ASSOCIATION CANADIENNE DE LINGUISTIQUE APPLIQUÉE
CANADIAN ASSOCIATION OF APPLIED LINGUISTICS

ACLA

**Program of the Annual Conference
In conjunction with the
Congress of the Humanities and Social Sciences
May 26-28, 2014**

**Programme du congrès annuel
dans le cadre du
Congrès des sciences humaines
du 26 au 28 mai 2014**

STUDY APPLIED LINGUISTICS AT BROCK UNIVERSITY!

An innovative MA in Applied Linguistics (TESL)

1-Year Direct-Entry Program	*Bridged-Entry Program*
✓ Course-Based (12 months) ✓ Thesis-Based	✓ Course-Based ✓ Provides English for academic purposes support

Three exciting undergraduate programs

TESL	*Speech & Language Sciences*	*Hearing Sciences*
✓ 4-Year (Honours)	✓ 3-Year BA ✓ 4-Year BA ✓ 4-Year (Honours)	✓ 4-Year (Honours)

Two 8-month post-baccalaureate (BA) certificate programs

Teaching English as a Subsequent Language (TESL)	*Speech, Language and Hearing Sciences*
✓ TESL Ontario/TESL Canada recognized	✓ Prepare of graduate studies in Speech Language Pathology, Audiology and related disciplines

WHY STUDY AT BROCK UNIVERSITY?

Teaching English as a Subsequent Language (TESL)	*Speech and Language Sciences/Hearing Sciences*
✓ Practicum opportunities ✓ TESL Ontario professional accreditation (adult ESL) ✓ Hands-on experience with language data ✓ Professors have ESL classroom teaching experience ✓ Professors publish/present widely and are active researchers	✓ Clinical observation opportunities ✓ Courses match Canadian & American graduate school prerequisites ✓ Hands-on experience with language data ✓ Professors have clinical experience in Speech-Language Pathology ✓ Professors publish/present widely and are active researchers

CONFERENCE ORGANIZING COMMITTEE 2014 / COMITÉ DU PROGRAMME 2014

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

Local Arrangements Coordinator / Coordonnateur local
Brock University's Department of Applied Linguistics
As coordinated by Ron Thomson

VOLUNTEERS / BÉNÉVOLES
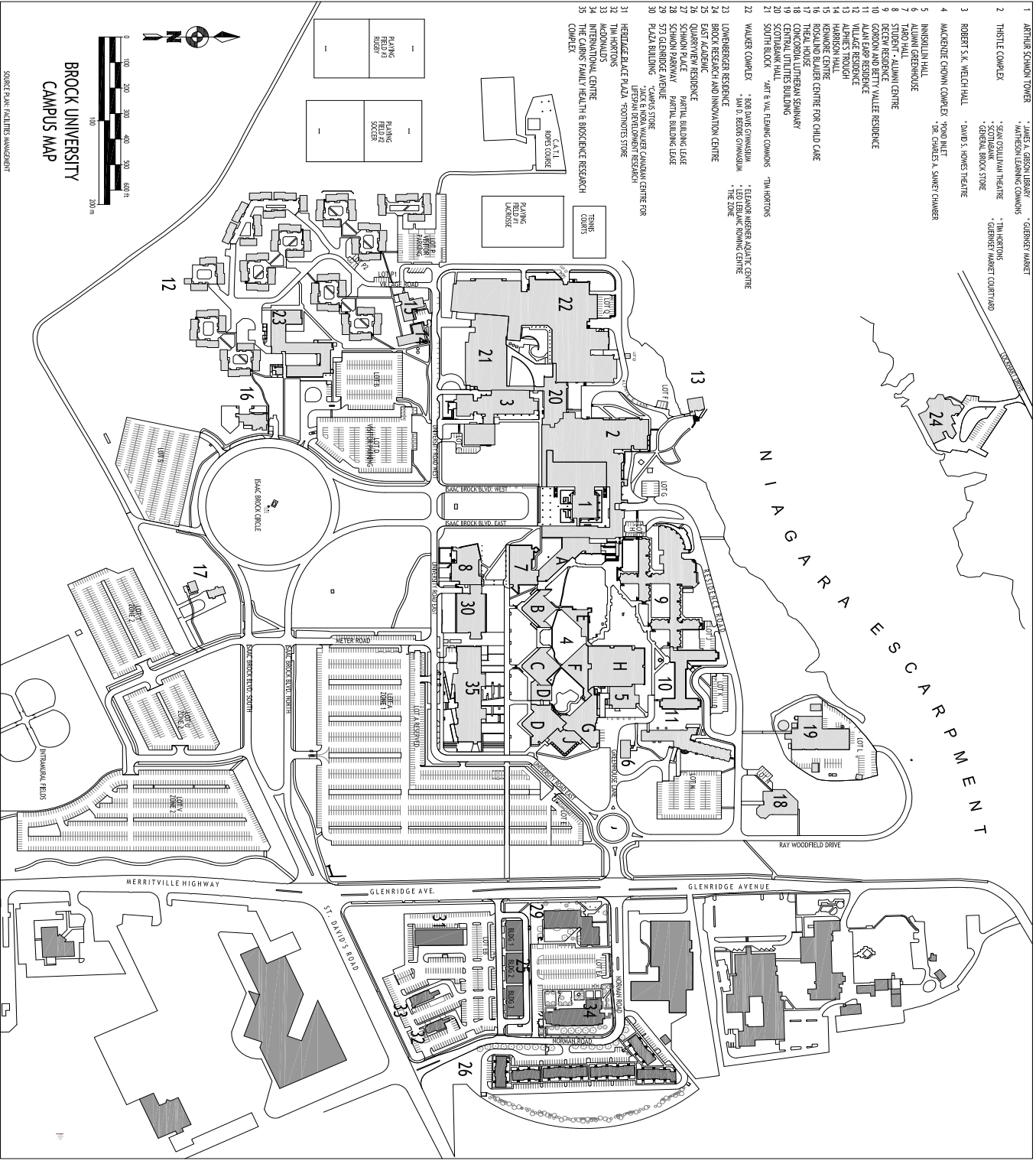VOLUNTEER COORDINATOR: DR. JOHN SIVELL

SARAH ALBENSHIKH, LYNDSAY BRADFORD, ALISHA CARVALHO, KAYLA CLOW, BAILEY JOURNEAUX, ALANNAH MACLEAN, VICTORIA MANNELLA, MARK MCANDREWS, ALLESANDRA PETERS, IAN POWER, HEATHER POWER, ANGELA RYALL, BIANCO SANTORO, ALLISON SCOTT, CONNIE STANCLIK, ANDREA STUART, GONUL TURKDOGAN, MARISSA VANDERLEE, ERICA WALTER, POMILO XU, NANCY ZHANG
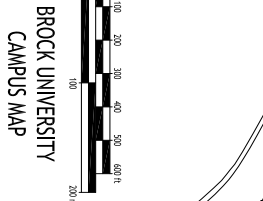
ABSTRACT ADJUDICATORS / ÉVALUATEURS DE RÉSUMÉS

KATY ARNETT, ST. MARY'S COLLEGE MARYLAND
MEHDI BABAEI CHAFJIRI, MCGILL UNIVERSITY
BEVERLY BAKER, MCGILL UNIVERSITY
PATRICIA BALCOM, UNIVERSITÉ DE MONCTON
SUZIE BEAULIEU, UNIVERSITÉ LAVAL
PHILIPPA BELL, UNIVERSITÉ DE QUÉBEC À MONTRÉAL
MONIQUE BOURNOT-TRITES, UNIVERSITY OF BRITISH COLUMBIA
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LISE WINER, MCGILL UNIVERSITY

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Journal Editor/Rédacteur de la revue :	Joe Dicks & Paula Kristmanson, University of New Brunswick
Communications Officer/Agente de communication :	Martin Guardado, University of Alberta

BROCK UNIVERSITY
CAMPUS MAP

SOURCE PLAN: FACILITIES MANAGEMENT

1 ARTHUR SCHMON TOWER
   * JAMES A. GIBSON LIBRARY
   * MATHESON LEARNING COMMONS
   * GUERNSEY MARKET
2 THISTLE COMPLEX
   * SEAN O'SULLIVAN THEATRE
   * SCOTIABANK
   * GENERAL BROCK STORE
3 ROBERT S.K. WELCH HALL
   * DAVID S. HOWES THEATRE
4 MACKENZIE CHOWN COMPLEX
   * "POND INLET"
   * DR. CHARLES A. SANKEY CHAMBER
5 INNISKILLIN HALL
6 ALUMNI GREENHOUSE
7 TARO HALL
8 DECEW RESIDENCE
9 STUDENT - ALUMNI CENTRE
10 ALAN EARP RESIDENCE
11 GORDON AND BETTY VALLEE RESIDENCE
12 VILLAGE RESIDENCE
13 ALPHIE'S TROUGH
14 HARRISON HALL
15 KENMORE CENTRE
16 ROSALIND BLAUER CENTRE FOR CHILD CARE
17 THEAL HOUSE
18 CONCORDIA LUTHERAN SEMINARY
19 CENTRAL UTILITIES BUILDING
20 SCOTIABANK HALL
21 SOUTH BLOCK
   * "ART & VAL FLEMING COMMONS"
22 WALKER COMPLEX
   * BOB DAVIS GYMNASIUM
   * IAN D. BEDDIS GYMNASIUM
23 LOWENBERGER RESIDENCE
24 BROCK RESEARCH AND INNOVATION CENTRE
25 EAST ACADEMIC
   * ELEANOR MISENER AQUATIC CENTRE
   * LEO LEBLANC ROWING CENTRE
   * "THE ZONE"
26 QUARRYVIEW RESIDENCE
27 SCHMON PLACE
   PARTIAL BUILDING LEASE
28 SCHMON PARKWAY
   PARTIAL BUILDING LEASE
29 573 GLENRIDGE AVENUE
30 PLAZA BUILDING
   * "CAMPUS STORE"
   * JACK & NORA WALKER CANADIAN CENTRE FOR
     LIFESPAN DEVELOPMENT RESEARCH
31 HERITAGE PLACE PLAZA "FOOTNOTES STORE"
32 TIM HORTONS
33 MCDONALDS
34 INTERNATIONAL CENTRE
35 THE CAIRNS FAMILY HEALTH & BIOSCIENCE RESEARCH
   COMPLEX

PLAYING
FIELD #3
RUGBY

PLAYING
FIELD #2
SOCCER

C.A.T.I.
ROPES COURSE

PLAYING
FIELD #1
LACROSSE

TENNIS
COURTS

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NIAGARA ESCARPMENT

ISAAC BROCK CIRCLE
ISAAC BROCK BLVD. WEST
ISAAC BROCK BLVD. EAST
ISAAC BROCK BLVD. SOUTH
ISAAC BROCK BLVD. NORTH
METER ROAD
INTRAMURAL FIELDS
MERRITTVILLE HIGHWAY
GLENRIDGE AVE.
GLENRIDGE AVENUE
ST. DAVID'S ROAD
NORMAN ROAD
RAY WOODFIELD DRIVE
GREENHOUSE LANE

MONDAY MORNING, May 26, 2014   *LUNDI MATIN 26 MAI 2014*

8:30 - 9:45	**Welcome and Opening plenary / Mot de bienvenue et conférence d'ouverture** Another Way of Thinking About the Application of Applied Linguistics: The Case for Open Access to Research? John WIllinsky --- Room: Pond Inlet				
9:45 - 10:00	**Break/Pause Room: Pond Inlet**				
Room/Salle	Mackenzie Chown J Block-205	Mackenzie Chown J Block-209	Mackenzie Chown J Block-404	Mackenzie Chown H Block 313	Pond Inlet
Chair /Président(e)	**Carr**	*Derwing*	*Ambrosio*	*Islaih*	
Session themes/ Thèmes des sessions	*Corrective Feedback*	*Vocabulary & Assessment*	*TBLT*	*Learner Variables*	*Symposium*
10:00 - 10:30	**Kartchava** Is expectation for corrective feedback in the language classroom universal?	**Pinchbeck** Lexical frequency profiling of Canadian high-school expository writing	**Ranta / Gatbonton** Developing effective grammar instruction to truly enable task-based learning and teaching	*Willinsky* *Meet the speaker* Question and Answer session with opening plenary	*Symposium:* **Integrating content and language in university classes: Lessons learnt from the University of Ottawa French Immersion Program** **Organizer: Alysse Weinberg** **Presenters: Sandy Burger** Vocabulary acquisition in a tertiary immersion course: What is required? **Hélène Knoerr** Academic listening strategies in university-level French immersion courses **Jérémie Séror** Relations between content and language professors in a French immersion program at the university: Cooperation or tension? **Alysse Weinberg:** French identity construction of Anglophone students in a tertiary level French immersion program
10:35 - 11:05	**Karim / Nassaji** The effects of comprehensive written corrective feedback on grammatical accuracy in ESL writing	**Douglas** Exploring lexical validity in standardized English language proficiency testing	**Adjei-Barrett** Task-based language teaching in a Spanish as a foreign language classroom	**Sabetghadam / Sabetghadam / Sabetghadam** Ambiguity tolerence/intolerence & the performance on C-test by Iranian advanced learners	
11:10 - 11:40	**Steinman** Dialogic feedback: Extending the encounter	**Shapiro** The Relative Effectiveness of Different Learning Methods for French L2 Vocabulary Acquisition	**Guardado / Breckenridge** Mentorship, professional development, and teacher agency: The role of action research in EAP	**Alrabai** The role of affective variables in achievement of English as a foreign language	
11:45 - 12:15	**Lemak** Individual Differences in Corrective Feedback: A proposal	**Steele / Shapiro / Sunara** Theoretical and methodological issues in the development of an FSL vocabulary test	**Gauthier / MacPhee** The Non Right-Holder within the Minority French School	**Imperiale / Collins** The suitability of intensive English in Quebec for all students	
12:15-13:15	*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* Lunch provided by/le déjeuner grâce à CJAL and/et Second Language Research Institute of Canada *Room/Salle: Pond Inlet*				

Room/Salle	Mackenzie Chown J Block-205	Mackenzie Chown J Block-209	Mackenzie Chown J Block-404	Mackenzie Chown H Block 313	Pond Inlet, upper level
Chair/ Président(e)	*Pinto*	*Ranta*	*Steele*	*Kartchava*	
Session themes/ Thèmes des sessions	*Plurilingual learners*	*Vocabulary & Assessment (continued)*	*Pragmatics*	*Heritage languages and mutlilingualism*	*Symposium Invited Symposium Revitalizing Aboriginal Languages*
13:15 - 13:45	**Kampen Robinson** Texting as space: Examining the role of texting as literacy practice in the Old Colony community	**Saif / Lewis** The washback effect of a high-stakes French exam on high school teachers' practices	**Duncan / Rehner** Intentions and perceptions	**Yaman Ntelioglou / Fannin / Montanera / Cummins** Multilingual Pedagogies and Urban Education	**Organizer:** **Keren Rice** (University of Toronto) **Speakers:** **Grafton Antone** Teaching the Onʌyota'a·ka Language in an Urban Setting
13:50 -14:20	**Woll** Isolating metalinguistic awareness as a predictor of positive transfer from L2 to L3	**Batista / Horst** A New Vocabulary Size Test for French L2 Learners	**Kerekes / Altidor-Brooks / Valeo** Integrating Pragmatic Competence into a Bridging Programme for Internationally Educated Nurses (IENs)	**Tsushima / Guardado** Japanese mothers in interlingual families: Anticipation, anxiety and ambiguity in raising multilingual children	**Eileen Antone.** Learning the Onʌyota'a·ka Language as an Adult
14:25 - 14:55	**Mady** Immigrant status as an influential factor in additional language learning	**Ramezanali** The effect of 4 different modes of instructions on L2 vocabulary acquisition of EFL learners	**Rossiter / Hatami** ESL pragmatics: Assessment of learner apologies	**Senoo** Motivation in heritage language re-learning: Adult beginner-level Japanese heritage language learner	**Carrie Dyck and Amos Key, Jr.** An Immersion Program for Intermediate Level Speakers
15:00 - 15:30	**Carr** Canadian bilingualism and social cohesion: Perspectives of English/French as additional language learners in British Columbia	**Wojtalewicz / Pinchbeck** A Corpus-Based Study of Vocabulary Development in Upper Elementary Learners' Expository Writing	**Makinina** Collocation recognition by adult speakers of English as a first/second language	*Phonology & Pronunciation i* **Lima** Improving the comprehensibility of L2 speakers through an online pronunciation tutor	**Marie-Odile Junker** Putting Information Technologies to Work for Aboriginal Languages Preservation and Revitalization **Marguerite MacKenzie.** Language Maintenance in East Cree, Naskapi and Innu: a Forty Year Perspective **Alex McKay and Connor Pion** Kiiwepiskaapiimon! Revitalizatize your Language!

