirsch, 2003; Sénéchal, Ouellette \& Rodney, 2006). Holistic marking following a trait based rubric and lexical profiling using public domain software (Roessingh, 2010) will be used to glean research insights into children's control over the vocabulary demands of narrative versus expository writing. The data consist of narrative and expository writing of 150 grade 3 students taken in June 2012; 75 of whom are coded as ELLs. Features of quality writing from the holistic marking will be linked to the vocabulary 'footprint' or profile for each writing sample (Watkins \& Kelly, 1995) offering insights into the question of which words and how many words are needed to avoid the grade 4 slump and to engage with the demands of upper elementary curriculum for the two different learner profile groups.

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## "If is Possible, Can You Use the Indoor Voice?" The Influence of ESL Proficiency on Requests.

With globalization, the use of language appropriate to a given context is of increasing importance. Pragmatics, however, is one aspect of communicative competence that is particularly difficult for L2 learners to acquire (e.g., Bardovi-Harlig, 2001; Kasper \& Rose, 2002). The purpose of this cross-sectional study was to explore pragmatic development in the performance of requests by adult ESL learners. Requests are a particularly face-threatening nature; therefore, the imposition of requests is often mitigated by the use of modals, indirectness, and/or internal and external modification devices.

Participants in this study included 15 learners of intermediate proficiency and 15 of advanced proficiency from a postsecondary ESL program, and 15 native speakers of Canadian English. Participants completed a language background questionnaire and a written discourse completion task (DCT) consisting of eight request scenarios (four community-oriented, four employmentrelated); one week later, these were performed as one-on-one role-plays with the researcher.

We calculated the length of the speech acts in both the DCTs and the role-plays. Next, we identified, classified, and compared across groups: modals, indicators of directness, and all internal and external modification devices (following Alcon Soler, Pilar Safont-Jorda, \& Martinez-Flor, 2005), and conducted statistical analyses. Qualitative analyses were carried out to explore sociopragmatic and pragmalinguistic variations in requests across groups. Analyses showed that many aspects of learner requests became more native-like as English language proficiency increased; other aspects, however, did not, even at the advanced proficiency level. We will discuss the findings of the study and implications for ESL instruction and materials development.

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## "Language Support Programs in Multilingual Societies: An Analysis of Alberta Education in Canada and its Possible Implications for Bremen, Germany"

The lack of support provided to institutional second language learners has been one of the central concerns as evidenced by the PISA studies (OECD 2000, 2003, 2006, 2009) conducted within the majority of the OECD countries, one of which is Germany. Especially in the Bundesland Bremen exists a drastic need for an intensification of the second language support programs due to its detected educational disadvantages for this particular group of students (cf. Bildungsbehörde 2009: 9; Dirim et al. 2008: 11). Studies suggest that countries that successfully support their second language learners have tendencies towards well-established language support programs (cf. OECD 2010: 7; Stanat \& Christensen 2006: 9f). Canada, as evidenced from the same results, ranks among the worlds most effective countries in supporting its English language learners. This study aims at taking the outcomes of the quantitative database mentioned above (PISA) and expands upon the findings with qualitative methods to enrich and substantiate existing results. Second language support areas, which have been previously identified as problematic through teacher responses to a questionnaire in a pre-study distributed in Bremen, are used as guidance for the main study. The main study consists of 15 qualitative expert interviews (cf. Bogner \& Menz 2009; Meuser \& Nagel 2009) with ESL curriculum manager, learning leaders and teachers in Alberta. The possibility is investigated upon that the outcomes of the interviews conducted with experts may offer some form of direction for intensification of the existing structures in Bremen. Some of the key items are the individual, continuous and diagnostic supported concepts, the use of the proficiency benchmarks, the ensuring of transitions within the school system, the integration of lateral entrants, the role of the home language and culture and finally, the cooperation amongst teachers and with parents. Extracted data will be assessed with the qualitative content analysis (cf. Mayring 2010; Gläser \& Laudel 2010) and the help of the computer program MAXQDA (VERBI Software 2011).

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## Supporting Heritage Language Maintenance: Chinese Immigrants' Families' Home Literacy Environments

The purpose of this study was to examine home literacy environment (HLE) of Chinese immigrant families from People's Republic of China in supporting their children's heritage language maintenance in a medium size western Canadian city. In addition, I will investigate the reasons and perceptions that parents hold in relation to such strategies and activities. Socio-cultural theory of learning is employed as the theoretical framework for the study. Socio-cultural theory seeks to understand the social and cultural contexts (e.g., the family and the community literacy environment) within which children learn. Language emerges in a social world and children learn to process, interpret, and encode their learning processes in a socio-cultural context (Vygotsky, 1978). Using a multiple case study design of four participating families, I collect data from multiples sources, including interviews with parents, observations at participants' home and participants-submitted video tapes. Due to the lack of resources in small and mid-sized cities, parents need to play a stronger role in maintaining their children's HL instead of relying on public school systems and community support. The findings will illustrate strategies and activities that these families use at home to maintain and develop their children's home language and children's response to these strategies and activities. This study makes contribution to the literature by examining home literacy environment in a city where communities support and resources are scarce.