Break/Pause Pond Inlet

Chair/ Président(e)	Trottier	Shapiro	Batista	Arnott	
15:45 - 16:15	**Li** Learners' stories: Exploring students' English learning experiences in the Hong Kong context	**Gaffney** The acquisition of French infinitival complements	**Derwing / Waugh / Munro** Pragmatics in a LINC 5 Classroom: Measuring Effectiveness of Instruction	**Levis/Levis** Lower-Proficiency ESL Learners and the Acquisition of Contrastive Stress	**Symposium continues**
16:20-16 :50	**Hayes** The impact on inter-ethnic attitudes of learning the language of the other community	**Foote / Rabah** Cultural content schema and reading comprehension: A meta-analysis.	**Paquet-Gauthier / Beaulieu** Can L2 classrooms take the bi/multilingual turn?		
17:00 -19:00	**Brock University's President's Reception/**				

9:05 - 10:55	**Assemblée générale annuelle de l'ACLA** **ACLA Annual General Assembly** **Réservé aux membres/For ACLA members** Room : Pond Inlet
11:00 - 12:00	**Plenary Session / Session plénière** **Diane Gérin-Lajoie** **Identité, langue et pouvoir : les minorités de langue officielle au Canada** Salle: Pond Inlet

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

Room : Pond Inlet
*****

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. Other business

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

➢ Le Congrès des sciences humaines en perspective…

➢ 2015 Joint congress with AAAL in in Toronto on the weekend before TESOL, March 21-24

➢ 2016 University of Calgary

Room/Salle	Mackenzie Chown J Block-205	Mackenzie Chown J Block-209	Mackenzie Chown J Block-404	Mackenzie Chown H Block 313	Pond Inlet, mezzanine
Chair / Président(e)	*Muhling*	*Yoshizumi*	*Balcom*	*Saif*	
Session themes/ Thèmes des sessions	*French as an additional language (session in English)*	*Digital Technologies & Language Learning*	*Phonology & Pronunciation II*	*Vocabulary*	*Symposium* **CALA/ACEL** *"On being assessed"* *followed by* CALA/ACEL AGM **Organizers** **Beverly A. Baker** **Liying Cheng** **Symposium moderators** Christine Doe Heike Neumann Papers: **Fox, Janna** (Carlton University) & Haggerty, John (UBC): "Reaching students-at-risk: The case of diagnostic assessment in first-year engineering" **Dunlop, Margaret** (University of Toronto): "How learners cognitively process feedback concerning French as a Second Language skills" **Wagner, Maryam** (University of Toronto): "Development of a Cognitive Diagnostic Rubric for Assessing Writing for Generating Feedback in Secondary Classrooms" **Discussant**: **Eunice Jang** (University of Toronto)
13:00 - 13:30	**Cooke / Faez** Self-efficacy beliefs of novice elementary FSL teachers	**Ronda / Lotherington** Revising communicative competence for the digital era: Interactivity and new media	**O'Brien/Knaus** Production of word stress in L2 German	**Gérin-Lajoie Rencontrer la plenière** Séance questions réponses	
13:35 - 14:05	**Ambrosio** Les langues, ponts et points de rencontre par le CARAP du CELV (presentation bilingue/ bilingual presentation)	**Ippolito** Collaboration as contestation and debate online in an adult literacy project	**Crowther / Trofimovich / Isaacs / Saito** Differentiating accent from comprehensibility: The importance of learner background		
14:10 - 14:40	**Rehner** The CEFR in Ontario: FSL students' self-assessments of sociolinguistic skills	**Fujio** Blogging as a tool for understanding Japanese culture		**Lee / Heo** Teaching English loanwords to learners of Korean	
14:45 - 15:15	**Bourgoin / Kristmanson / Dicks / Wagner** Talking about math: Linguistic repertoires of French immersion students	**Chung / Kartchava** Elementary ESL teachers' beliefs about the use of digital technology in the classroom	**Publisher session** **Irvine/Piccardo** La Nouvelle Revue Synergies Canada (NRSC): revue de littérature, culture, linguistique et didactique des langues et cultures	**Zhao / Yan** Middle construction in English-speaking learners' L2 Chinese grammars	
Break/ Pause Pond Inlet					

Chair/ Président(e)	Hamel	Roy	Pinto		
Session themes/ Thèmes des sessions	French as an additional language (continued)	Digital Technologies & Language Learning (continued)	Phonology & Pronunciation (continued)	Publisher Sessions	
15:30 - 16:00	Dicks / Bourgoin / Cogswell Students' Reading Competency in Intensive French	Lotherington / Ronda Updating communicative competence: A multimodal analysis of two elementary texts	Lappin-Fortin Self-assessment in a French pronunciation course	Rossiter Publishing in the TESL Canada Journal: Practical strategies to enhance your publication profile	Symposium continues
16:05 - 16:35	Arnott/Mcgregor Defying the trend: Why do Ontario Grade 10 students continue to study Core FSL?	Barysevich Enseigner des langues secondes en ligne	Identity & Affect Piccardo / Piersma The Importance of Empathy in Second Language Education: a space for literacy narratives	Munro Publishing in The Canadian Modern Language Review/La Revue canadienne des langues vivantes	
16:40-17:10	Sunara Form-focussed instruction of L2 French rhythm: Development of outcome measures and instructional tasks		Waterhouse/Mortier-Faulkner Conceptualizations of affect in Canadian adult immigrant second language education		
17h30-19h30	ACLA RECEPTION CAIRN'S 4th floor ATRIUM				

Room/Salle	Mackenzie Chown J Block-205	Mackenzie Chown J Block-209	Mackenzie Chown H Block-313	Mackenzie Chown J Block-404	Pond Inlet
Chair/ Président(e)	*Sivell*	*Waterhouse*	*Pile*	*Pearce*	*Islaih*
Session themes/ Thèmes des sessions	*Les enseignants de français , langue seconde (session française)*	*Math & Science Content-Based Language Learning*	*Diversity, Identity, and Language*	*Higher Education*	*Language and the law*
8:55-9:25	**Lemée** Les marqueurs discursifs dans le discours d'apprenants du français L2 dans le nord-ouest de l'Ontario	**Culligan / Dicks / Kristmanson / Wagner** Collaborative problem-solving in FI Mathematics	**Liebscher / Reichert** Lived Experience of Meaning: Emotions and Identity Construction by Migrants in Canada	**Corcoran** Publish (in English) or Perish: A Case Study of Mexican Scientists Academic Writing for Publication	**Edwards** Language economics and language rights
9:30 - 10:00	**Lockhart** L'identité professionnelle des enseignants de l'immersion française en Colombie-Britannique	**Li / Lesage** Do literacy skills matter to mathematics performance? A meta-synthesis of empirical studies	**Castineira / Juárez García / Witten** Exploring Gendered Views in Argumentative Essays: A Critical, SFL Approach	**F. Wang** Foreign-born faculty as applied linguistic individuals - A sociocultural approach	
10:05 - 10:35	**Le Bouthillier** Les processus de l'écrit d'une élève avec Asperger d'un programme d'immersion française	**Vidwans** Exploring the Self-Efficacy Perceptions of Ontario's Science Teachers to Teach Diverse Classrooms	**Taylor** 'Managing' diversity in education in Canada and Denmark: Making a case for legitimate knowledge	**Haggerty / Wong / Okuda / Peña** Playing "writing games": Academic discourse socialization into first-year doctoral studies	
10:35 - 10:50	**Break/Pause Pond Inlet**				
Chair/Président	*Culligan*	*Pinchbeck*	*Corcoran*	*Gazerani*	*McGarrell*
Session themes/ Thèmes des sessions	*La grammaire et le vocabulaire (session française)*	*Grammar*	*Diversity, Identity, & Language (continued)*	*Higher Education (continued)*	*Very young learners*
10:50 - 11:20	**Hamel / Le Coin** Cours de grammaire de FLS en modalité hybride : ingénierie pédagogique et double bilan formatif	**Redmond / Emirkanian** What learners' errors can tell us about avoidance: the case of phrasal verbs	**Brisson** Francophone, Anglophone, or multiple identities? The case of plurilingual students	**Buss / Kennedy** Development of Discourse Structure in L2 Graduate Student Presentations	**Dempsey** Emergence of story comprehension abilities in preschool age children
11:25 - 11:55 **11:25 - 11:55**	**Matsukawa** Association lexicale paradigmatique ou syntagmatique chez des apprenants débutants?	**Balcom** Is transportability transferable? Adverb placement in L1 Arabic, L2 English and L3 French.	**Connelly** Rethinking critical pedagogy in the context of framings of linguistic/cultural identity construction	**Trottier** Constraints and affordances of content specificity in postsecondary EAP	**Russette** A Case Study of Pedagogy and Learning Environment in a Franco-Ontarian Child Care Centre

Room/Salle	Mackenzie Chown J Block-205	Mackenzie Chown J Block-209	Mackenzie Chown H Block-313	Mackenzie Chown J Block-404
Chair/ Président(e)	*Lockhart*	*Thomson*	*Trottier*	F. Wang
Sesson Themes/ Thèmes des sessions	*Français, langue seconde, divers (session française)*	*Grammar (continued)*	*Creativity & Complexity*	*L2 Writing*
13:00 - 13:30	**Gazerani /Taddarth / Ammar** Développement et validation d'un questionnaire pour explorer les représentations des enseignants	**Pinto / Micale** Promoting metalinguistic awareness in group discussions: an empirical study on university students	**Garcia Ramirez** The use of conceptual and mind maps in the teaching of a second language	**McGarrell / Pearce** A Comparative Study of Developing Writers' Use of Transition Expressions
13:35 - 14:05	**Viswanathan / Lebel** Pour une nouvelle définition de l'authenticité en didactique du français langue seconde : la notion de groupe de discussion et de suivi des pairs	**Karka / Collins** Learning grammatical gender in French at the beginner stages: does the L1 make a difference?	**Schulze / Heift** Second-Language Proficiency Development in a Virtual Learning Environment	**Yabuki-Soh** A comparative analysis of narrative strategies
14:05 - 14:45	**Wernicke** L'authenticité dans l'enseignement du FLS : le point de vue des enseignants	**Appel / Trofimovich** Corpus-driven identification of formulaic sequences: A step forward		**Roessingh** Early literacy: From thought, to word, to print
14:45 - 15:15		**Lenchuk** Communicative competence reassessed: The case of the LINC home study program		**Chen** Cultural Contexts and Situated Possibilities in Developing a Dialogic Approach in Second Language Writing
15:15-15:30	**ACLA President's closing tea party/Collation de clôture de la présidente-Pond Inlet**			

OPENING PLENARY
ANOTHER WAY OF THINKING ABOUT THE APPLICATION OF APPLIED LINGUISTICS: THE CASE FOR OPEN ACCESS TO RESEARCH
John Willinsky, Stanford University, john.willinsky@stanford.edu
Monday May 26, 8:30-9:45,

This presentation will review the current state of open access to research, with an eye to publishing models, funder policies, and research impact. It will consider these changes within the Canadian context and as it offers particular advantages to those who work in the field of applied linguistics.

CONFÉRENCE Plénière
IDENTITÉ, LANGUE ET POUVOIR : LES MINORITÉS DE LANGUE OFFICIELLE AU CANADA
Diane Gérin Lajoie, University of Toronto, dgerinlajoie@oise.utoronto.ca
Tuesday May 27, 12:00-1:00,

Les minorités de langue officielle au Canada, soit les Francophones à l'extérieur du Québec et les Anglophones au Québec possèdent des droits fondamentaux dont le but premier est de protéger leur identité linguistique et culturelle respective. Nous verrons cependant que le rapport à l'identité que développent respectivement ces deux groupes est fortement influencé par le contexte social et politique dans lequel ils évoluent.

Integrating content and language in university classes: Lessons learnt from the University of Ottawa French Immersion Program
Monday, May 26, 10:00-12:15

Organizer: Alysse Weinberg (University of Ottawa) weinberg@uottawa.ca

Second language (L2) and foreign language (FL) researchers and educators have increasingly emphasized the value of integrating both content and language learning objectives (Dalton- Puffer, 2011; Smit & Dafouz, 2012). In Canada,this approach has been famously put into practice in primary and secondary French immersion programs. These programs have been the focus of extensive research and have contributed significantly to the promotion of the benefits of bilingual education (Lazaruk, 2007; Lyster, 2007). However, unlike the development of content and language intergrated learning (CLIL) programs in European higher education, the French immersion model has to date not been widely adapted to Canadian university settings. In 2013, only a handful of Canadian universities offered a university-level immersion option to students (Office of the Commissioner of Official Languages, 2009).The largest of these university immersion programs (the French Immersion Studies (FIS)) presently resides at the University of Ottawa. Implemented in 2006, FIS has been the object of a number of studies investigating the impact and challenges of the application of an immersion model in higher education contexts. While this research has demonstrated the strengths and accomplishments of this program, it has also highlighted the complexities of the linguistic, disciplinary and institutional consequences of putting this pedagogic initiative into practice. The proposed symposium will seek to explore three related dimensions linked to these opportunities and challenges: a) second language advanced literacy development, b) the positioning and role of institutional actors, and c) the socio-affective dimensions of students' participation in FIS.

Sandra Burger (University of Ottawa) (sandyburger@sympatico.ca)
Vocabulary acquisition in a tertiary immersion course: What is required?
University-level immersion courses provide language learners with rich linguistic input and contextualized repetition of discipline-specific vocabulary resulting in enhanced opportunities for incidental vocabulary learning in their second language (Li, 1998). This acquisition process has been shown to be complemented through work conducted in adjunct language courses that can enhance this acquisition process by explicitly teaching key vocabulary words (Burger & Weinberg, 2014). This presentation will report on a case study of 13 French immersion students enrolled in a history course linked to a French adjunct language course. The case study investigated the relative effectiveness of three parameters of exposure to the vocabulary encountered by students in content courses and readings: instruction, context and repetition. A sample of 40 words from the immersion content course was selected for investigation. Some words (n=30) were explicitly taught in the language class while others (n=10) simply appeared in the history course. The contexts of encounters for each word were tabulated and classified according to Webb's (2008) four-level classification system as well as the number of encounters. A pre- and post-test served to determine acquisition success of the target words. Findings reveal that a) incidental exposure did not lead to vocabulary acquisition regardless of clarity of context and number of exposures, and that b) explicit teaching led to differential learning outcomes not fully explained by clarity of context or number of exposures. Conclusions address the different navigation patterns that emerge among these parameters and how these affect vocabulary acquisition in a university-level immersion context.

Academic listening strategies in university-level French immersion courses
Hélène Knoerr (University of Ottawa) (hknoerr@uottawa.ca)
Students listening to academic lectures in their second language (L2) face the double challenge of understanding complex information and unfamiliar language. In order to support Anglophone French Immersion (FI) students, the University of Ottawa offers a Régime d'immersion based on the adjunct model (Brinton, Snow & Wesche, 2003), which pairs an academic class (immersion course) with a language support (adjunct course) class. The authors of this study report on the development of a series of seven podcasts grounded in metacognitive and L2 listening theory (Vandergrift & Goh, 2012) to provide FI students with strategies to enhance L2 listening ability and note-taking skills for academic lectures in French (Weinberg, Knoerr & Vandergift, 2011). To test the effectiveness of these podcasts, students enrolled in three immersion classes (n = 50) were asked had to apply specific strategies in their discipline course over the course of a semester. Concurrently, they completed an ongoing self-reflective analysis of their use of the strategies targeted in the podcasts commenting on: how they implemented them, what challenges they encountered, how useful they were, and how they could be adapted to be more effective. Findings offer an overview of the most frequently employed strategies, those strategies ranked as most effective, and the degree to which strategy use can be integrated in university-level French immersion programs.

Jérémie Séror (University of Ottawa) (jseror@uottawa.ca)
Relations between content and language professors in a French immersion program at the university: Cooperation or tension?
Recent years have seen a growing interest in the exploration of language ideologies and their impact on educational and language socialization processes (Duff, 2010; Talmy, 2008). Defined as the judgments, values and beliefs about languages and discourses held by members of speech communities (Baquedano-Lopez and Kattan, 2008) and enacted in everyday language mediated activities, language ideologies have been shown to play a key role in shaping instructional practices and consequently language learners' academic experiences and growth (Razfar & Rumenapp, 2012). This paper reports on an analysis of language ideologies found in the administrative actions and pedagogic interventions that underlie the FIS at the University of Ottawa. Drawing on interview data with immersion content and language instructors, it is argued that in order to fully integrate the core principles of a content-based language approach at the heart of an "immersion pedagogy", universities must address more explicitly the tensions and mismatches linked to language ideologies surrounding the teaching and valuing of second language courses. Specifically, core beliefs such as the nature of the relationship and positioning of language teachers and content teachers as well the implied hierarchy established between discipline courses and language courses are presented as examples of the conflicting ideologies that left unexamined can hinder students' and instructors' experiences within immersion programs. Implications focus on the specific language ideologies and institutional policies identified as necessary conditions for the successful implementation of university-level immersion programs.

Alysse Weinberg (University of Ottawa) (weinberg@uottawa.ca)
French identity construction of Anglophone students in a tertiary level French immersion program
This presentation reports case studies of university students stemming from the FIS at the University of Ottawa. Drawing on a discourse analysis of semi-formal individual interviews (Merriam, 1998) and focus group discussions (Palys, 2003), this talk focuses on the short and long term impact of this program for students' academic and professional development as well as their ultimate identity construction as novice members of Francophone communities. Findings suggest that despite challenges and difficulties encountered by students, the immersion experience remains one that has a powerful impact on advanced language learning. University level immersion is seen to occur at a crucial moment in students' lives as they assert their independence from school and family and develop the values and skill sets that will help determine their growing participation in society. Through the pursuit of a university-level bilingual program of study, students are able not only to acquire linguistic and disciplinary knowledge, but also engage, often for the first time, in in-depth and daily interactions with French communities (Séror & Weinberg, 2012). As a result, their discourse reflects an identification with Francophones thus bridging a gap between English learners and French speakers typically found in elementary and secondary immersion programs (Roy & Galiev, 2011). University-immersion programs are seen thus as a powerful means of contributing to better relations and understandings between two of Canada's founding linguistic communities.

INVITED SYMPOSIUM
JOINT SYMPOSIUM WITH THE CANADIAN LINGUISTIC ASSOCIATION
Revitalizing Aboriginal Languages
Monday May 26, 1:15-4:50

Organizer: Dr Keren Rice (University of Toronto) rice@chass.utoronto.ca
Grafton Antone, grafton.antone@gmail.com
Wolf Clan, is from the Oneida of the Thames First Nation. He learned the Oneida language as a first language and then learned English prior to going to Indian Day School in the Oneida community. Grafton worked in Construction Engineering before he obtained a B.A. from the University of Western Ontario and a Masters of Divinity from Victoria University, University of Toronto. He received an Honorary Doctor of Divinity degree from Victoria University, University of Toronto. He retired from the United Church of Canada's Toronto Urban Native Ministry. Grafton taught an Oneida language class in the Aboriginal Studies Program at the University of Toronto. Dr. Antone was also an Elder in residence at First Nations House at the University of Toronto.

Teaching the Onʌyota'a·ka Language in an Urban Setting
I started teaching the Onʌyota'a·ka language in the fall of 1995 for the Toronto District School Board as a continuing non-credit education course. Besides having the students talk about themselves and their families giving the language relevance I used the three epic narratives of the Iroquoian people: Kanuhelatúksla, The Thanksgiving Address; the Creation Story; and the Great Law. We also used the Code of Handsome Lake as another resource to give us relevance to the situation of the Onʌyota'a·ka people. Most of these adult students were Onʌyota'a·ka people searching for ways to learn their language. There were also a number of non-Aboriginal students who were interested and wanted to learn the language of the Oneida people.

In the early 2000s I was given the opportunity to teach the Oneida Iroquoian Language course at the University of Toronto. Once again the three epic narratives were the basis of my course material as well as discovering personal identities through family histories and sharing with other learners. Sharing, singing and dancing became an ideal teaching tool to demonstrate the Seven Great Peace Teachings of respect, fairness, caring, integrity, co-existence, citizenship and reasoning. Working with student learners was an exciting challenge that gave me great pleasure and I would like to share my experience with you.

Eileen Antone eileen.antone@gmail.com
A member of the Oneida of the Thames First Nation is a retired faculty member of the Transitional Year Programme of the University of Toronto and the department of Adult Education, Community Development, and Counselling Psychology OISE. Eileen has many years of experience with Aboriginal communities and organizations, both as a committee member and as a concerned individual advocating for Aboriginal perspectives. She is a former Director of Aboriginal Studies and the Centre for Aboriginal Initiatives at the University of Toronto. During her academic career the scholarly subject of her research, professional writing, teaching and field development has been Aboriginal knowledge and traditional ways of being. Her work in Aboriginal Literacy found that Aboriginal literacy facilitates the development of self-determination, affirmation, achievement and sense of purpose.

Learning the Onʌyota'a·ka Language as an Adult

My parents refused to talk to us in Onʌyota'a·ka to learn the language because they didn't want us to be punished at school for using our own language. We were caught in a dichotomous situation: English vs. Onʌyota'a·ka. In our youth my sister and I did ask our Mother to speak to us in Onʌyota'a·ka so we could learn our language. It didn't work so I thought that there was something missing in my knowledge processes that would not allow me to access the Onʌyota'a:ka language. For many years I struggled with thoughts of inadequacy not knowing how go about learning the language.

It was during the time I was studying the Education of Native People using a case study of the Onʌyota'a·ka people, that I once again reflected on the importance of the Onʌyota'a:ka language. Eventually I thought there must be a way to learn Onʌyota'a:ka but how? Last winter 2013 a refresher course was offered to Onʌyota'a·ka students who had taken part one of an Onʌyota'a·ka university language course offered by Western University during the summer of 2012. I hadn't taken the summer course but my daughter did so I thought maybe I might be able to learn something of the language if I attended the refresher course. I found out that although memory is an important component of language learning memorization is not. Language is a creative process and it takes basic practice to create the language you want to use.

Carrie Dyck (Memorial University of Newfoundland) cdyck@mun.ca
Amos Key, Jr., Acting Executive Director, Woodland Cultural Centre, amoskeyjr@woodland-centre.on.ca
An immersion program for intermediate-level speakers
In this talk, we describe a pilot immersion program designed meet the needs of Gayogo ho: nǫˀ (Cayuga) teachers at Six Nations (near Brantford, Ontario). While Six Nations has had immersion programs since the 1980's, the situation in the community has changed considerably. In the past, Elders taught the immersion programs. However, the Elders are now mostly in their 80s, and they cannot teach for extended periods of time. The younger people who now teach Gayogo ho:nǫˀ feel that they are not as fluent as the Elders; yet, they are constantly called upon to teach the language. They want to become more fluent and to increase the number of teachers while there is still time to learn from the Elders.

The program, then, focuses on the needs of intermediate-level speakers, as opposed to beginners. Elders attend the program for two to three hours a day. They work with (four) teachers and (three) students in a Master-Apprentice setting. The goals are for teachers and students to learn how to 'bootstrap' themselves to the level of the Elders; they also want to *unlearn* 'bad habits' (speech patterns which arise from learning the language outside of a parent-child setting).

Participants pledge to speak only Gayogoho: nǫˀ during the program, and the activities (designed and lead by the teachers) emphasize speaking. Participants also get specific grammatical instruction, through examining draft grammars, and through asking questions of Elders. To test the effectiveness of the program design, the teachers record Oral Proficiency Interviews (OPIs) the beginning and end of the program.

Marie-Odile Junker (Carleton University) MarieOdile.Junker@carleton.ca
Putting information technologies to work for aboriginal languages preservation and revitalization/ Engager les technologies de l'information pour soutenir et revitaliser les langues autochtones
Can the internet and the wave of modern information technologies (IT) be put to use in preserving and promoting traditionally oral languages and cultures? Around 2000 I started exploring how these technologies could help the Aboriginal language East Cree, on which I was working as a linguist, to survive and even flourish in the 21st Century. A website, eastcree.org was born, and developed in partnership with concerned individuals and institutions. A participatory research action framework was used. Over the years, multi-media developments included an oral stories database, now containing over 500 oral stories, an on-line dictionary that is regularly updated, a terminology forum, a book catalogue for Cree literacy, online language games, and resources for Cree syllabic writing. From a conversation CD and manual co-produced in 2002, a whole interactive linguistic atlas for the Algonquian language family came to be: www.atlas-ling.ca evolving now into a digital infrastructure for Algonquian dictionaries. In this presentation, I reflect on what has worked well and less well in the last 14 years. Can Information and Communication Technologies be adapted to participatory research work, or must my work and the ultimate users of what we produce adapt to the technologies? How do I not become part of a machine that is not just homogenizing languages but whole ways of thinking and living? I explain the methods, the tools, the participatory model and the vision that has guided me. I look at the use of IT and social media for language preservation. I also identify the challenges the building and use of such resources encounter in the digital economy.

Marguerite MacKenzie (Memorial University) mmackenz@mun.ca
Language maintenance in East Cree, Naskapi and Innu: a forty year perspective
Although East Cree, Naskapi and Innu, spoken in Quebec and Labrador, are among the least threatened aboriginal languages in Canada, they are nevertheless under pressure from English and French, so that children entering school are increasingly perceived to have reduced communication abilities in the first language of the community. These closely related languages have had perhaps the best supports of any Canadian aboriginal language for the creation of resource materials (dictionaries, grammars, children's books) due to partnerships with linguists which have been sustained for over forty years. The importance of providing training programs for teachers and interpreter-translators, as well as assessing and monitoring the proficiency of speakers on an ongoing basis is discussed, along with the role of community members outside the school situation. While an impressive range of initiatives has been introduced within the Cree-Naskapi-Innu communities, all is not well. Elders, with their encyclopedic knowledge of the language, are passing away quickly, teacher training programs are difficult to fund and sustain, well-meaning families introduce English and French at home, code-switching is endemic, denial of the threat of language loss is a reality. What can we, as linguists, do at this stage to assist local language activists in the ever more important work of language maintenance?

Alex McKay (University of Toronto) **alex.mckay@utoronto.ca**
Connor Pion con.pion@gmail.com
Kiiwepiskaapiimon! Revitalizatize your Language!
The Centre for Aboriginal Initiatives' Indigenous Language Initiative (ILI) supports the University of Toronto community in the study and everyday use of Indigenous languages. It provides space, programming, and support to the community of language learners and speakers within the Aboriginal Studies Program, University of Toronto, and the broader community.

The ILI assists in the creation, facilitation, and delivery of Indigenous language and cultural programming for Aboriginal and non-Aboriginal students, language speakers, and learners at all levels via language workshops, conferences, and social and cultural activities. The Indigenous Language Initiative presents students and community members with numerous opportunities to gain insight about the importance of language and culture, as well as sustainable and vibrant ways of both learning and teaching Indigenous languages.

To contribute to the overall development of a sustainable and vibrant Indigenous language community at the University of Toronto and the broader community through the creation of projects and resources that promote language use in everyday life by: Building a long-term language learning community through social activities, partnerships, and collaborative initiatives, Providing experiential opportunities beyond the classroom that are rooted in Indigenous worldview, cultures, values, traditions, and languages, and Supporting Indigenous students and non-Indigenous students involved or interested in the language activities within the Aboriginal Studies Program and/or the broader community.

Organizers:
Beverly A. Baker (McGill University): beverly.a.baker@mcgill.ca
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Janna Fox (Carleton University) Janna.Fox@carleton.ca
John Haggerty (University of British Columbia): john.haggerty@alumni.ubc.ca
Reaching students-at-risk: The case of diagnostic assessment in first-year engineering
Increasingly, universities are using post-entry *diagnostic* assessment (Alderson, 2005; 2007) to identify entering students at-risk and provide early, individualized academic support. However, whether such support should be mandatory has remained a question of considerable debate (Read, 2008). This paper reports on a longitudinal study of the impact of diagnostic assessment and pedagogical interventions in a Canadian undergraduate engineering program. In year one of the study, 489 students (50% of the engineering cohort) were assessed with a modified, engineering-based version of the Diagnostic English Language Needs Assessment (DELNA) (http://www.delna.auckland.ac.nz/). Students were informed of their results and invited on a *voluntary* basis to meet with peer mentors. Only 12 (2%) of the students sought feedback, including 3 (11%) of the 27 students who were identified at-risk. At the end of the year, 10 of the at-risk group had dropped out or were failing; 7 were borderline failures; and 10 were performing well (including the 3 at-risk students who had sought feedback). In year two, 899 students (95% of cohort) were assessed, but only 33 students (4%) voluntarily followed-up on their results. However, there was evidence that 3 of these students remained in the engineering program because of early diagnosis and pedagogical intervention. In year three, the diagnostic assessment was embedded within a required engineering course and numbers of students seeking feedback dramatically increased. Findings suggest that voluntary uptake of diagnostic feedback may limit impact; whereas embedding diagnostic assessment in the context of a required course dramatically increases the potential of reaching students-at-risk.

Margaret Dunlop (Ontario Institute for Studies in Education/University of Toronto): maggie.dunlop@utoronto.ca
Learner-feedback interaction: How learners cognitively process feedback concerning French as a Second Language skills

This paper reports a study that investigated the cognitive processes taking place when French as a Second Language (FSL) learners interpret diagnostic feedback received in different presentation modes (textual vs. visual). The study examined how these processes differ among students with different learner characteristics (i.e., FSL proficiency level, goal-orientations). This study contributes to current theories of learner-feedback interaction in second language learning, a central component of the assessment-for-learning practices (Hattie & Timperley, 2007; Vandewalle, 2003) that are a key feature of effective foreign language instruction.
Anglophone students at a bilingual Canadian undergraduate institution are currently receiving reports on their French language skills after a test. Students were randomly assigned to a treatment group and are receiving 'holistic' or 'specific' feedback then participating in one activity (50:50 treatment group ratio). The test and reports are computer-delivered.
In this study, students (n=100) are completing a survey immediately after receiving their report, or receiving their report while an eye tracking device is operating then participating in a stimulated recall interview (n=30). These activities are designed to gather data sources to investigate cognitive aspects of students' attention, processing, interaction and planned application that will inform the following research questions: How do learners engage with and process feedback differently? What features of descriptive feedback facilitate deeper cognitive processing among language learners? Understanding these questions more deeply will enhance our understanding of leaner-feedback interaction in second language education with future applications to delivering meaningful second language feedback for continued language learning.

Maryam Wagner(Ontario Institute for Studies in Education/University of Toronto): maryam.wagner@utoronto.ca
Development of a Cognitive Diagnostic Rubric for Assessing Writing for Generating Feedback in Secondary Classrooms
Feedback in second language (L2) writing is a much researched area of study (e.g., Ferris, 2003; Lee, 2003; Lyster & Ranta, 1997); however, there remain many unanswered questions (Hyland & Hyland, 2006). Investigations of feedback have primarily focused on whether: 1) errors and/or concerns have been identified in the writing; 2) the writing has included comments; and 3) the feedback has provided corrections and or descriptions of errors (Biber, Nekrasova, & Horn, 2011). The focus has *not* been on providing and evaluating students' use of cognitive diagnostic feedback (Balzer et al., 1989; Butler & Winne, 1995). Such feedback 1) addresses conceptual gaps in learning; 2) provides feedback on cognitive skills (not knowledge); and 3) provides opportunities for students to develop self-regulatory strategies. The purpose of this research was to develop a rubric which operationalized these feedback principles, and investigated its capacity to diagnose students' writing development in three tenth grade classrooms.
Developing the cognitive diagnostic rubric involved multiple steps including: 1) drawing from the literature on L2 writing and other existing rating scales to identify salient sub-skills and descriptors; 2) identifying core curricular outcomes and course objects; and 3) gathering information and feedback about its use from *both* teachers and students, and refining it accordingly. The rubric included 30 descriptors which were organized according to 6 sub-skills: Ideas, Organization, Vocabulary, Sentences, Grammar, and Mechanics. The rubric was used

PAPER PRESENTATIONS

Anna Adjei-Barrett (University at Buffalo) ab100673@gmail.com
Task-Based Language Teaching in Spanish as a Foreign Language Classroom
This study explored the influence of task-based language teaching (TBLT) on adolescents' second language (L2) learning in small group interactions. Specifically, it aimed to investigate how the performance of tasks avails non-native speakers (NNS) opportunities in language learning, especially as evidenced through their conversational moves and the development of student-generated scaffolding practices. A longitudinal data was collected in an urban setting with a total of forty-two participants who were identified as beginner level Spanish as a foreign language (FL) learners. Two of the classes were divided into small focus groups of NNSs and their classroom interactions were investigated for a total of six months. Quantitative data were collected through the administration of pre- and post- survey and questionnaire; Qualitative data were collected as audio and video recordings of interactions during tasks, student artifacts, observational field notes, and student introspections. In particular, three input-providing language tasks were administered to highlight students' sequential interrelated conversational moves, as well as their lexical development resulting from scaffolding. The study's main findings are as follows: First, it suggests that TBLT is a useful pedagogical construct for the FL classroom. Specifically, it uncovered the effective engagement of students' language development through their strategic use of the tasks. Significantly, unlike has been suggested through interactional literature, NNS/NNS scaffolding facilitated L2 lexical development through the use of a context in which students asked questions, responded, facilitated comprehension, and elicited peer and teacher feedback. This study contributes to our knowledge of FL pedagogy, draws implications for practice, and extends classroom-based research in the investigation of using task-based methodology in an FL setting.