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## Sound Familiar? The Impact of Early L2 Exposure on Heritage Learners

Previous research on heritage learners indicates that those with some level of bilingual communicative competence have stronger verbal and aural skills than competency in writing and grammar (Silva, 2011; Valdés, 2005). But what about heritage learners who are passive bilinguals, or have no bilingual competence? Does long-term, previous exposure to the language of their parents transfer to recognition of phonemes and graphemes in a structured language learning environment? The current study explores the impact of early L2 exposure on L2 phonological awareness for heritage learners. 30 L 2 beginner learners of German were monitored for an entire semester while completing dictation tasks in a computer-assisted language learning environment. These native speakers of English were selected based on their previous L2 exposure; 15 heritage learners had at least one German parent, while the remaining 15 students had neither a German parent nor had travelled to a German-speaking country. Extensive computer log files, augmented by student questionnaires, were examined with a view to comparing learner behaviour and performance in the two groups during task completion.

Study results indicate that previous, albeit passive L2 exposure does not benefit the phonological awareness of heritage learners. More specifically, our data indicate that the heritage learners on average took more attempts to complete the dictation tasks and they were far more likely to look at the solution before completing the task than their non-heritage counterparts. These results will be discussed with respect to several factors, such as cultural identity, self-confidence, motivation and parental pressures.

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## L2 Learners' Understanding of Written Corrective Feedback: Insights from Their Metalinguistic Reflections

The impact written corrective feedback (WCF) has on L2 development is still a subject of much debate. While some believe it leads to improvement (e.g., Ferris \& Bitchener 2012, Van Beuningen et al, 2010), others are more skeptical (e.g., Truscott, 2007). But in order for WCF to lead to L2 improvement, it must first be understood by learners. To our knowledge, no previous studies investigated how L2 learners interpret the WCF they receive. The present study was designed to look at ESL learners' comprehension of WCF through their verbalizations about language. Our 49 high school French speaking learners produced five texts over a period of four months. Each text was corrected by a research assistant and then handed back for revision. Two types of WCF (direct, providing the correct form and indirect, indicating that an error was produced) were alternatively used when correcting the texts in order to create balanced conditions. After revising their text in class, participants completed a questionnaire targeting their comprehension of the WCF. Their answers were coded by creating semantic categories. An interrater agreement was calculated on the codings.
Frequency analyses were conducted. The results show that although the participants were able to use the WCF provided to revise their texts, some corrections nevertheless led to erroneous hypotheses about the grammatical rule targeted by the correction. Additionally, there appear to be differences in the participants' metalinguistic reflections according to the WCF received. Results will be discussed in light of previous studies and implications for future research will be presented.

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## Career-Advanced Language Teachers: Agents of Change

What compels teachers to step outside their routines and customary heuristics and transform their work in ways big and small? Career cycle charts (eg. Fessler 1985; Huberman 1993) rarely allow for energy and innovation in the later stages of a teaching career. This study identifies teachers who defy these downward-spiraling cycles. Specifically, I sought the nature of change; prompts for change; mediating factors affording and constraining change; and implications of these changes for the teachers, for the students, and for the institution. The data address matters relevant to cognition/affect; to student outcomes; to professional knowledge; and to professional enjoyment.

In the education literature, and in the field itself, there is a sense of regret that the wisdom of admired and expert teachers is so difficult to access. Reasons for this difficulty are discussed in this paper. It seems to me narratives/stories-personal accounts of expert teachers-have an important role in bringing to light, in an accessible way, the wisdom of master teachers. I argue that we can and should learn from tales from the field. To this end, in this paper, I will provide a narrative account of one of the four participants.

Relevant to this study are Vygotskian sociocultural theory with its emphasis on agency, on interaction, and on mediation; Fullan's work on change in education (2007, 2008); and narrative inquiry (Clandinin \& Connelly 2004; Connelly \& Clandinin; 1990) as teachers tell their change stories and the data are presented as stories of change.

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## Influences of Teacher Preparation and Transition to School Communities on Pre-Service Teachers' Constructions of English Language Variation and Literacy

This study examines the influences of teacher preparation and transition to school communities on pre-service teachers' views of literacy and English language variation. Statistics Canada currently attributes two-thirds of Canada's current population growth to immigration; by 2030 it will be $100 \%$. This increase in migration means that "World Englishes" no longer stay within the boundaries of nation-states (Bruthiaux, 2003) and global flows have given rise to super-diversity in many schools (Blommaert, 2010; Blommaert \& Backus, 2011; Vertovec, 2007). These changes have implications for schools and teacher education because, while schools are sites of linguistic pluralism, English language variation can be viewed by teachers as something that gets in the way of acquiring literacy skills and mastering subject material (see Delpit \& Dowdy; 2002; Labov, 1972; Lee, 2006; Nero, 2006; Mufwene et al., 1998; Prendergrast, 2003; Rickford, 1999; Wolfram, Temple Adger, \& Christian, 1999). This three-year mixed-methods study asks: What do pre-service teachers believe about English language variation and communication? Do pre-service teachers' views on language and communication change as they transition to full time teaching? \& What influences pre-service teachers' views of language and communication? Through analysis of qualitative interview data, this paper presents findings (from years one and two) pertaining to the influence of transition to school communities on pre-service students' language views. Pre-service teachers' field experiences include influence from mentor teachers, a role that influences the perceptions of the pre-service teacher. Findings suggest that the mentor teacher can "wash-out" the influence of teacher preparation programs.

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## Mobile Tracking of L2 Interactions: Identifying Speech Act Contexts for Inclusion in Pragmatic Assessment Tools

Traditionally in pragmatics, the assessment tool of choice has been the discourse completion task, featuring invented scenarios selected through the intuition of researchers. However, it is unclear whether these scenarios correspond to those actually encountered by the learners, and thus whether they would be useful measures of pragmatic learning. By using mobile technology, it is now feasible to gather contextual information on the speech acts routinely used by learners for inclusion in pragmatic assessment tools. By asking participants to record their language use with mobile phones, rich data with reduced retrospection bias can be collected quickly and easily. To date, no studies have investigated the feasibility of using mobile technology to collect information on the contexts in which learners encounter speech acts. In this study, undergraduate exchange students ( $\mathrm{n}=12$ ) completed three-minute electronic questionnaires using their smartphones each time they spoke English for a period of 10 days. The mobile-optimized questionnaires asked students to describe their interactions, location, interlocutors, and difficulties they encountered. The aim was to discover the typical contexts in which speech acts were performed. On average, students claimed to have reported $75 \%$ of their daily oral English interactions. Analyses of responses collected ( $n=980$ ) showed that the majority of interactions consisted of short formulaic sequences such as greetings, invitations, and service encounters. Difficult interactions included explanations, debates, or justifications of the participants' actions or culture, or descriptions of emotions. Results will be discussed in light of uses for mapping interaction and promoting noticing of pragmatic features.

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## A Cognitive Linguistics Approach to Teaching English Phrasal Verbs

The aim of our presentation is to prove the effectiveness of teaching English phrasal verbs from the Cognitive Linguistics perspective. Recently, Cognitive Linguistics has been drawing strong attention, especially in the field of English preposition analysis and modal verbs. English phrasal verbs have also aroused high interest, however, there are very few empirical studies in the classroom settings (see Dirven 2001; Kurtyka 2001; Lindner 1983; Rydzka-Ostyn 2003; and Condon 2008).

We have developed a teaching material for English phrasal verbs with the use of moving pictures and sound stimulus in the classroom setting. Our experimental lessons were conducted at Japanese universities from April to July, 2012. We divided the students into two groups: the experimental and the control. To the experimental group students, we presented visual images of verbs, 'go, come, take, bring, put, and break', and particles, 'in and out' with moving pictures and sound. Then, we asked them to guess the meanings of novice sentences with the same phrasal verbs they had learned. The control group students spent the same amount of teaching time learning English passages containing the same targeted phrasal verbs.

We compared the result in terms of post test - pre test scores. The $t$-test analysis shows that the mean of the experimental group is significantly higher than that of the control group. Thus, we have proved statistically that our method is effective in motivating Japanese learners of English and leading them to acquire the English phrasal verbs.

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Views, Voices, Voyages: Diverse French Proficiency Development Trajectories in Concurrent Teacher Preparation in Ontario
This paper documents an analysis of teacher candidates' (TCs') French language proficiency development pathways in multiyear concurrent teacher preparation for teaching French as a second language (FSL). Given the importance of language proficiency for second language teaching (e.g., Ludbrook, 2008; Salvatori \& MacFarlane, 2009) and the paucity of research highlighting future FSL teachers' perspectives (e.g., Bayliss \& Vignola, 2007; Carr, 2010), this study provides a unique view of TCs' language proficiency development experiences over time. Informed by an interdisciplinary understanding of complexity (e.g., Davis \& Sumara, 2008; Larsen-Freeman \& Cameron, 2008, The Five Graces Group, 2009), the theoretical framing of language and teacher preparation as complex systems privileges particular understandings of change, multileveled analysis, and individual trajectories. Thus, this complexity-informed analysis examines group-level and individual data to generate a rich, multifaceted understanding of TCs' French language proficiency development.