Fakieh Alrabai (King Khalid University) falrabai@yahoo.com
The Role of Affective Variables in Achievement of English as a Foreign Language
This study attempts to investigate how a variety of affective variables like learner motivation, self-confidence, attitudes, anxiety, and autonomy account for achievement in English as a foreign language. A total of 874 Saudi learners of English were recruited over one year examining their affective factors and the relationship of these factors to their achievement in English. A 65-item self-report questionnaire was used to measure the different aspects of learners' affective variables. Learners' achievement was evaluated using their final grades in the course. Levels of affective variables as well as academic achievement were identified using descriptive statistics like mean and standard deviation. Multiple regression analyses were used to reveal the percentage that each of the affective variables accounts for in achievement of English language by the study subjects. The findings of the study revealed that Saudi learners are generally low-achievers of English. It has also been found that all the affective variables investigated in the current study significantly accounted for learners' low achievement; with their low levels of language motivation and the negative attitudes towards learning the foreign language being the most predictors of this phenomenon.This study investigated the role of a variety of affective variables like learner motivation, self-confidence, attitudes, anxiety and autonomy in learning English by a sample of 874 Saudi EFL learners. It has been found that learners' motivation and attitudes were the most predictors of learners' achievement in English language.

Laura Ambrosio (Université d'Ottawa, Institut des langues officielles et du bilinguisme) Laura.Ambrosio@uOttawa.ca
Languages: Bridges and meeting points with FREPA
This presentation is about a new framework of reference for pluralistic approaches (CARAP/FREPA), a theoretical and practical support resource elaborated by a team of the European Center for Modern Languages (ECML). FREPA proposes the adaptation of four approaches, in the building of guidelines for teachers, programs 'coordinators or administrators, having to elaborate pedagogical activities in and for multicultural, multilingual settings. This resource builds upon the skills, knowledge and attitudes of the language learners to enhance and enrich their appreciation of another culture or language.

Randy Appel (Concordia University) je.appel@gmail.com
Pavel Trofimovich (Concordia University) Pavel.Trofimovich@concordia.ca
Corpus-driven identification of formulaic sequences: A step forward
Formulaic sequences (FSs) are frequently occurring prefabricated multi-word structures, such as on the other hand, by the way, or the fact that. These structures are important because they aid production of fluent and appropriate discourse. A focus on FSs is motivated by usage-based models of language, which claim that learning unfolds as meaningful and recurrent patterns are detected in input (e.g., Goldberg & Casenhiser, 2008). Within this perspective, FSs emerge as ideal 'building blocks' of language, due to their saliency and frequency of occurrence. Although FSs may offer potential benefits for language learners (Nattinger & DeCarrico, 2001), they have proven difficult to identify objectively, and current corpus-driven methods result in structurally incomplete, overlapping, or overly extended structures. These lists can be misleading and are of little help to language learners or teachers. This study addressed these issues using the statistical measure of transitional probability – a previously unused measure in this field. Transitional probability assesses word association strength to indicate utterance boundaries, thereby leading to more accurate identification of FSs. As a test case for the application of this statistic, the British National Corpus was used to demonstrate improvements in the structural and functional clarity of identified sequences. These sequences were then presented to 30 native and 30 nonnative English speakers in a word association task. Results showed that speaker judgments were closely associated with word association measures based on transitional probability. Implications of these findings and areas for future research related to the application of these methods are also discussed.

Stephanie Arnott (University of Ottawa) sarnott@uottawa.ca
Jessica McGregor (University of Ottawa) jmcgr067@uottawa.ca
Defying the trend: Why do Ontario Grade 10 students continue to study Core FSL?
More and more Canadian students are dropping out of Core French as a Second Language (CF) programs (CPF, 2008), with only 3% of Ontario students remaining in the program through the end of Grade 12 (CPF Ontario, 2008). Both the Ontario Ministry of Education (2013) and researchers (Author, XXXX) have called for studies examining student engagement in FSL programs. However, only a small number of studies have examined the FSL student experience to date – some have focused on adult CF graduates (APEF, 2004; Mady, 2012) or multilingual secondary CF students (Mady, 2010), while others have investigated the perspectives of students from other Canadian FSL programs like Intensive French (e.g., Carr, 2009), or French Immersion (e.g., Makropoulos, 2010a, 2010b). In response to the lack of empirical interest in the CF student experience, this study examined five Grade 10 students from an urban high school in Ontario who defied

addition to research findings, the need for CF pedagogy to be informed by student voices and implications for future L2 research adopting the MSS framework will
also be discussed.

Patricia Balcom (Université de Moncton) patricia.balcom@umoncton.ca
Is transportability transferable? Adverb placement in L1 Arabic, L2 English and L3 French.
This study examines adverb in L2 English and L3 French by learners whose L1 is Emirati Arabic. The preferred position for adverbs of frequency and negative adverbs in Emirati Arabic is SAVO, but SVAO, SVOA and ASVO orders are acceptable. For adverbs of quantity and manner the preferred order is SVOA, but SAVO, SVAO and ASVO are also acceptable. This illustrates what Fassi Fehri (1993: 13) calls the property of "transportability" that characterizes the distribution of adverbs in Arabic. To tap this property a picture-description task was developed. Participants were asked to write up to three sentences describing nine labelled images using all of the words on the image. If they thought there were fewer than three possible sentences, they were asked to write "no other way". The task was administered to the same learners in the three languages. Results showed that while the participants demonstrated transportability on the Arabic task, with an average of 8.25/9 responses with 2 or 3 responses, in English the average number is 4/9 while with French it is 2/9. Freer adverb placement in English is likely due to input in the L2 rather than L1 transfer. Transportability in the L1 and freer adverb placement in the L2 did not transfer to the L3 at the earliest stages, and research with more advanced learners is necessary to see if there is transfer at subsequent stages in development.

Alena Barysevich (York University Glendon campus) abarysevich@glendon.yorku.ca
Enseigner des langues secondes en ligne
Les cours en ligne offrent à un grand nombre d'apprenants un large accès à une expérience éducative flexible dans le temps et l'espace. Mais plusieurs aspects concernant l'apprentissage des cours de langues offerts en ligne restent moins clairs. Par exemple, est-ce que la qualité des cours en ligne est la même que des cours des langues offerts face-à-face ? Comment adopter les théories et les stratégies novatrices dans la didactique des langues secondes dans le format en ligne ? Comment organiser le contenu ? Comment évaluer en ligne ? Cette communication aborde la théorie et surtout les pratiques de l'apprentissage des cours de langues offerts dans le format en ligne. Nous montrons comment nous avons incorporé des méthodes communicatives centrées sur l'apprenant dans quelques cours de FLS (français langue seconde) conçus en ligne par notre équipe. En premier lieu, notre communication décrit les stratégies de création des modules d'autoapprentissage en ligne centrées sur l'apprenant et l'apprentissage (Weimer 2002). Par après, nous décrivons les méthodes qui contribuent à créer l'apprentissage plus authentique et durable des apprenants prenant des cours en ligne (mise en valeur de l'apprentissage collaboratif et interactif; support technologique, entre autres ; Janicki et Liegle 2001). En troisième lieu, nous partageons quelques outils interactifs qui assurent la création de la communauté en ligne, propice à l'apprentissage collaboratif et coopératif (Rovai 2002). Pour terminer, nous montrons comment l'apprentissage en ligne a le potentiel de développer des mécanismes d'auto-apprentissage, d'auto-motivation, de pensée critique, de travail collaboratif et d'apprentissage continu chez les apprenants de langues secondes.

Roselene Batista (Concordia University) rds_jor@education.concordia.ca
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A New Vocabulary Size Test for French L2 Learners
Second language acquisition researchers are increasingly demonstrating that vocabulary size has an important impact on the ability to use a second language. It is now widely recognized that receptive vocabulary size plays a major role in reading comprehension. For instance, research shows that English L2 learners who know approximately 9,000 words can understand authentic texts adequately (Nation, 2006). But how many words do French L2 learners need to know to accomplish the same task? In order to estimate the vocabulary size of French L2 learners, we created and trialled a measure of receptive vocabulary knowledge drawn on recent corpus-based frequency lists for French (Lonsdale & Le Bras, 2009). Our study describes the development and validation of the test, called Test de la taille du vocabulaire (TTV). The TTV is closely modeled on the Vocabulary Levels Test, a reliable and useful tool for assessing vocabulary size in English developed by Nation (1983, 1990) and improved by Schmitt, Schmitt and Clapham (2001). A paper version of the TTV was administered to 200 adult learners from three proficiency levels. Results confirmed the validity of the test: Scores indicated that the higher the proficiency level of a group, the greater their vocabulary size. Average scores based on each frequency section showed the expected gradual decline across the frequency levels, with mean scores on more frequent words consistently higher than those for lower frequency words. Interviews with the participants confirmed that they knew the meanings of words they had answered correctly on the test.

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Talking about math: Linguistic repertoires of French immersion students
Language development in content areas in immersion has been the focus of research and writing over the last 20 years (e.g., Christian, 1996; Cormier & Turnbull, 2009; Gibbons, 1993; Lyster, 2007; Pierce, 2000; Seewald, 2007). How do French immersion (FI) students talk about mathematical concepts in their second language (L2)? What linguistic and non-linguistic resources do they draw upon to negotiate ideas such as probability? Are there differences in students' language repertoires as they move through the immersion program? These questions are the focus of a SSHRC funded research project which is a collaboration between mathematics and second language researchers and educators. Inspired by earlier work by Wagner, Kristmanson & Herbel-Eisenmann (2011), this paper will present data collected as part of a larger 3-year longitudinal study aimed at exploring the linguistic and non-linguistic resources used by students studying mathematics in their L2. A "systemic functional linguistics" approach to discourse analysis (Martin & Rose, 2005) is used to examine the interactional data gathered from Grade 3, Grade 6 and Grade 9 FI students to shed light on the similarities and differences among these three groups with respect to how they communicate their understanding of probability. Researchers interviewed small groups of FI learners during and after mathematics activities that involved negotiating and discussing mathematical probability-related scenarios. Analyses revealed some differences in the linguistic repertoires used by the three groups of learners to express modality (degrees of certainty). However, despite these differences, analysis also showed that there was a reliance on similar linguistic structures at all three levels.

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explore moments of positions involving plurilingual students in the classroom, and focus on linguistic means of negotiation of identity positions (Pavlenko & Blackledge, 2004) such as code-alternation, code switching, and the uses of rhetorical strategies such as avoidance or opposition (Canagarajah, 2003). In this paper, I employ the framework of plurilingualism (Marshall & Moore, 2013; Moore, 2006), which challenges traditional definitions of bilingualism and multilingualism. Following Marshall and Moore (2013) I define the plurilingual speaker as a social actor who develops a "repertoire made up of various languages, varieties and combinations of languages, varied experiences, and different forms of knowledge" (p.478). Furthermore I use a positioning framework to theorize identity. Positioning theory argues that identity construction involves interplay between interactive positioning—when an individual (or a group) positions another— and reflexive positioning—when an individual positions him/herself (Davies & Harré, 1990; Pavlenko & Blackledge, 2004). Interactive and reflexive positioning may be contested and, according to Pavlenko and Blackledge (2004), individuals (such as plurilingual students) may find themselves in "a perpetual tension between self-chosen identities and others' attempts to position them differently" (p. 20).

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Development of Discourse Structure in L2 Graduate Student Presentations
For university graduate students studying in a second language (L2), academic speaking can pose significant challenges. Research on graduate student presentations and lectures has shown differences cross-sectionally between native and L2 students in uses of intonation, lexis, and information structure (e.g., Pickering, 2004). Longitudinally, studies have targeted L2 students' socialization into academic presentation genres (e.g., Zappa-Hollman, 2007). However, little is known about specific changes in the content and organization of L2 graduate student presentations. This information is necessary to identify key instructional targets. The current study tracks the longitudinal development of four L2 graduate students at a Canadian university in their use of discourse structure in presentations. The students took no academic speaking courses. At the beginning and end of two semesters, students recorded five-minute presentations explaining a key concept/term in their field to an imagined audience of first-year undergraduates (4 presentations, 26 weeks). Presentation transcripts, segmented into idea units, were analyzed using a modified version of Young' s (1994) discourse structure framework for academic lectures, resulting in a measure of idea unit ratios in each discourse category. For all students, development was most evident in the final semester, centring on organization. Presenters used more discourse organizers to announce the next point to be discussed and provided more summaries of the presentation to that point. No clear patterns of change were seen in the elaboration of specific points or evaluations of a point's significance. Results will be discussed in light of the targets, timing and duration of academic speech instruction.

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Canadian Bilingualism and Social Cohesion: Perspectives of English/French as Additional Language Learners in British Columbia
Canada's Official Languages Support Programs (Canadian Heritage, 2003) state among their intended outcomes that all Canadians support linguistic duality, and as a result social cohesion is increased. These goals are examined from the perspectives of English as additional language (EAL) students learning French in British Columbia and those of their parents. Findings from two studies in urban school districts are examined: one from a study that took place from 2004 to 2008 and another in 2012. In both studies, the author considers the relationship between language, identity and education and how global and market forces influence individual choices (Bourdieu & Passeron, 1990; Dagenais, 2003; Heller, 2001; Norton, 2000). Feedback shows that short- and long-term benefits were sought, including advantages related to Canadian citizenship and identity. Data for both students and their parents show that language is an asset worth acquiring, and language (French and English) is a component of a Canadian identity. The studies corroborate the Organisation of Economic Cooperation and Development's (2001) position that the pursuit of education for oneself or one's children is a key element in human and social capital. They also reinforce Mady's (2007, 2010) position that EAL students play a critical role in helping Canada achieve its goals for linguistic duality, which, according to Canadian Heritage (2003), leads to increased social cohesion.

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Exploring Gendered Views in Argumentative Essays: A Critical, SFL Approach
The development of critical discourse analysis (CDA) (Fairclough, 1994) has had a strong impact on foreign language teaching contexts. In this paper we examine gender perceptions from a CDA point of view, based on a transitivity analysis (Halliday, 1994) of Spanish argumentative essays written by future English language teachers in a Mexican context. We address the following research questions: What are the main processes utilized in argumentative essays dealing with gender issues in Spanish? How do participants frame their gender views as discursively constructed arguments and vice-versa? Academic Spanish has not been sufficiently examined from a critical, SFL perspective, therefore, we take a CDA approach, utilizing SFL as an analytical tool. We analyze 10 essays written after participants' had finished a unit in their English textbooks entitled "When the soldier is a woman". Due to the controversies generated by this unit, the teacher asked learners to write an argumentative essay under the proposition "A woman's place is at home" (el lugar de una mujer está en su casa). The essays were written in Spanish in order to allow students to use more linguistic resources. We selected five essays written by male and five written by female participants. Although this is an in-progress study, and generalizations cannot be made, findings suggest a tendency to utilize material processes to represent women's distinct roles. Students use relational processes to describe women's identities, and mental processes to construct arguments and express feelings and emotions. Spanish examples will be translated into English.

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Elementary ESL teachers' beliefs about the use of digital technology in the classroom
It has been long accepted that teachers' beliefs guide their classroom practices. This is also true of language teachers' beliefs about grammar instruction (Schulz, 2001; Borg, 1999), error correction (Schulz, 1996), and literacy (Johnson, 1992). Yet, in the current age of high-tech and the push to incorporate technology in language teaching by the mainstream education, little is known about what teachers think and feel about technology (specifically digital technology) integration. Such inquiry is important because if teachers do not believe in the effectiveness of technology, it is very likely that they will not use it regardless of what the public and policy makers say and what their students expect. Consequently, such a disaccord could lead to failed learning and teaching opportunities for both teachers and students. This study surveyed the beliefs that pre-service and in-service ESL elementary school teachers in Ontario (n=100) hold about digital technology in the classroom. The participants completed a three-part beliefs questionnaire, where they had to indicate agreement or disagreement with

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Rethinking critical pedagogy in the context of framings of linguistic/cultural identity construction
With recent attention to improving "youth engagement" in francophone 'minority' contexts, there is a need to critically examine the terms of language planning provided via official discourse, as well as youth responses to language, culture and identities, especially with respect to bilingualism and plurilingualism. Despite efforts to enhance the francophone school in its triple mandate of linguistic and cultural reproduction and academic excellence, the nature of expectations of "youth engagement" has been met with concern by francophone scholars who find that a vision of francophone critical pedagogy cannot simply be a question of reaffirming a "vital intention" (Thériault & Meunier, 2007) or conceiving of the francophone context as a collective commemoration of a stabilized "first culture" of origin (Farmer, 2008). Not only is such a vision out of step with youth performativities, but it implies a dangerous course of overgeneralization, essentialism or naive realism (Gur-Ze'ev, 2005) that risks reproducing the marginalization of those without such claims to the dominant franco-ontarian origin. A case will be made for a broader conception of francophone social transformation with respect to language, culture and identity in education. Data will include recent provincial policy documents, notes from the 2013 ACELF conference documenting youth responses to French language, culture and identity in the francophone school, and video footage from http://montrestutalangue.com/2013/04/05/les-capsules/. The paper will present a critical discourse analysis and will suggest a sociolinguistic methodology of reading "youth engagement" with language, culture, identity and education drawing on critical pedagogy and cultural studies.