Data used in this paper were collected through a qualitative-dominant multiple case study involving TCs, educators and administrators at two Ontario universities. The current analysis draws on TC data from approximately 90 questionnaires, 30 reflective interviews (e.g., Roulston, 2010), and 10 case studies. Questionnaire findings provide a group-level view of TCs' language proficiency through self-reports on a readiness scale created with reference to several frameworks of language proficiency for teaching. Qualitative data depict individuals' voices recounting experiences that span linguistic, emotional and teaching-related themes. This multileveled, contextually-inscribed portrayal of TCs' voyages, or trajectories, throughout concurrent teacher preparation, provides insights that strengthen our understanding of language proficiency development, complexity theory, and research methodology.

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## Learner-Learner Interactions in Two Collaborative Writing Activities

The importance of the recursive nature of the writing process has been emphasized in a number of current L 2 writing theories (Grabe and Kaplan, 1996). Some researchers argue that the two techniques of peer review and co-writing enhance such processes by providing learners with opportunities to discuss and co-construct texts together during the writing process (Hirvela, 1999; Nixon, 2007). Little research, however, has examined and compared the beneficial effects of these two collaborative writing activities. Using a within-group research design with eighteen adult higher-beginner Chinese L2 learners, the current study investigated the degree and the nature of learner-learner interactions during peer review and co-writing activities. In total, students produced forty-five pieces of writing on the computer. Writing conditions and writing topics were counterbalanced. Interaction data were collected through the videorecording of the screen activities and the audiorecording of learner-learner interactions. The analysis revealed significantly more interaction episodes in the peer review condition than in the co-writing condition. However, an examination of the nature of episodes in each condition revealed an interaction between the nature of episodes and the types of writing conditions. Whereas there were significantly more language-related (LRE) and content-related episodes in peer review condition than in co-writing condition, there were significantly more idea-related and text-assessing episodes in co-writing condition. These findings suggest that peer review and co-writing play important but differential roles in L 2 writing development with respect to the degree to which they are able to draw learners' attention to form and meaning in L2 writing discussions.

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## Understanding Outcomes in Intercultural Job Interviews

This paper will report the results of an English mock job interview study involving a professional interviewer and English-as-an-additional-language candidates. The interviews were videorecorded and then reviewed in one-on-one sessions with participants. The study had three overlapping aims: to assess what differentiated successful and unsuccessful candidates; to assess how candidates' English oral proficiency related to outcomes; and to assess whether and how the interviewer's participation affected outcomes.

The choice of job interviews reflects their crucial status as "gatekeeping" interviews (Erickson \& Shultz, 1982) which may open or close doors to candidates. Despite job interviews' importance, participants and stakeholders are likely to misunderstand how performance and outcomes are related. Previous research (e.g., Button, 1992; Gumperz, 1998; Roberts \& Sayers, 1998; Kerekes, 2006; Campbell \& Roberts, 2007) has shown that this misunderstanding centres on two issues: (a) job interview outcomes often relate to attitudinal impressions rather than reported skills, experience and qualifications, and that these impressions are interactively achieved; (b) interviewers actively participate in interview talk, with consequences for outcomes.

The study's analysis of job interview understandings is grounded in Conversation Analysis (CA) (e.g., Drew \& Heritage, 1992; Heritage \& Atkinson, 1984; Heritage \& Clayman, 2010; Schegloff, 1992) and Gumperz's (1982; 1992; 2001) work on intercultural interviews. Both approaches provide frameworks for understanding how speakers signal their intentions and understandings during ongoing talk. Thus part of this study's analysis focused on participants' demonstrated expectations and understandings and their relation to interview "assessables" (Button, 1992). Discussion of results will emphasize what contributed to positive and negative evaluations. The discussion will also consider the impact of the interviewer's participation on outcomes.

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## Comment évaluer la capacité de paraphraser en français?

Cette communication porte sur la compétence paraphrastique ( CP ), soit la capacité de produire des phrases quasisynonymes, de l'apprenant avancé L2. Cet apprenant possède des connaissances grammaticales et lexicales assez développées (Bartning 1997, Bartning \& Schlyter 2004), mais il éprouve des difficultés à reformuler son discours (Shi 2004, Keck 2006). Afin d'élaborer des outils didactiques visant à combler cette lacune, il faut disposer d'une méthodologie appropriée pour évaluer la CP.

Nous proposons une telle méthodologie en nous basant sur notre étude empirique. Il s'agit du test de paraphrasage administré aux apprenants anglophones de français L2 du niveau avancé ( $n=40$ ) et aux locuteurs natifs du français ( $n=40$ ). Le cadre théorique adopté est la Théorie Sens-Texte (TST, Mel'čuk 1997, Kahane 2003) qui porte une attention particulière à la paraphrase et possède des outils formels de sa description (Milićević 2007). Les paraphrases produites par les participants de l'étude sont analysées selon la typologie des paraphrases de la TST.

Les différences statistiquement significatives entre les deux groupes sont identifiées suite à l'analyse statistique de variance à un facteur ANOVA. L'apprenant avancé effectue tous les types d'opérations paraphrastiques, mais dans une proportion différente qu'un locuteur natif. Cet apprenant produit un pourcentage élevé de paraphrases défectueuses, en commettant des erreurs lexicales et syntaxiques. Nous concluons que la principale raison de ses difficultés est l'insuffisante maîtrise de relations lexicales.

Suite à cette étude, nous proposons des critères quantitatifs et qualitatifs permettant d'établir les niveaux de la CP. Quatre niveaux de la CP (élémentaire, intermédiaire, avancé et maîtrise) sont identifiés et décrits. Cette description peut servir d'outil de référence pour la didactique de la paraphrase en français.

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## The Interpersonal Dimension of Language: Analyzing Attitude and Engagement in Undergraduate Academic Writing

The purpose of this paper is to analyze evaluative language in the context of academic writing in English as a foreign language (EFL). The analysis of evaluative language goes beyond grammatical correctness and text organization, and might serve to assess the degree of appropriacy of learners' texts as samples of the genre to which they belong in relation to the interpersonal meanings they construct. In this research, such interpersonal meanings are analyzed in academic essays written by Mexican undergraduate students of English Letters and in published essays by expert writers. The theoretical and procedural basis of this study is guided by Systemic Functional Linguistics (Halliday, 1994) and Appraisal Theory (Martin \& White, 2005), as well as previous work on written interpersonal meaning (Moss \& Mizuno, 2011; Mei, 2007).

In SFL, appropriacy is seen as the acceptability of a speaker's linguistic choices according to the cultural conventions of a linguistic community (Eggins, 2003). The analysis of interpersonal meanings carried out in this project explores the expression of attitudes (affective, judgmental, and appreciative) and engagement (writers' positioning in relation to their readers and the topic they write about) in order to determine the degree of appropriacy of undergraduate EFL users' academic essays as compared to that of published works by expert users of English. The results obtained show a relation between interpersonal properties of the texts and evaluative considerations of teachers, as well as the significance of considering the interpersonal dimension of language in the teaching of writing in EFL to undergraduate learners who aspire to belong to a professional English writing community.

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## Multiple Case Study: Technology Integration in Second Language Teaching

Sustaining current trends in a globalized knowledge economy through the integration of Information Technologies (IT) is an ongoing challenge for many teachers of second language learners (Becker, 2000; Dwyer, Ringstaff, \& Sandholtz, 1990; Pierson, 2001). How have language teachers overcome these challenges and acquired the knowledge and skills to integrate IT effectively? This paper presents a case study of five teachers who were given a questionnaire and survey, interviewed and observed, in an attempt to measure their technological, pedagogical, and content knowledge (TPCK). The theoretical framework of TPCK refers to knowledge of technology, knowledge of student thinking and learning, and knowledge of subject matter (Koehler \& Mishra, 2008, 2009). Using a mixed methods approach the researcher determined how and where each teacher had learned how to integrate IT in an English language learning environment. The subsequent observations provided further evidence of identifying unique strategies in teaching grammar, listening, communication skills and writing. As a result of these findings, this paper identifies a series of strategies based on pedagogical approaches, insights into how teachers have increased their technological knowledge, and ways of overcoming the challenges associated with IT integration. Strategies for classroom management, instructional approaches, professional development and environmental factors are all discussed as ways to increase technology use in second language learning. This paper concludes with practical recommendations for teachers with minimal knowledge of IT integration as well as teachers who would like to further increase their knowledge of IT integration methods in second language teaching and learning.