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Self-efficacy beliefs of novice elementary FSL teachers
This paper reports on a study examining the self-efficacy beliefs of novice elementary French as a second language (FSL) teachers in Ontario. Influenced by the work of Bandura (1977, 1997) and drawing on the knowledge and skills outlined by Salvatori and MacFarlane (2009) for effective FSL instruction, this research explores the self-efficacy appraisals of core French (CF) and French immersion (FI) teachers in four categories: general teaching methodology, second language pedagogy, language proficiency and cultural knowledge. The study utilized a mixed- methods approach and data were collected from 27 practicing FSL teachers, CF (n=14) and FI (n=13), in their first three years of teaching. Participants completed a questionnaire which explored their self-perceived efficacy in a variety of areas related to delivering effective instruction in FSL programs. Four teachers participated in follow-up semi-structured interviews in which they were asked about factors contributing to their sense of efficacy. Overall findings indicated that FI teachers demonstrated a higher sense of efficacy compared to CF teachers in all four categories. Five important factors were identified through the questionnaire and interviews: (1) challenges with resources; (2) language proficiency; (3) the marginalization of the CF program and teachers; (4) the value of collaboration with colleagues, and (5) difficulties in classroom management. The findings have implications for FSL teacher educators, professional development programs, and educational institutions who are committed to preparing qualified language teachers.

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Publish (in English) or Perish: A Case Study of Mexican Scientists Academic Writing for Publication
The global domination of English as an International Language of Science (EILS) has placed what many have termed an "inequitable" burden on non-native English- speaking (NNES) scholars when compared to their native English-speaking counterparts (Clavero, 2010; Hammel, 2007; Lillis & Curry, 2010). While barriers to NNES scientists' academic writing for publication have been the subject of several studies (Flowerdew, 2007; Hanauer & Englander, 2013), little research has focused on the impact of the domination of EILS on current and (especially) emerging scholars' writing and publication practices in Latin American universities. This presentation highlights findings from a comparative case study of Mexican doctoral students and faculty attempting to publish articles in field-specific English language journals in order to obtain academic advancement. Participants were part of an intensive academic writing course offered in Canada and Mexico aimed at mitigating academic writing barriers faced by emerging Mexican scientists. Qualitative data collection methods were employed in this case study (pre- and post-course online surveys, semi-structured interviews, focus groups) to ascertain the major barriers to academic writing for publication in English as well as stakeholder attitudes towards the dominance of EILS. Initial findings from the study, including major barriers to publication (L1-L2 transfer issues; insufficient knowledge of publishing norms; time constraints) and the implications these findings raise for English for Academic Purposes practitioners will be explored, including a potential model for a critical pragmatic approach to the teaching of academic writing for publication.

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Differentiating accent from comprehensibility: The importance of learner background
Comprehensibility and accent are important concepts in research on second language (L2) speech learning. comprehensibility refers to how easily listeners understand L2 speech, while accent denotes the degree to which L2 speakers sound nativelike. Comprehensibility and accent are interrelated yet partially independent constructs (e.g., Derwing & Munro, 2009), but it is still unclear which linguistic dimensions of speech listeners use in evaluating each construct. Recent studies (e.g., Trofimovich & Isaacs, 2012) have shown that while accent is linked to phonology (e.g., segmental errors) comprehensibility is additionally related to fluency, lexicon, and grammar. However, these findings are based on a limited dataset, with learners from only one language background (French). Therefore, this study examined linguistic influences on comprehensibility and accent for learners from four language backgrounds, with the goal of clarifying first language effects on perception of comprehensibility and accent. The participants were 60 university-level adult learners of English from four language backgrounds (Chinese, Farsi, Hindi, Romance), performing a picture narrative task. Learners' audio recordings were evaluated by 10 native listeners using global perceptual judgments on continuous sliding scales for 10 speech measures targeting segmental, suprasegmental, lexical, grammatical, and discourse-level variables. Preliminary analyses indicate a complex picture, with certain variables (e.g., word stress) related to both comprehensibility and accent for some groups (Romance, Hindi) and other variables (e.g., intonation) linked more to accent than to comprehensibility for other groups (Chinese). These findings are discussed in light of the development and implementation of pedagogy and assessment targeting L2 comprehensibility and accent.

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Collaborative problem-solving in FI Mathematics
Working collaboratively on problem-solving tasks can allow French immersion students to discuss and attend to different aspects of their second language and contribute to their learning (Swain & Lapkin, 1998). When students work on problems given in a content area, for example, mathematics, there is potential for both language and content learning through these social interactions. This paper explores the role of language in students' interactions during problem-solving tasks and subsequent stimulated recall interviews. We approach our discussion looking through a socio-cultural theory lens (e.g., Lantolf, 2000), drawing on Vygotskian ideas, mainly the zone of proximal development (Vygotsky, 1978), and Vygotskian-inspired notions such as scaffolding (e.g., Donato, 1994) and languaging (e.g., Swain, Kinnear, & Steinman, 2011). Data were collected as part of a SSHRC funded, 3-year longitudinal study aimed at exploring the linguistic and non-linguistic resources used by students at different grade levels studying mathematics in their L2, which was inspired by an earlier work by Wagner, Kristmanson and Herbel-Eisenmann (2011). Using a systemic functional linguistics approach to discourse analysis (Martin & Rose, 2005), this paper explores the linguistic interactions of French immersion mathematics students at the grade four, six, and nine levels as they worked on problem-solving mathematics tasks related to probability and then interacted with interviewers as an extension of the problem. Results reveal that peer and interviewer scaffolding is used to address linguistic and content issues. Furthermore, data suggest that students' L1 may play a role as they work through problems and interview questions.

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Emergence of story comprehension abilities in preschool age children
To fully appreciate how children's literacy skills develop, attention to oral stories is essential. It is in this medium that children begin to develop the narrative skills that are critical to their success in reading (Paris & Paris, 2003). The purpose of this study was to explore the emergence of literacy skills by examining young children's early representations of oral stories. Generally, preschoolers are characterized as understanding "bits and pieces" of stories they hear (Nelson, 1996, p. 207). The aim of this study was to describe these "bits and pieces" in a systematic way. A cross-sectional design was employed to compare the oral story comprehension abilities of three groups of preschool-age children. Fifty-eight children aged 2 ½, 3, and 4-years-old were read a story based on a familiar event, then participated in a joint retelling of the story, during which they were prompted to supply ten pre-selected story elements (e.g., objects, actions, locations). Results indicated that the ability to grasp text elements emerges as early as 2 ½ years of age and improves notably at the age of 3. The earliest elements evident in children's story representations were locations, objects, and goals. Performance patterns confirmed the importance of scripts in guiding early story comprehension (Hudson, 1988; Nelson, 1996), and demonstrated the importance of early semantic categories in the emergence of literacy. Data from this study suggest that children begin on the path toward narrative comprehension by grasping the objects, actors, actions, and locations, which make up the texts they hear.

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Pragmatics in a LINC 5 Classroom: Measuring Effectiveness of Instruction
This investigation examines the effectiveness of instruction on workplace pragmatics provided to ESL students in a LINC 5 class. To obtain authentic language samples for pragmatics lesson development, researchers job-shadowed seven employees at Safeway stores for several hours each. Body-worn microphones recorded their interactions, while the researchers took notes to capture the context. The transcribed recordings served as the basis for lessons developed by the second author. These focused on speech acts such as refusals, interruptions, requests, apologies, and compliments, and on softeners, such as 'just' and 'I was wondering.' The students viewed videos demonstrating effective and ineffective communication, which they analyzed with the instructor. They also role-played several scenarios while being video-recorded. Students subsequently identified the effective aspects of the interactions and proposed ways of improving others. Although initially the students were nervous about watching themselves, they soon felt comfortable, and began noticing and commenting on their own behaviour and giving feedback on pragmatics to classmates. Pre- and post-instruction tests were recorded in which the students responded orally to discourse completion tasks. The recordings were randomly played to 51 native speakers in hour-long listening evaluations held over 3 days. The listeners rated the recordings on three 9-point scales: comprehensibility, fluency and social appropriateness. The findings will be reported and interpreted through a Willingness to Communicate framework. It is concluded that workplace pragmatics, which sometimes receives only cursory attention at LINC 5 or lower levels, can be effectively taught earlier in students' programs.

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Students' Reading Competency in Intensive French
Intensive French (IF) has been an official FSL program for grade 5 students in New Brunswick (NB) schools since 2008. There has been considerable assessment of student competency with regard oral expression and writing in French in IF (Netten & Germain, 2004; 2005; 2009); however, to date, there has not been any formal assessment of students' French reading abilities. This represents an important gap in assessment since the NB curriculum guide for IF states that students are expected to attain a level of "reader in transition" (New Brunswick Department of Education, 2011, p.36). This exploratory study examined the reading ability of 169 students in ten randomly selected IF classes in NB schools using four different assessment measures. Two subtests of the Indicateurs Dynamiques D'Habiletés Précoces en Lecture (Dufour-Martel & Desrochers, 2011) were used to assess (1) accuracy and speed of reading and (2) comprehension. In addition, two measures based on the Fiche d'observation individualisée en lecture (Clay, 1993; Fountas & Pinnell, 2001) assessed students' overall L2 reading abilities (i.e., accuracy, fluency, and comprehension). With reference to the constructs of balanced literacy (Fountas & Pinnell, 2001) and language interdependence (Cummins, 2004), this paper will present and discuss results pertaining to: 1.the percentage of IF students attaining the target level of French reading; 2.the correlation between students' scores on L2 oral and writing assessments and these reading results; and 3.the correlation between students' scores on previous L1 reading and writing assessments and these reading

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Exploring Lexical Validity in Standardized English Language Proficiency Testing
Generally, more highly rated speaking and writing samples demonstrate greater control and deployment of English language vocabulary (Yu, 2009; Smith, 2003; Nation, 2001; Laufer & Nation, 1995). However, lower rated writing samples typically demonstrate diminished lexical output (Cobb, 2003; Hinkel, 2003; Roessingh, 2008). In the testing of general English language proficiency, lexical validity can be conceived as existing when test prompts facilitate the production of an expected range of vocabulary on the part of test takers (Pearson, 2008). Test taker responses are deemed to be lexically valid when a test elicits an independently established differentiated range of lexical output varying according to rated levels of English language proficiency. This paper proposes a methodology for exploring lexical validity in speaking and writing tests through the use of independent measures of productive lexical breadth of knowledge. Productive vocabulary in use can be explored through the creation of corpora of previously rated individual test taker responses. For this paper, lexical analysis of the breadth of vocabulary found in the samples was carried out with vocabulary profiling tools (Cobb, 2013), with correlations calculated to examine the relationship between the previously rated levels of performance and productive vocabulary measures. One way analyses of variance were also calculated to investigate whether the mean scores for the levels of performance were significantly different from each other. Overall, the results point to the potential of establishing lexical validity as part of the overall validity of standardized English language speaking and writing tests.

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Intentions and Perceptions
For second language (L2) learners, confidence in their L2 abilities and well-developed sociolinguistic skills are important aspects of overall L2 mastery. In fact, sociolinguistic competence is the primary differentiator between advanced learners and near natives (Bartning, 2009). One aspect of sociolinguistic competence that is particularly challenging for advanced L2 learners is the ability to use informal register markers in sociolinguistically-appropriate ways (cf. Mougeon, Nadasdi, & Rehner, 2010), though this ability and students' confidence in it develops more rapidly when learners are exposed to the language in naturalistic settings where informal language use occurs (Dewaele, 2007; Regan, Howard, & Lemée, 2009). With this in mind, the present paper explores the sociolinguistic competence and self-perceptions of this competence of 33 advanced L2 learners of French from one English-language and one bilingual university in Ontario. It undertakes a quantitative analysis of the learners' sociolinguistic performance as measured through their use during semi-directed interviews of 21 variants that are each more or less socio-stylistically marked and carries out a qualitative analysis of the students' perceptions of their sociolinguistic abilities as expressed in survey and interview responses. This combined analysis provides a more holistic understanding of the learners' sociolinguistic abilities. Overall, the results of the quantitative analysis reveal a general inability to use the variants in sociolinguistically appropriate ways, though certain extra-linguistic factors were found to correlate with somewhat more native-like patterns of use (e.g., speaker sex, language of education). The results of the qualitative analysis showed students assessing themselves highly, yet admitting to little knowledge of informal markers implying a lack of emphasis on the importance of this skill to overall proficiency. In sum, the present paper shows that advanced learners have a way to go before developing the kind of confidence and sociolinguistic skills necessary to become near natives in their chosen L2.

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Language economics and language rights
Considerations of language economics – particularly those that involve interdisciplinary attention to 'small' or endangered varieties – must come to grips with an ever-increasing literature on language 'rights.' Indeed, the nexus that brings together matters of economics, of endangerment and of rights is now very much in the ascendant. But if a case can be made for reasonably mature literatures dealing with the first two terms, the same can hardly be said where rights are concerned. And yet it seems evident that strong and convincing argument for language rights would constitute a powerful pillar – perhaps the *most* powerful pillar, one that would include but go beyond arguments on moral grounds – in any discussion of the appropriateness of economic support for 'small' varieties, whether for social or community development writ large, or for more specific contexts (like education). This presentation will, therefore, attempt to illuminate the nature of language 'rights' both *in esse* and *in posse*. It will range widely, over history and discipline, with the central aims of drawing a crucial distinction between *claims* and *rights* – a difference that is regularly ignored or inadequately understood in the existing literature – and of discussing the ramifications of that distinction.

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Cultural content schema and reading comprehension: A meta-analysis.
In the past thirty years, schema has played an important role in second language acquisition (SLA) research. This has been particularly true of the concept of cultural content schema and its role in reading comprehension. Cultural content schema refers to the cultural background knowledge that a person can retrieve and use to make sense of discourse. There have been numerous studies examining the relationship between having appropriate cultural content schema and reading comprehension for second language (L2) learners. However, to the best of our knowledge, there has not yet been a systematic review of this body of research. We attempt to address this gap by using meta-analysis to investigate the relationship between cultural content schema and second language reading comprehension. After a systematic search of the literature over two hundred abstracts were reviewed, of which thirty-six articles were selected for inclusion in the study. Fifty-five effect sizes were extracted. A significant overall effect size of 0.711 was then calculated using a fixed effects model. Due to the heterogeneous nature of the effect sizes, ten potential moderator variables were tested: publication date, outcome measure, treatment, publication type, research design, age groups, first language, proficiency level, region, and setting. Overall, our findings indicate that there is a strong positive relationship between providing cultural content schema and increased reading comprehension in a wide range of settings and conditions. Pedagogical implications and suggestions for further research will be discussed.

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Blogging as a tool for understanding Japanese culture
The benefits of the use of blogs in second language classrooms have been reported in the field of computer-assisted language learning (Lee, 2009). Although the usefulness of blogs in promoting learners' linguistic ability has been pointed out by previous studies (Ducate &

comments in Japanese during one semester. They also answered an exit survey in English. The survey included questions that asked whether students increased their understanding of Japanese culture through this project and their opinion about the project. Survey results and blog texts were analyzed. An analysis of the exit survey shows that participants enhanced their understanding of Japanese culture by writing a blog and reading other classmates' blogs. Analysis of blog texts showed that learners provided new information about Japanese culture to their classmates. Participants understood the texts written by their classmates in Japanese and they had positive attitudes toward the blog project. The results suggest that the use of blogs in second language classrooms is beneficial or enhancing learners' understanding of the target culture.

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The acquisition of French infinitival complements
The knowledge of verbal phrases is central to syntactic competence in both native and second language (L2) speakers. However, given the complexity of verbal systems, L2 learners have difficulties with these structures. The L2 acquisition of French infinitival complements (e.g., chercher à 'look to' + infinitive, essayer de 'try to' + infinitive, vouloir Ø 'want to' + infinitive) involves learning that the preposition choice (à/de/null element) preceding the infinitive is arbitrary and must be acquired on a case-by-case basis. English (participants' L1 in the present study) uses only the preposition to in this context (e.g., He likes to sleep). This study sought to answer the questions: (1) What types of errors do beginner and advanced Anglophones make with infinitival complements introduced by the prepositions à, de or a null element?; (2) Is one variant overgeneralized as a default form? We hypothesized that (1) all learners would make incorrect preposition choices and that errors would be less frequent for advanced learners, and (2) that à would be overgeneralized by the beginners due to cross-linguistic influence while de would be overgeneralized by the advanced learners due to input frequency. We examined learners' (2 beginners, 4 advanced) production of French infinitival complements using a cloze test and found (i) errors with preposition choice; (ii) an overgeneralization of the variant à, that we propose is due to the ubiquitousness of to in the corresponding English construction; and (iii) a positive correlation between learner proficiency and accuracy with preposition choice.