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## An Investigation of the Linguistic Competence of Internationally Educated Teachers in Ontario: A Corpus-Based Study

Individuals from all across the world come to Canada and the United States every year in the hope of a better life. Many sectors including education have been witness to diverse populations for a number of years now. In addition to diverse students, a large group of internationally educated professionals including teachers have also arrived in the hope of joining the Canadian workforce. Given our increasingly diverse classrooms, stakeholders have expressed an urgent need to have a teaching body that mirrors the diverse student body. However, internationally educated teachers continue to experience a high rate of unemployment and underemployment (Deters, 2009). Chassels (2010) points out that only $19 \%$ of internationally educated teachers are fully employed. It is suggested that the identity of the internationally educated teacher including language and accent are sometimes incorrectly conflated with their intellectual ability. Therefore, the objective of this study is to compare the language used in the classroom by internationally educated teachers with that of Canadian born teachers during instruction to investigate whether there are differences. Theoretically, the World Englishes framework will be used as internationally educated teachers from only the outer circle will participate in the study. This will be a mixed-methods study employing interviews of both sets of teachers and corpus analysis of the teachers' recordings in the classroom. The main objective of this study is to dispel the myths suggesting that external aspects of teacher identity such as accent are related to language proficiency. Related research and preliminary results will be presented.

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## The «Un-Frenching» of French-Canadians: Histoires des Fransaskoises en situation linguistique minoritaire.

La langue française tient statut de langue officielle au Canada. Cependant le règne du pouvoir anglophone dans le contexte de la Saskatchewan fait qu'elle est parfois ni visible ni disponible au sein des institutions publiques démontrant les tensions entourant la dualité linguistique canadienne (Brogden, 2010). Ce papier, adapté de mon mémoire, aborde le phénomène de la perte de la langue première (Kouritzin, 1999; Wong Filmore, 1991) chez cinq Fransaskoises en soulignant la notion de l'identité (Norton, 2000) en tant que membre de la communauté linguistique minoritaire. En examinant leur situation linguistique minoritaire ainsi que leurs expériences particulières dans les domaines communautaire, scolaire et enfin familial tout au long de leur vie, j'ai pu identifier certains éléments, selon les perceptions de mes participantes, qui ont contribué à cette perte de la langue française. Les résultats de l'étude qualitative suggère que deux aspects, les relations de pouvoir inéquitables entre les langues (Bourdieu, 1977;1986) existant au sein de la société ainsi que le rôle de la femme (Landry \& Allard, 1997; Norton, 2000), ont le plus influencé les perceptions, attitudes et actions linguistiques des femmes. Le papier discute les implications et les effets de la perte de la langue première sur l'identité de l'individu et suggère des moyens qui pourront minimiser ce phénomène au futur.

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## Teaching Second Language Learners Composition through the Visual Arts

Given the ubiquity of digital media in daily life, researchers within TESOL have argued that students now must learn multiliteracies (e.g., Lam, 2000; New London Group, 1996). Students must not only read and write traditional texts, but also those associated with information and multimedia technologies, such as blogs, photo and video sharing sites, social networks, and wikis (Frost, Myatt \& Smith, 2009; Myers, 2010). In response to the need to teach students multiliteracies, guides (e.g., Langer de Ramirez, 2010) and exemplary case studies (e.g., Herrington, Hodgson \& Moran, 2009; Kasten, 2010) have been published to help teachers navigate new pedagogical practices. One essential pedagogical practice in teaching students multiliteracies is teaching them how to reconceptualize compositions to include different modes (Bezemer \& Kress, 2008; Hull \& Hernandez, 2011); this paper specifically addresses this issue within ESL/EFL contexts. First, this paper defines composition associated with information and multimedia technologies. Then drawing on data from multiple iterations of an ESL/EFL composition course, the paper presents an approach to teaching the multimodal compositions - blogs, podcasts and video - using techniques from the visual arts.

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## Authentic French in FSL: Teachers' Perspectives

Authenticity is fundamental to communicative approaches of L2 teaching (van Lier, 1996) and to conceptions of legitimate language use in SLA, both in terms of instructional strategies (e.g., Shrum \& Glisan, 2009) and as ideology (Roy \& Galiev, 2011; Train, 2000). Conceptions of "authentic" language are also central to FSL teacher identity with reference to "native speaker" (Salvatori, 2007). This presentation offers an overview of notions of authenticity pertaining to FSL teaching in Canada. The presentation draws on a recent qualitative multiple case study of professional identity construction conducted with a cohort of 87 Canadian FSL teachers on professional development in France. Given the assumption that francophone settings constitute the definitive context for "authentic" L2 learning (Bayliss \& Vignola, 2007) the sojourn offered an occasion for examining conceptions of authenticity in relation to FSL education. The inquiry specifically investigated how the experiences and knowledge from abroad were represented by FSL teacher-participants as authentic resources. Data extracts are presented based on a thematic discourse analysis (Braun \& Clarke, 2006) with reference to "processes of authentication" (Coupland, 2003, 2010). Conceptions of authenticity prevalent in FSL discourse point to a complex of language ideologies which associate "authentic French" primarily with francophone contexts, standard language varieties, and cultural continuity. A window on what counts as "authentic" in FSL communities not only provides important insights into how learning and use of French is taken up by students inside and outside the classroom (Van Compernolle \& Williams, 2012) but how the notion of authenticity operates in legitimizing FSL teacher identity.

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## Impact of Service-Learning on ESL Students

This presentation reports on a study of the impact of service-learning on ESL students. Service-learning contributes to communicative competence (Canale, 1983; Hymes, 1972) of L2 students. Although there is considerable research on service-learning (e.g., Astin et. al., 2006; Conway et. al., 2009; Heuser,1999; Lear \& Abbott, 2008), little has investigated service-learning impact on L2 students. Introduction to Community Service-Learning (SERV 1000) has been offered every semester at a Canadian university since Fall 2009 and has been very popular with ESL students. Anecdotal evidence suggested that SERV 1000 impacted L2 students positively. However, research was needed to investigate to what extent service-learning helped ESL students 1) improve their English
language proficiency; 2) learn about Canadian culture; and 3) become integrated into Canadian society (Knutsen, 2003). The research employed 1) surveys of 45 SERV 1000 ESL students; 2) individual interviews with six of the surveyed students; 3) quantitative analysis comparing the grades of 80 SERV 1000 ESL students who took first-year university-level English (Group A) with those of 805 ESL students who did not take SERV 1000 (Group B); 4) analysis of SERV 1000 student journals, projects, and video-taped presentations. Research results indicate that volunteering, in-class discussions, and final presentations helped the students improve listening and speaking skills, while journals and final papers helped improve writing skills. Grade analysis showed whereas Group B had an overall GPA of 2.08 on a 4.33 scale, a subset of Group A who took SERV 1000 immediately before first-year English achieved an overall GPA of 2.35 .

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## Viewpoint in L1 and L2 Narratives: The Case of L2 Learners of Japanese

When describing a story that involves two or more characters, the narrator decides which character's viewpoint to take and whether to stay with that specific viewpoint. Preference in such choices differs between English and Japanese (e.g., Ikegami, 2005). Few studies, however, have compared such differences in L1 and L2 narratives. For instance, Watanabe (1996) reported that native speakers and nonnative speakers of Japanese employ different viewpoints when describing the same given stories. The present study attempts to further explore L2 learners' use of viewpoint in storytelling. Data were collected from the compositions of 16 learners in a university Japanese course (L1: English) and 16 native speakers. All of the participants wrote, in Japanese, descriptions of five cartoon strips. After an interval, learners wrote in their L1 about the same cartoons. L2 learners' choice of subjects and use of verbs were compared both with those of the native speakers and those in their L1 compositions. The results indicated that (1) L2 learners often switched their viewpoint while native speakers tended to stay with one character's viewpoint; (2) almost all native speakers employed passive sentences and giving-receiving verbs to develop a story, while L2 learners used such verbs in limited situations; and (3) L2 learners' use of viewpoint was found to be similar to that in their L1 writing. The study suggests that it might be beneficial for learners to be aware of the differences between their L1 and L2 and to employ certain strategies to effectively describe a story in Japanese.

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## Childrearing in changing contexts of multilingualism: Three generations down the line

Bilingualism derives from the history of language contact, and its related concept exists since the earliest days of human history. Yet, it is still one of the main sociolinguistic issues in this rapidly-globalizing world. The 2010 US Census reports that 19.7 \% of population (5years and over) speak a language other than English at home. This bilingual home environment is further characterized by a dramatic increase of interracial or interethnic marriages. According to a report of the Pew Research Center (2010), $14.6 \%$ of all new marriages in the US in 2008 were between spouses of different race or ethnicity from each other. Additionally, the center states that a nationwide survey conducted in 2009 shows that $35 \%$ of a representative sample of 2,884 adults have an immediate family member or close relative who is married to someone of a different race or ethnicity.

Considering the above sociolinguistic phenomena, this paper investigates how parents' and grandparents' values and aspirations concerning childrearing come together in bilingual/multilingual families. A lengthy questionnaire was designed. The questions were centered about (a) general family background, (b) language proficiency of family members (grandparents, parents, and children), (c) critical factors affecting language choice in the family, (d) opinions on language use in the family, (e) childrearing approaches, and (f) connectedness with heritage community and country. This paper reports an analysis of the responses from 21 Korean-involved mixed language families and discusses its implications for family language planning for the $3^{\text {rd }}$ generation.