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The use of conceptual and mind maps in the teaching of a second language
The aim of this study is to improve the teaching and learning of languages through the use of mind maps (Buzan, 2013) and conceptual maps (Novak, 2010) as tools for Knowledge Building in a collaborative learning environment (Scardamalia & Bereiter, 2010), based on the implicit relationship of creativity with language (Gardner, 1993; Chomsky, 2000; Goleman, 2006). Fantasy, graphic creativity and narrative creativity play a key role in the creation and use of conceptual and mind maps as they constitute a visuospatial base for the development of discourse competence (Csikszentmihalyi, 1998). The main objective is to identify and analyze linguistic, sociocultural and psychological variables that help to develop communication skills in second or third language learning. Within the field of Applied Linguistics, this study is developed in the research areas of Language Teaching, Pedagogical Grammar, Psycholinguistics, Sociolinguistics and Pragmalinguistics. METHOD: Exploratory quasi-experimental study conducted during the academic year at Trent University. Participants: Forty-three student volunteers. Instrument: The Creative Imagination Test for Adults, PIC-A (Artola, Barraca, Mosteiro, Ancillo, Poveda, Sanchez, 2012). Procedure: As part of an Introductory Spanish course, a series of weekly laboratories is organized with two groups: one experimental and one control group. The experimental group participates in labs using conceptual and mind maps, while the control group participates in the conventional laboratory activities. At the end of the study the Creative Imagination Test for Adults is administered. The data obtained is analyzed using SPSS-20. DISCUSSION: The use of conceptual and mind maps improves language learning.

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The Non Right-Holder within the Minority French School
In many Canadian Francophone communities outside of Quebec, more and more families who do not meet right-holder criteria as outlined in Article 23 of the Canadian Charter of Rights are accessing the French first-language system via the comité d'admission (CSLF, 2012; Ontario Ministry of Education, 2009; Conseils des écoles Fransaskoises, 2013). Our presentation will provide a synthesis of existing research and relevant theoretical frameworks related to the non right-holder, while identifying gaps in the literature. We will also discuss the need for a new line of research that will address the following questions, among others. Firstly, how do non-francophone parents experience their involvement in the francophone school system? Also, how do teachers and administrators experience their roles vis-à-vis the student non right-holder? Lastly, how do the student non right-holders construct their linguistic and cultural identities within a context that focuses on Acadian and francophone identity development? Currently, research done in the minority Francophone setting pertaining to parental involvement (Cormier & Lowe, 2010; MacPhee, Turnbull, & Gauthier, 2013), the perspectives of teachers and administrators (Cormier, 2005; Dalley & St. Onge, 2008; Rocque, 2006, 2008) and identity development among youth (Gérin-Lajoie, 2001; Landry, Deveau & Allard, 2006; Lowe & Richard, 2009) has focussed primarily on the contexts of Francophone and exogamous families (one Francophone parent, one non-Francophone parent). By intentionally casting a light on the non right-holder within the French school system, we aim to eventually explore these somewhat controversial themes from a unique perspective so as to better understand this particular group of students and parents. In so doing, we hope to advance theory, policy and practice that will support the minority French school as it adjusts to meet the needs of this growing student demographic.

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Développement et validation d'un questionnaire pour explorer les représentations des enseignants de langue seconde en lien avec la rétroaction corrective à l'orale
Les représentations des enseignants sont devenues la cible de la recherche suite aux développements psycho-cognitivistes qui ont exposé les liens entre les représentations et les pratiques des enseignants (Borg, 2006). Le questionnaire est un outil de collecte de données principal dans la recherche des représentations. Cependant, peu d'études sont entrepris les démarches de validation des questionnaires utilisés. Spada, Barkaoui, Peters, So et Valeo (2008), qui ont examiné les préférences des apprenants de la L2 quant aux différents types d'enseignement de la forme en anglais L2, est une des rares études ayant effectué la validation requise, d'où l'importance de mener plus de recherche de validation. L'objectif de cette étude est de combler ce vide empirique et de décrire le processus de développement et de validation d'un questionnaire explorant les représentations des enseignants de la L2 quant à la rétroaction corrective à l'orale. Cent

analyses statistiques. Les procédures de validation de notre questionnaire répliquent celles de Spada et al. (2008). Les résultats de la procédure de validation seront présentés lors du congrès.

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Mentorship, Professional Development, and Teacher Agency: The Role of Action Research in EAP
This presentation discusses a project in which, through longitudinal mentorship, English for Academic Purposes (EAP) teachers moved through a guided multi-stage professional development (PD) journey. Van den Branden (2006) argues that teacher cognition and teacher action may be incongruent due to inadequate contextual support. Accordingly, a key component of our project was interacting with teachers to incorporate task-based language teaching (TBLT) into existing activities, rather than prescribing activities. Action research (AR) provided a model of interaction for teachers to move from a theoretical perspective of TBLT by reflecting on how to integrate it with their current beliefs and pedagogical practices. The design of the project used Kemmis and McTaggart's (1988) cyclical AR model to plan several stages for the project. We will present the findings from the first 6 stages, in which the teacher researchers 1) wrote reflections and responded to surveys about their knowledge and experience with TBLT and AR; 2) participated in a reading group to discuss AR and TBLT; 3) identified pedagogical issues to examine through AR and TBLT; 4) designed individual projects; 4) implemented their projects and analyzed data; and 6) presented their findings. Through collaborative engagement in a reading group on AR and TBLT, ongoing reflections, one-on-one discussion, data workshops and other forms of support and self-discovery, the teacher researchers progressed from understating AR and TBLT to identifying pedagogical issues that they addressed using TBLT. The implications for in-service PD, theory, programs and the benefits of using TBLT in EAP contexts will be discussed.

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Playing "writing games": Academic discourse socialization into first-year doctoral studies
There is now a fairly wide body of research exploring the academic experiences of post-secondary students as they make their transition to university (e.g., Casanave, 2002; Leki, 1985; Morita, 2004). However, to our knowledge this process has never been investigated from a collaborative student (and authorial) perspective. This study utilizes a language socialization approach (Duff, 2008, 2010) to better understand the academic socialization of four first-year PhD students (two domestic and two international) in the same department in a Canadian university. According to Duff (2010), language socialization is a "dynamic, socially and culturally situated, multimodal, and often multilingual process with unpredictable uptake, intentions, behind-the-scenes power plays, investment on the part of learners, and outcomes" (p. 186). This paper explores academic discourse socialization processes (a sub-field within language socialization) with a specific focus on written academic enculturation. As part of the same cohort, the authors participated in two mandatory doctoral courses during their first year of study. These courses required the completion of more traditional written assignments as well as computer-mediated communication (CMC) among class members. Data collection includes online communications (as posted during each course), written assignments (including instructor feedback), and post-course interactive reflections (on a collaborative wiki). Discourse analysis focuses on how power relations and cultural capital (Bourdieu, 1977) work to enable or constrain the academic socialization process. The results of this study will be of great interest to current and incoming doctoral students as well as those who are charged with facilitating their successful transition.

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Cours de grammaire de FLS en modalité hybride : ingénierie pédagogique et double bilan formatif
D'abord intégré comme projet-pilote en 2011 au cursus des cours d'une université canadienne, le cours hybride de grammaire française pour apprenants de niveau intermédiaire en français langue seconde (FLS) est devenu un cours régulier en 2013. La formation combine au sein d'un même dispositif, de manière synchrone et asynchrone, des modalités d'enseignement et d'apprentissage en présentiel ainsi qu'en ligne (Nilsen et Tea, 2012). Ce type de dispositif exige une reconfiguration autant des ressources, des stratégies et des finalités que des rôles des acteurs de la formation (Neumeier, 2005). Entendu sous cet angle, le dispositif devient alors un lieu où se combinent des «formes complexes de médiatisation et de médiation» (Charlier et al., 2006). Ainsi, cette présentation a deux objectifs principaux : (1) décrire l'ingénierie pédagogique du cours de grammaire de FLS hybride, et (2) présenter un double bilan formatif en croisant les expériences professionnelles de deux professeures de FLS. Pour ce faire, nous ferons une synthèse de nos deux expériences d'enseignement en contexte hybride en précisant les évolutions apportées à notre agir professionnel et la valeur ajoutée des dispositifs hybrides (Docq et al., 2010) pour notre profession. Plus précisément, nous décrirons les ruptures (Develotte & Mangenot, 2007) sur le plan des représentations et des pratiques pour l'enseignement/apprentissage du FLS, mais tout autant les évolutions sur le plan du renouvellement de nos pratiques professionnelles. Nous tenterons de situer notre propos dans un cadre conceptuel inspiré des travaux récents de Bertin et Narcy-Combes (2012) en ergonomie didactique.

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The impact on inter-ethnic attitudes of learning the language of the other community
The government of Sri Lanka has enacted reforms which require all children to learn the language of the other community – the second national language (2NL) – from primary Grade 3 in the expectation that this will promote positive inter-ethnic attitudes amongst younger generations. Schools are separated according to medium of instruction, largely corresponding to ethnicity, where Sinhalese children have little or no contact with Tamil children and vice-versa and thus opportunities to develop positive inter-ethnic attitudes are largely restricted to the 2NL classroom. Does the teaching of the 2NL make a difference to inter-ethnic attitudes amongst school children in primary schools? This paper reports on a research project investigating attitudes to the other community amongst children in primary schools using a Strength of Identification Scale and a Trait Attibution Task as implicit measures of children's attitudes. Children in Grades 3 and 5 in Sinhalese-medium and Tamil medium schools were sampled in 4 areas of the country at the beginning and end of the school year. Results indicate that 2NL education is having little impact on children's attitudes towards the other community and that from Grade 3 to Grade 5 there is a negative movement in attitudes amongst Sinhalese school- children to Tamils which is not reflected amongst attitudes of Tamil school children to Sinhalese. The paper explains the results by suggesting that 2NL education is inextricably linked to wider societal

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The suitability of intensive English in Quebec for all students
Concentrating instructional time yields positive outcomes for L2 learners (Muñoz, 2012). Indeed, grade 5-6 French-speaking students experiencing the optional intensive English course (IEC) in Quebec make substantial progress (Lightbown & Spada, 1989; Collins et al, 1999). As the IEC has grown in popularity, more students with diverse academic profiles participate. Although there is indirect evidence that the benefits of intensity over drip-feed exposure may extend to students with weaker academic skills (Collins & White, 2012), there has been no research on how students with identified disabilities respond to the IEC. In fact, little research has investigated students with exceptionalities (SWE) in L2 learning contexts in general. Theoretically, such research would expand our understanding of the role of individual differences in SLA. Practically, it could provide guidance to practitioners and policy-makers on the needs and L2 learning potential of SWE. We will report findings from a 5-month longitudinal case study of three francophone IEC students in the same class with different diagnosed disabilities: Dysphasia and Dyslexia; ADHD and developmental delay; and Tourette syndrome and high anxiety. We documented i) L2 progress in comprehension and production; ii) students' perspectives on their IEC experience; iii) pedagogical and contextual factors contributing to successes and challenges. Data, collected at four intervals, consisted of: classroom observations, semi-structured student and teacher interviews, and measures of L2 comprehension and production, adapted from previous IEC research. The discussion will focus on students' L2 progress and the pedagogical, contextual, and personal factors contributing to learning successes and challenges.

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Collaboration as contestation and debate online in an adult literacy project
This presentation considers the most recent evolution of an ongoing, eight-year longitudinal adult literacy project with four school communities in the Greater Toronto Area. The project provides collaborative opportunities for parents/caregivers from linguistic, cultural and racial minority families and their children's classroom teachers to conduct qualitative research around priority issues for their school communities. In its most recent iteration, the project has added an online forum as a central research platform. This presentation includes a reading of participants' on-line exchanges, doing so through the interpretive framework of discursive psychology (Edwards & Potter, 1992) as it links to conversation analysis (Goodings, Locke & Brown, 2007). Preliminary examination of this online negotiation of voice and agency around priority issues such as literacy and curriculum reveals divergences among participants. Indications are that even while these adult mediators of elementary-level education may be stakeholders in a common enterprise, they position themselves and each other differentially as parents, teachers and researchers. The online exchange and the broader research project of which it is a part may be collaboration, but it is defined by negotiation, contestation and debate, not consensus. The presentation thus opens to view the psychology of relationships between key stakeholders in public education, most notably minority families and their children's educators.

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Texting as space: Examining the role of texting as literacy practice in the Old Colony community
This paper focuses on the construction of literacy (Street 1984) within the community of Low German-speaking Mennonite migrants from Mexico to Canada, and the role of community literacy practices, such as texting, in the construction of immigrant space. Space is seen as the ways in which the interviewees conceptualize "Mennonite space" or "immigrant space" as a "practiced place" (de Certeau, 1988: 118) and how they position themselves within it (Harré & van Langenhove 1991), i.e. how they construct their own identities. Central to this space and to my analysis is the linguascape of these migrants, which may include Low German, High German, Spanish and English. The migrant experience affects the construction of this space based on the different positions ascribed to the migrants in the different places, especially related to differing literacy practices, language ideologies and attitudes towards migrants and their languages. My analysis is based on a corpus of data consisting of: 1) focus group discussions with Low German-speaking Mennonites about their language experiences, and 2) follow-up conversations with selected people eliciting individual narratives. In my analysis, I go beyond a content analysis and examine the interactional aspects of language narratives as they pertain to narrative constructions of literacy and literacy practices, including linguistic choices in the use of resources such as code switching, person and place references, grammatical forms and lexical inventories that are commonly considered as central to the construction of spaces and identities (e.g. Myers, 2006; Heller, 2007).

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The effects of comprehensive written corrective feedback on grammatical accuracy in ESL writing
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 comprehensive WCF on students' grammatical accuracy in the revision 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 delayed effects of feedback on students' writing skills, each group was also asked to produce a new piece of writing two weeks later. ANOVA test revealed that all the three feedback groups significantly outperformed the control group with respect to grammatical accuracy in all the three revisions. WCF did not have any significant delayed transfer effects. Short-term transfer effects on grammatical accuracy, however, were found for direct CF, but not for other feedback types. The implications of the findings will be discussed.

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Learning grammatical gender in French at the beginner stages: does the L1 make a difference?
Research has demonstrated that learning grammatical gender in French for English speakers is difficult (Lyster, 2004; Lyster & Izqueirdo, 2009), and does not easily progress from exemplar learning to system learning (Bell & Collins, 2009; Harley, 1998). This is usually explained

the noun endings via crossword puzzle and picture-matching activities. A pre-post-test design examined their ability to assign gender to both familiar and novel nouns, measured via a 3-choice preference task and a picture identification task. Post-task interviews probed learners' awareness of the noun-ending cues for gender. Analyses of variance with Time and Performance on New and Old items as an indication of item vs. system learning revealed significant gains by both groups, particularly on the familiar items, but no differences between groups, nor did the groups differ in their awareness of noun-ending gender cues. The findings demonstrate that redundant grammatical features may be difficult at the initial stages, regardless of the status of similar grammatical features in the L1.

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Is expectation for corrective feedback in the language classroom universal?
Individual differences are thought to influence and, even, predict second language (L2) learning success (e.g., Dörnyei, 2005; Fox, 1993; Horwitz, 1985; 1999). However, little is known about their effect on the processes of L2 acquisition and, more specifically, about their impact on the ways learners process language instruction (Sheen, 2011). Corrective feedback (CF) is an integral part of language study and allows teachers to provide information about the grammaticality of a learner's oral and written production. Yet, it is not clear whether learners' beliefs about CF and its techniques affect their language learning. Before such a connection can be explored, it is important to identify what language learners believe about CF and whether these beliefs vary from one learning context to another. Such investigation is necessary because learners' beliefs about CF have not been studied on their own, but instead have been treated as a secondary point of interest. This study compared the beliefs college-level students hold about CF in the ESL (Canada, n = 197) and EFL (Russia, n = 224) learning contexts. The participants completed a 40-item questionnaire that dealt with the various aspects of CF found in the literature. While the factor analyses revealed underlying factors that were shared by the two populations (e.g., the importance and expectation of CF in the classroom), there were aspects that differed from one setting to another (e.g., feedback types, timing of CF). The results validate the questionnaire and suggest that some beliefs about CF may be universal.