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## Exceeding Boundaries: Exploring Language and Literacy Practices of Children in a Mandarin-English Bilingual Program

In Canadian schools, languages other than English and French are also offered, such as Chinese, Spanish, German and others. Researchers (Hébert, Guo, \& Pellerin, 2008) propose to explore the realities of multiple languages and literacies of students in these programs, in order to develop their rights to the fullest potential. This qualitative multiple-case study answers such a call. It draws on two theoretical frameworks: a) Multiple Litearacies Theory which views literacies as productive and creative process (Masny, 2005, 2006, 2008; Masny \& Cole, 2007, 2009); and b) translanguaging space (Li Wei, 2011) which considers creativity and criticality as two fundamental concepts in multilingual practices. The study involved six students, their parents and teachers of a Mandarin-English bilingual program as participants. Data collection included classroom observation, semi-structured interviews, and artefact collections. The study finds multilingual children exceeded languages boundaries between English, Chinese Pinyin, simplified and traditional scripts in language and literacy practices. Additionally, they revealed highly creative uses of languages, such as the invention of poems, the playful use of nicknames and homonyms. The study implies that educators question the boundaries around languages (Creese \& Blackledge, 2010; Garcı'a, 2007; Hornberger, 2002, 2005), practising flexible bilingualism and flexible pedagogy. In addition, teachers should recognise students' creativity, which is about pushing and breaking the boundaries between the old and the new, the conventional and the original, challenging the stereotype of the polite, obedient, but passive Chinese students (Flowerdew, 1998; Hammond \& Gao, 2002), and exploring new possibilities for students' lives.

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## Inclusive Education in Second Language University Programs: An Analysis of the Accessibility, Technological and Individual Needs of Visually Impaired Learners

Researchers have often examined the instructional needs of mainstream learners in L2 classrooms (see Lightbown \& Spada, 2006). Nonetheless, research is needed to explore the challenges that learners with disabilities face in L2 education settings that aim at developing inclusive education conditions (Annet, 2010). This study examined the challenges that visually impaired learners face in foreign language courses in university programs.

To achieve the study objective, a collective case study, as outlined by Stake (2007), was conducted. One blind student enrolled in a language university program and six blind students enrolled in different university programs volunteered to participate in the study. All participants attended a one-hour semi-structured interview. Building upon a previously identified classification of the inclusive education needs of visually impaired learners (Zacarías, 2007), the interview questions were organized under three categories: physical accessibility, technological accessibility, and individual needs.

To analyse the participants' responses, within each of the three interview categories, first, an inductive type of content analysis was used (Miles \& Huberman, 1994). Through this analysis, some response patterns were identified. Then, the response patterns were compared across participants. Overall, the results indicated that the learner enrolled in the language program and her counterparts from other programs shared similar needs. Nonetheless, the L2 learner faced some particular challenges with respect to technological accessibility and individual needs. Building upon these results, during the presentation, curricular and pedagogical suggestions will be provided to help teachers and students in mainstream L2 classrooms create favourable inclusive education conditions for visually impaired learners.

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Another Way of Thinking About the Application of Applied Linguistics:
The Case for Open Access to Research

## DIANE GERIN-LAJOIE

(OISE/UT)
Identité, langue et pouvoir : Les minorités de langue officielle au Canada
Invited Symposium - Symposium invité
Keren Rice
(OISE/UT)
Revitalzing Aboriginal Languages

Submission Deadline for Proposals: October 31, 2013<br>Date de soumission des propositions : le 31 octobre 2013<br>Program Chairs:<br>Callie Mady, Mela Sarkar<br>John N Sivell, Brock University

## ABSTRACT REQUIREMENTS

1. Please submit your abstract for a paper or symposium at http://linguistlist.org/easyabs/acla2014, following the requirements listed below, from July 1, 2013 through midnight on October 31, 2013. 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 $\mathbf{2 5 0}$ 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). One page for each. You will also be prompted to submit a shorter version of your abstract ( 50 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 téléchargée à http://linguistlist.org/easyabs/acla2014 en suivant le format suggéré cidessous, à partir du 1 juillet 2013, avant le 31 octobre 2013.
2. UNE PROPOSITION PAR PERSONNE COMME PREMIER AUTEUR SVP. (voir formulaire sur le site de l'ACLA)
3. Les communications seront de 20 minutes suivies de 10 minutes de discussion. Les symposiums seront d'une durée de 3 heures.
4. Les propositions pour les communications ne doivent pas dépasser $\mathbf{2 5 0}$ 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). Utilisez une forme pour chaque. Une version plus courte ( 50 mots) sera aussi nécessaire.
5. Afin d'assurer l'anonymat, les propositions ne doivent pas contenir de trop nombreuses références aux publications de l'auteur.
6. 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

7. 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

Notes

Notes

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