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Integrating Pragmatic Competence into a Bridging Programme for Internationally Educated Nurses (IENs)
The increasing emphasis in English for Special Purposes programs on "soft skills" has given rise to the need for pedagogy to address pragmatic skills in addition to the current focus on grammar, pronunciation, vocabulary, and sector-specific language. While some intervention studies suggest that explicit instruction can improve pragmatic competence (Kasper & Rose, 2002; Taguchi, 2011), empirical research has scarcely been used to inform pedagogy of pragmatics in the workplace (but see Kerekes, 2004). In this presentation, we describe the goals and curriculum of an existing bridging program for IENs in the Greater Toronto Area. The IENs' communicative competence is assessed using thespeaking component of the Canadian English Language Benchmark Assessment for Nurses (CELBAN). Analyses of course materials, classroom observations, and interviews with participants in the program indicate, however, that the curriculum gives little attention to pragmatics in nursing contexts. The CELBAN includes a simulated role play between a nurse (played by the IEN) and a diabetic patient (played by the examiner), designed for the IENs to demonstrate their communicative skills (including pragmatic competence) in nurse-patient interactions. Our interactionist sociolinguistic discourse analysis (Gumperz, 1992) of 13 of these role plays reveals categories of miscommunication and identifies successfully executed communication strategies. Using excerpts from transcripts of the interviews, we demonstrate how successful interactions are co-constructed, and compare this analysis to the official assessments the participants received. On the basis of these analyses, recommendations are made for teaching nursing-specific pragmatic skills to Ontario's future nurses.

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How do L2 learners process word stress? A neurolinguistic perspective.
Recent EEG (electroencephalography) studies (e.g., Domahs et al. 2008, Knaus et al. 2007) have shown that native speakers react to violations of word stress. Moreover, stress violations evoke qualitatively different responses depending on the actual stress position. We seek to exploit these findings in order to gain new insights into how L2 learners process word stress information. The current study focuses on the following questions: • Do L2 learners process correct or incorrect word stress differently than native speakers? • Does the status of the speaker matter? That is, is correct or incorrect word stress processed differently when it is produced by a native or a non-native speaker? To this end we conducted an ERP (Event Related Potentials) study in which L2 learners of German had to match the orthographic form (visual word) with a stress pattern that was presented correctly or incorrectly (spoken word). Stimuli were trisyllabic German words produced by either a native or a non-native speaker. The results of this study provide us with new information on the importance of word stress information for learners of second languages and on the level of acceptance of word stress violations based on the speaker's proficiency. This information is valuable especially in the context second languages teaching, as word stress often receives little attention in the classroom setting.

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Self-assessment in a French pronunciation course
Self-assessment (SA) has been credited with raising student awareness and motivation, and has proven effective in L2 teaching; however, if learners appear to be reliable judges of their receptive skills, they are far less accurate evaluating their production (Blanche & Merino). The few studies carried out thus far on the SA of pronunciation have demonstrated that L2 learners (of English) typically have difficulty assessing their own abilities (Derwing; Derwing & Rossiter). Dlaska and Krekeler confirm these findings, but suggest results could be different if students received SA "training". Our study investigates the potential value of SA in a French pronunciation course. We examine three groups of students, all of whom receive the same phonetic training using a pre-/post-test design and generous ICF throughout the term – this in itself can lead to greater pronunciation accuracy and self-awareness (Couper). Group 1 is required to complete a SA when submitting pre-, post-, and two term test recordings; Group 2 performs the SA at the beginning and end of the course; Group 3 submits only one SA questionnaire, with their post-test. We address the following questions: 1. Does increased "training" in SA lead to increased accuracy in SA (i.e. higher correlations with evaluations made by expert raters)? 2. Will some aspects of their pronunciation be more difficult for students to evaluate than others? For example, according to Flege's SLM theory, sounds closest to the L1 phonology ("similar" but not "identical") will be the most problematic. 3. Will SA contribute to increased student motivation?

vise la description des processus cognitifs de l'écrit d'une élève avec Asperger de la septième année d'un programme d'immersion française. En utilisant le modèle d'écriture de Hayes et Flower (1980) comme perspective théorique, cette étude de cas ethnographique (Cambra Giné, 2003) traite des processus cognitifs d'écriture lors d'une session d'un protocole de verbalisation où une élève avec Asperger a écrit un texte narratif. Les données du protocole de verbalisation ont été analysées par le biais du modèle d'écriture et, aussi, comparées à la recherche concernant les élèves avec Asperger écrivant dans leur langue maternelle. La recherche démontre que les élèves avec Asperger éprouvent généralement des difficultés en écriture dans leur langue maternelle (Dickerson Mayes et Calhoun, 2007) et nos résultats confirment que ce défi est présent en langue seconde. Tout comme ses pairs en langue maternelle, l'étape planification a représenté le domaine principal de difficulté pour l'élève dans sa langue seconde (Brown et Klein, 2011). L'élève n'a eu aucune difficulté à générer des idées, mais l'organisation des idées et l'établissement d'un but d'écriture ont représenté des obstacles majeurs à l'écriture.

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Teaching English loanwords to learners of Korean
In view of the massive borrowing of English words into Korean (among other EastAsian languages) in recent years, extensive investigations into patterns of loanword adaptation have been carried out by a number of scholars, among them Heo 2010, Iverson & Lee 2006, Kang 2003, Kim 1999, Lee 2009, Peperkamp et al. 2008, etc. As shown by many researchers in the field, loanword adaptation is a complex process with linguistic and extra-linguistic factors at play from both the L1 (source language) and the L2 (recipient language). Although the complexity of borrowing patterns is frequently pointed out as one of the primary sources of difficulty for English speakers, teachers of Korean are often unaware of the challenges that students may constantly face and have not established any pedagogical approaches for dealing with the problem. Since most of the previous studies have rather focused on teaching English loanwords to learners of Japanese (Lovely 2011, Nishi & Xu 2013, Preson & Yamagata 2004), the current study examines difficulties and challenges that learners of Korean are confronted with and various strategies that learners use when transliterating English loanwords into Korean. In addition, we discuss the results of a survey conducted among Canadian students (N=20) who are currently studying the Korean language in a university setting. Finally, we propose pedagogical approaches for the explicit instruction of loanword adaptation rules and emphasize the importance of teacher awareness of the issue.

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Individual Differences in Corrective Feedback: A proposal
orrective feedback (CF) is one of most coveted aspects of teacher instruction, yet it is also one of the most controversial (Russell & Spada, 2006; Truscott, 2007). Despite a plethora of error correction studies, individual differences in error correction are relatively unexplored. Most CF research assumes that all learners benefit equally from CF, and the few existing studies on individual differences in CF have yielded mixed results (MacIntyre & Charos, 1996; Segalowitz, 1997; Sheen, 2007; Sharp, 2008). Furthermore, while factors like aptitude, anxiety, and working memory have been examined (Trofimovich et al., 2007; Sheen, 2008), the impact of students' dispositions on CF is virtually ignored. Thus, in the field of Second Language Acquisition, there has been a consistent call to explore individual differences in CF (Lyster & Saito, 2010; Sheen, 2010). This study attempts to fill this research gap by investigating how different aspects of learners' personalities influence the effectiveness of oral CF in the classroom. Using a mixed- method research design, the study will take place in an English as a second language class with approximately 20 learners. Data collection will include learners' responses on a standardized personality assessment test, a pre-test/post-test assessment of students' target language acquisition, classroom observations, and participant interviews. Findings will be triangulated to investigate the perceived efficacy of oral CF delivered by the instructor. The presenter will outline the theoretical framework, the research context, study design, and discuss potential contributions to research and pedagogy.

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Les marqueurs discursifs dans le discours d'apprenants du français L2 dans le nord-ouest de l'Ontario
L'utilisation des marqueurs discursifs (DM) est un phénomène courant dans le parler natif. L'usage de ces "expressions conventionnelles" est une façon subtile pour les locuteurs L2 d'essayer de passer pour un locuteur natif. Un certain nombre d'études a examiné l'usage des DM dans le discours natif français, mais peu d'études ont été menées pour explorer l'utilisation des DM par les locuteurs de français L2. Cette communication analyse l'utilisation des DM 'comme', 'pis', 'donc', fréquemment employés en français oral mais de manière peu uniforme par les locuteurs de français L1 ou L2. Ce nouveau corpus porte sur des apprenants avancés du français langue étrangère / langue seconde. Il a été recueilli parmi des locuteurs de français L2 du nord-ouest de l'Ontario au Canada, où le français est en situation minoritaire. Les données comportent un questionnaire ethnolinguistique et un entretien mi-formel de tradition labovienne mené avec chaque participant. La présente communication se propose de répondre aux questions suivantes: 1) dans quelle mesure une exposition extra-curriculaire limitée au français peut limiter les utilisations discursives associées aux DM "comme, pis and donc"; 2) dans quelle mesure la présence ou l'absence d'un équivalent anglais de ces DM peut influencer leur taux d'utilisation; 3) est-ce que les locteurs L2 suivent les mêmes contraintes linguistiques que celles utilisées par les locuteurs natifs; 4) quels facteurs extralinguistiques influencent l'utilisation de ces DM, tels que le sexe du locuteur, son niveau social…

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Communicative Competence Reassessed: The Case of the LINC Home Study Program
The goal of successful language learning is the acquisition of communicative competence defined as "the language user's knowledge of (and ability for use of) rules of language in context" (Canale & Swain, 1980, p. 16). The theory of communicative competence is emphasized in a number of documents developed by the Center for Canadian Language Benchmarks (CCLB, 2012, 2012a, 2013). These documents outline a national standard for planning curricula and assessment procedures in federally funded language programs in Canada, including the LINC Home Study Program (Centre for Education and Training, 2013), a Canadian distance-education program for newcomers unable to attend regular classes. The goal of this paper is to assess one of the Modules of the Program available to the general public as a demonstration module. The question of interest is the following: How much of this program is informed by the theoretical construct of communicative competence and its recent critical reassessment (see e.g., Bachman & Palmer, 2010; Celce-Murcia, 2007)? To that end, the analysis of the Module focuses on the following areas: 1) presentation of language knowledge and competency areas that target the successful acquisition of communicative competence; 2) communicative nature of the Module tasks; 3) orientation to different learners (including literacy learners) and different learning styles. The paper points out the strengths as well as the weaknesses of the Module. Drawing on specific examples, the paper also offers an alternative way of organizing the Module, which takes into consideration the critical reassessment of

Do literacy skills matter to mathematics performance? A meta-synthesis of empirical studies
The results from the first international Survey of Adult Skills have shown that Canadians aged 16 to 24 scored below the average in literacy (ranking 14 of 21) and numeracy (ranking 15 of 21) as compared to other participating countries (OECD, 2013). Meanwhile, 42% and 48% of students in Grades 3 and 6 in Ontario did not meet the provincial standard for reading and mathematics respectively (EQAO, 2013). Educators believe that there is a possible correlation between language proficiency and mathematics achievement. Limited language skills can be a barrier for students to understand instruction, effectively develop learning strategies and seek assistance. More specifically, limited language skills can significantly affect students' ability to understand word problems as well as encode and represent mathematical information, which in turn, can gravely impact their future success in more advanced mathematics (e.g., Dowker, 2009; LeFevre et al., 2010; Kleemans, Segers & Verhoeven, 2011). This meta-synthesis systematically reviews empirical studies that investigate the relationship between students' mathematical and language skills. This presentation will highlight themes emerged that are essential to the debate on the topic of whether numeracy competence is a major problem of mathematical knowledge or a compound of problems involving students' literacy and language skills and other cognitive abilities. These themes include 1) dyslexia with math difficulties, 2) relationship between students' motivation in reading and math knowledge, 3) correlation between specific language and math skills (e.g., phonological decoding in relation to arithmetic performance (Vukovic & Lesaux, 2013)), and 4) English language learners' math skills. The study suggests directions of future research and provides insights to develop educational interventions to address students' limited and specific language and literacy skills that influence mathematical knowledge development.

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Lower-Proficiency ESL Learners and the Acquisition of Contrastive Stress
Sentence focus is essential for ESL, EFL and ELF communication (Jenkins, 2002). Focus marks new information in discourse (Halliday, 1967), calls attention to contrasts, and promotes listener comprehension (L. Hahn, 2004). The identification of contrastive focus is quite learnable (Pennington & Ellis, 2000). Explicit rules can improve production (M. Hahn, 2002). Levis and Levis (2011) found that advanced learners of English improved production of contrasts after instruction.
However, their subjects were advanced learners who already had considerable suprasegmental instruction. But can instruction improve perception and production for lower level students with little previous exposure to suprasegmental instruction?
The acquisition of contrasts involves several skills. One study found that learners improved production of contrasts by learning to predict which words are contrasting and by emphasizing these words (Levis and Levis, 2011). However, some stages of acquisition were not accounted for in their study.
In particular, contrastive stress requires de-emphasis of following words not in contrast. Previous studies have not examined this. Levis and Levis noticed that this was a particularly difficult aspect to acquire.
To address these problems, we developed a four-week class to teach contrastive stress. Participants were intermediate to advanced students in an Intensive English Program at a Midwestern University. They received individual and group practice, cognitively oriented instruction and homework. A control group received no instruction.
A pretest and posttest investigated perception and production of contrasts. The perception test examined ability to identify emphasized and de-emphasized words in sentences. The production test examined whether participants emphasized contrasts and de-emphasized words or syllables following contrasts.
Participants significantly improved both perception and production of contrasts. They improved production of length and pitch to indicate a contrast.

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Learners' stories: Exploring students' English learning experiences in the Hong Kong context
Language learners are active meaning-makers who use the target language to co-construct their learning experiences with others (Pavlenko & Lantolf, 2000). Moreover, they constantly negotiate their learners' identities and beliefs by means of language (Norton, 2000; 2010). This study is a narrative inquiry into six Hong Kong post-secondary students' English learning experiences. Theoretically informed by Norton's (2000; 2010) work on identity and English learning, this study focuses on the participants' perceptions of English learning and themselves as English learners along their learning trajectories. A multi-method approach was adopted in the study. The data were collected through pre-interview questionnaires, interviews with student participants and post-interview classroom observations. The collected data were used to develop a narrative of each student's English learning. This presentation focuses on the English learning story of one participant, Brandon. Brandon's story conveys the various meanings that he attached to English learning during his secondary and post-secondary education. Moreover, his story also illustrates how his perception of himself as an English learner was shaped and influenced by his Science background and his interaction with students from the Arts discipline. While documenting the student participants' lived English learning experiences, this study helps raise post-secondary English educators' awareness of students' prior learning experiences and their multiple identities and thus, shedding light on developing an appropriate post-secondary English curriculum to accommodate students from different backgrounds. The findings of this study can also be compared with those of other studies looking at English language education in English- speaking countries (e.g. Canada). (248 words)

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Lived Experience of Meaning: Emotions and Identity Construction by Migrants in Canada
The great challenge of the most recent reforms in Canadian immigration law system is to understand the ways new comers will reshape the social landscape in Canada in the nearest future. A closer look at the diversity in language, as an element in the construction of identity can show how linguistic and cultural identities as well as speakers' emotional relationship to their first and second languages are played out in everyday practices.Though some attempts have been made to address the relationship between emotions and multilingualism in the research on multilinguals (e.g., Kramsch, 2009; Pavlenko, 2005), little attention has yet been paid to the ways in which emotions and affect play a role in multilinguals' constructions of identities, which is the focus of this paper. The data for our sociolinguistic investigation consists of two sets which were collected as part of two larger projects on language and identity of multilingual speakers in Canada. The first set comes from about 100 hours of interviews with German-speaking immigrants in Canada. The second set of data comes from about 50 hours interactions and interviews of learners of German which were recorded at a major Canadian university. Our analysis of these data draws on interactional sociolinguistics and conversation analysis, and we will use data excerpts in our presentation. Our study can provide a useful

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Lower-Proficiency ESL Learners and the Acquisition of Contrastive Stress
Pronunciation is a crucial component of second/foreign language proficiency. It is impossible to speak without pronouncing (Luoma, 2004). In many instances in which grammar and vocabulary are correct, below a certain level of pronunciation communication cannot take place effectively (Celce-Murcia & Goodwin, 1991; Hinofotis & Bailey, 1980) as poor phonetic control and prosody can distract the listener and hinder comprehension of the message (Eskenazi, 1999). Although researchers highlight the importance of pronunciation and advocate that it become part of ESL/EFL curricula, there is a lack of substantial research connecting theory to practice. As a matter of fact, pronunciation is often ignored in second language teaching, especially in EFL contexts, because teachers lack support, lack preparation and training, have difficulty in establishing goals, have difficulty in defining pedagogical priorities, and have difficulty in deciding on effective approaches to teaching (Derwing & Munro, 2005). In response to these issues, an online pronunciation tutor focusing on English suprasegmentals (word stress, rhythm, and intonation) has been developed to improve the comprehensibility of L2 speakers. This presentation will address four major considerations in the development of the online pronunciation tutor: 1) the importance of suprasegmentals on speaker intelligibility and comprehensibility; 2) the potential that an online tutor offers to address basic principles leading to effective pronunciation instruction (e.g., access to multiple models, opportunities for large amounts of practice, and self-determined pace); 3) the importance of pronunciation feedback and its different modality in online instruction; and 4) the effectiveness and usefulness of online instruction.

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L'identité professionnelle des enseignants de l'immersion française en Colombie-Britannique
Cette étude porte sur l'identité professionnelle des enseignants de l'immersion française et les questions de recherche portent sur les représentations que ces enseignants se font de leur travail, de leurs responsabilités, de leurs rapports aux apprenants, de leurs rapports aux collègues et de leur appartenance au programme de l'immersion et à l'école. La recherche repose sur une méthodologie qualitative pour analyser des données secondaires provenant d'une recherche pancanadienne et recueillies par moyen d'entrevues faites auprès de 11 enseignants qui travaillaient dans un programme d'immersion française en Colombie-Britannique. L'analyse montre qu'il existe un écart entre les buts de l'immersion française et les représentations que les enseignants se construisent de leur identité professionnelle. L'identité professionnelle de l'enseignant de l'immersion française se situe à l'intersection de trois sphères, soit la vie professionnelle, privée et communautaire et elle se développe dans un contexte de tensions opposées. L'analyse des données révèle aussi que les enseignants de l'immersion française ont des représentations de leur travail qui changent avec le temps grâce à des éléments déclencheurs qui les conduit à des phases de remise en question concernant leur travail.

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Updating communicative competence: A multimodal analysis of two elementary texts
Following Hymes's (1972) theorization of communicative competence in response to Chomsky's (1965) abstract grammatical theorizing of competence, Canale & Swain (1980), and Canale (1983) developed a framework to guide communicative French as a second language (FSL) testing in Ontario. Since then, this framework has informed communicative teaching and testing of foreign and second languages more generally, including, prominently, English. Three social shifts have since revolutionized communication: globalization, described as world shrinkage (Larsson, 2001) or flattening (Friedman, 2005); digitization, shifting communication from page to screen (Kress, 2003; 2010), inviting convergence culture (Jenkins, 2006), and enabling collaborative multimedia production; and superdiversity, increasing demographic complexity (Vertovec, 2007). These social trends are mutually reinforced; Parkin (2012) historically locates the emergence of superdiversity in the late 1980s and early 1990s convergent with digitization. The 1980s communicative competence framework was based on the communication technologies and cultural concepts of the time, geared to four skills catering to nation state speech communities, print and audio-visual culture. Labels, such as foreign and second language relate poorly to superdiverse populations in the digital landscape. Significant developments in communication technologies have deeply affected how, why, where, and with whom we communicate, and the textual structures grounding 1980s theorizing on communicative competence have undergone significant resemiotization (Iedema, 2003). This paper briefly overviews the changing communication landscape, analyzes two texts by or for elementary school students in Toronto multimodally using Elleström's (2010) intermediality framework, and invites discussion on updating the paradigm of communicative competence for contemporary communication.

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Immigrant status as an influential factor in additional language learning
One frequently posed question in the field of multilingual language acquisition is: How does additional language (Ln) learning differ from second language (L2) learning? One common response is: experience with L2s facilitates the Ln learning. Among influential factors, language (s) proficiency (Cummins, 1979), context (s) of language acquisition (Gibson & Hufeisen, 2003), language distance (s)(De Angelis, 2007), perceived distance (Kellerman, 1978) and motivation (Ushioda & Dörnyei, 2012) impact language learning. Although the factors above impact Ln learning, it is prior experience with two languages that is the unique, complex factor differentiating second from Ln learning. The underlying support for L2 knowledge enhancing Ln learning is grounded in Cummins (1979) interdependence hypothesis, which highlights the underlying accumulated mental processes that come with language-learning experience. Similarly, Cook's (1995) multicompetence model recognizes languages and interlanguage(s) as adding to the linguistic knowledge/skills of an individual. More specifically, Cook underscores that the metalinguistic knowledge that comes with knowing two or more languages is advantageous for Ln learning. This study compares the French as a second language achievement of Canadian-born English-speaking students, Canadian-born bilingual students and bilingual immigrant students (N=96) as gathered by means of a multi-skills test. Through ANOVAs, post hoc tests and multiple regression analysis, it was determined that the immigrant group had superior results. These results, however, were not due to enhanced metalinguistic awareness, cognitive strategy use, prior language-learning experience or increased motivation. This presentation connects the unique findings to the influence of the educational and broader Canadian contexts.

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A Comparative Study of Developing Writers' Use of Transition Expressions
Researchers have started to explore how native (NS) and non-native (NNS) English writers use transition expressions, especially in academic English, in relation to theories of second language (L2) writing and development. These expressions reflect writers' command of

and 23 non-native (NNS) speakers of English. The transition expressions in each paper were identified, then subdivided into four major categories (additive, adversative, temporal and causal) according to Halliday and Hasan's (1976) framework. The type and number of each individual expression were recorded and the results for NS and NNS groups were compared. The results showed that the NS employed a greater number of different transition expressions overall. They also exhibited more variety in several of the subcategories. These findings are consistent with previous findings (e.g. Connor, 1984; Firth, 1988, as cited in McCarthy, 1991; Mohamed-Sayidina, 2010), and suggest that transition expressions draw on writers' lexical, grammar and genre-specific abilities.

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Collocation Recognition by Adult Speakers of English as a First/Second Language
Language mainly consists of formulaic sequences (Wray, 2002), of which collocations are the most frequent and least explored. Nevertheless, collocation mastery is at the core of language proficiency since knowing what words fit together enables a learner to perceive and produce language in 'chunks' as native speakers do. To effectively teach collocations, it is necessary to determine the factors that condition word combination choices. This study in progress examines how the level of proficiency in English, the primary language background and linguistic characteristics of a text affect collocation recognition. The underlying research question focuses on the criteria that guide students to identify collocations as "natural" and "unnatural"-sounding. The paper addresses stages of a mixed-methods research approach, namely the exploratory sequential design (Creswell and Plano Clark, 2011), as implemented in the study. At the first stage, the qualitative data is collected from a test and semi-structured interview with three randomly selected participants: an ESL learner, a proficient speaker of English/another language, and a participant who uses predominantly English as a primary language. The results provide insights into cognitive strategies students employed to approach the test and factors that influence collocation recognition. At the second quantitative stage, approximately 100 undergraduate university students from different primary language backgrounds take a survey and test that are analyzed in terms of accuracy and appropriateness of choices. After examining the reasons influencing the participants' choice of respective word combinations, the researcher makes suggestions for approaching collocations in the ESL classroom.

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Association lexicale paradigmatique ou syntagmatique chez des apprenants débutants?
L'association lexicale est depuis longtemps utilisée pour mesurer la connaissance lexicale des apprenants en L2 (Read, 1993 ; Meara, 2009). Par ailleurs, en psycholinguistique, elle sert à examiner comment est organisé le lexique mental, plus précisément de quelle façon sont organisés les réseaux lexicaux. Les recherches conduites sur l'association lexicale en L2 ont révélé chez des apprenants adultes, intermédiaires ou avancés, que ces derniers tendaient à produire davantage d'associations de nature paradigmatique (Zareva, 2007 ; Wolter et Zareva, 2012). Néanmoins, aucune étude n'a tenté de vérifier quels types d'associations paradigmatique ou syntagmatique, pouvaient être observés chez des apprenants débutants. Notre recherche visait donc à faire cette vérification car savoir quel type de connexions lexicales en L2 ces derniers établissent lors de l'apprentissage des mots nouveaux pourrait contribuer à l'amélioration de l'enseignement et de l'apprentissage du vocabulaire en L2. Notre recherche avait pour objectif de déterminer quel type d'associations faciliterait le mieux l'apprentissage des mots en L2. L'expérimentation a été réalisée auprès de 142 apprenants japonais du français dans les premiers stades de l'apprentissage. Deux groupes expérimentaux ont appris les mots cibles en français en effectuant la récupération, basée sur l'association lexicale, paradigmatique ou syntagmatique, et un groupe témoin, une tâche de copiage de phrases associées à ces mots cibles. Les résultats ont révélé l'efficacité de la récupération basée notamment sur l'association paradigmatique pour l'apprentissage du vocabulaire en L2, suggérant que les apprenants en L2 ont surtout recours aux connexions paradigmatiques dans l'organisation des réseaux lexicaux en L2.

Mary O'Brien (University of Calgary) mgobrien@ucalgary.ca
Production of word stress in L2 German
Individuals who begin learning an L2 in adulthood will speak that language with a foreign accent. Much of what constitutes a foreign accent is often highly predictable, and research has shown that even those speaking with accents often produce comprehensible speech (e.g., Munro & Derwing, 2006). In the current study we investigate the production of one aspect of L2 speech that causes problems for both speakers and listeners: word stress. Word stress is one area in which errors may affect a speaker's comprehensibility, and yet classroom practice does not focus on the production of word stress. Unlike previous studies on the topic, the current work will investigate the role of input instruction on the production of predictable word stress in German words with English cognates. Participants in the current study were 24 L2 learners of German, half of whom received training in word stress production. In the pre-test, they were recorded producing German cognate words with predictable stress. Learners in the training condition were exposed to a week-long input instruction program on German word stress that along the lines of Vanpatten's (1996) Processing Instruction. All participants then completed a post-test production task along with a think-aloud protocol and a delayed post-test three months later. Results indicate that the participants in the training condition significantly outperformed those who did not take part in the training at post-test and in the delayed post-test. The study shows the effectiveness of input training for pronunciation and has important implications for classroom pronunciation instruction.

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Can L2 classrooms take the bi/multilingual turn?
For the past two decades, momentum has gathered in favour of a bi/multilingual turn in second language (L2) acquisition research and teaching (Ortega 2013). In view of mounting evidence that bi/multilingual speakers differ from monolinguals on a cognitive (Granena & Long, 2013) and sociolinguistic level (Rampton, 1995), multicompetence (Cook, 1999) has been proposed to replace nativeness and monolingualism as a more valid and achievable yardstick by which to measure L2 learners' success. However, this proposed shift has not made its way into formal L2 teaching settings. The language presented to L2 learners is a set of ideal, monolingual, standard norms often removed from actual target language practices, implying that linguistic features are never subject to sociostylistic variation (Gadet, 1989). In addition, L2 learners' goal is often to neutralise cross-linguistic influences and 'pass for' a native speaker (Piller, 2002). We propose that the bi/multilingual shift has not taken place in practice because language features associated with (ideal) monolingual nativeness are necessary in many ommunicative situations L2 users encounter. Borrowing from sociolinguistics the concepts of communicative distance and immediacy (Koch & Österreicher's, 2001) we will show how communicative situations and their oral or written realizations are located on a conceptional continuum. Using sociolinguistic examples from existing literature, we will illustrate how monolingual standard norms and shared code-switching usage represent the model's most distant and immediate communicative ends, respectively. We will thus argue that traditional mono/multilingual and native/nonnative oppositions can be reframed in order to legitimate models for L2 acquisition

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The Importance of Empathy in Second Language Education: a space for literacy narratives
The discovery of mirror neurons revealing that when we watch or imagine someone perform an action the same neurons are fired in our brains as if we ourselves were doing the action (di Pellegrino, Fadiga, Fogassi, Gallese & Rizzolatti, 1992) has proved our neuronal system enables us to understand through emotional and motor resonance. Through simulated experiential situations, literary narratives engage readers in an empathetic, interactive process increasing mind and memory capacities (Mar & Oatley 2008). Readers perceive situations and build up the meaning through: i) the filter of their own cultural references, experience and knowledge; ii) perceived emotions functioning as cognitive strategies (Damasio, 1994; 1999; Frijda, 1986; Le Doux, 2003); and iii) empathy, i.e. the capacity to put oneself in someone else's shoes while distancing oneself through fictional make-believe (Aden, 2010b). Neuroscientific research offers a promising theoretical framework for studies in second language education (SLE). Accordingly, literature might become a source of simulated experiences, enriching the learning process at almost any level of proficiency. We will present the results of an international study, conducted among Canadian ESL and French FSL high school students, which investigated the role of emotions in enhancing the process of understanding second language. The qualitative methodology used required students to complete a literature response questionnaire (Miall & Kuiken, 1995) and to participate in focus groups where literary narratives were discussed, supported and triangulated by teachers' observations and interviews. The data address the extent to which empathy contributes to students' performance and influences motivation and interest.

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Lexical Frequency Profiling of Canadian High-school Expository Writing
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 shift4, 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 curricula3,11,12. 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 >1,500,000-word, grade-12-student written corpus from a large random sample of essays from a provincial diploma ELA exam. Lexical frequency10 data were compiled, and vocabulary profiles2 then were generated by aligning individual essay vocabulary frequency with two reference corpora, including: 1) adult US/UK5,7,10 and 2) K-12 school textbook and reader corpora14, as well as the exam corpus itself. Vocabulary profile indices were then compared to the following associated data: 1) official provincial exam essay scores (holistic rubric scoring1), 2) writing error data using a detailed coded rubric8,9, and 3) student high-school transcripts. Using a combination of regression approaches, we identify a domain of mid-frequency vocabulary13 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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Promoting metalinguistic awareness in group discussions: an empirical study on university students
Metalinguistic awareness has been defined in multiple ways by linguists and psycholinguists (Gombert, 1990; Jessner 2006) and prevailingly studied using specific tests, aside from some cases based on qualitative analysis of strategies (Jessner 2006, 2008). We will present a study using a methodology partly based on a validated metalinguistic ability test, and partly on qualitative analysis of group discussions about the outcomes of the test. University students who had received half of the items of the test and reached a prevailing score of 0, 1 or 2 were recruited for creating two focus groups of three participants, each of which represented a different score level. Participants were then tested on the other half of the test. Afterwards, a tutor recapitulated each response by each participant and stimulated a group discussion about these responses. The discussion was aimed at fostering advances in metalinguistic awareness by exploiting the very differences of the participants' points of view and the gaps in their phrasing abilities. Qualitative analysis focused on both the mental processes made explicit by the participants when using such expressions as "I compared", "I argued", and the metalinguistic relevance of the morphemes they analyzed in the test items. Each participant showed advances in core aspects of metalinguistic awareness, i.e. the reflection activity itself and the objective features identified in the linguistic materials of the test. Educational implications for both L1 and additional languages teaching, and correlations with personality traits, as measured by the Hexaco personality test (Lee & Ashton, 2004), are discussed.

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The effect of 4 different modes of instructions on L2 vocabulary acquisition of EFL learners
This study examined the effect of four modes of instruction on second language (L2) vocabulary acquisition of English as foreign language (EFL) learners across high, intermediate and low levels of proficiency. The modes of instruction included: a) text definition alone, b) text definition and still pictures, c) text definition and instructional video clips and d) text definition and the combination of still pictures and instructional video clips. A total of 125 female high school students participated in the study and took a preliminary English Test (PET) as a pre-test to ensure they were at the same level. They were divided into 4 groups of A, B, C and D and received different instructional modes respectively. Group A was instructed via text definition alone, group B received text definition and still pictures, group C was taught via text definition and instructional video clips and group D was exposed to text definition with the combination of still pictures and instructional video clips. A two-way analysis of variance (ANOVA) was conducted to show if different modes of presentation affected foreign language vocabulary learning of the participants differently. The result showed that text definition alone was more effective than other modes of instruction on L2 vocabulary learning and instructions for groups C, B and D are more effective for vocabulary learning respectively. Three possible interpretations of the findings will be discussed. The findings are beneficial for language teachers and learners in regards to the use of audio-visual educational instruments to teach and learn foreign language vocabulary items.

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Developing effective grammar instruction to truly enable task-based learning and teaching
In Canada publically-funded programs for adult immigrants are expected to be consistent with a set of competency-based descriptors called the Canadian Language Benchmarks (CLBs). CLB policy documents call for teachers to employ a task-based approach to teaching and to

actually enable learners to use the target grammar accurately and fluently in the ensuing communicative task. In this presentation, we will argue for an approach to grammar instruction within task- based lessons based on the ACCESS pedagogical framework (Gatbonton & Segalowitz, 2005). In this framework, grammar learning is promoted through the use of genuinely interactive, goal-oriented enabling tasks that are designed to elicit a critical mass of utterances exemplifying the grammatical structures required in the performance of the main task. By working to achieve task goals, learners repeatedly use the target utterances in context, which contributes to gains in accuracy and fluency. To illustrate, we will provide an example of a task sequence with ACCESS features and present evidence of the effectiveness of these enabling activities from Chinese learners who participated in a small-scale study.

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What learners' errors can tell us about avoidance: the case of phrasal verbs
This study proposes to analyse the errors produced by Francophone ESL learners in the context of a study on the avoidance of phrasal verbs. To date, studies have focused entirely on the correct production of phrasal verbs without taking into account the types of errors produced (Dagut & Laufer, 1985; Hulstijn & Marchena, 1989; Laufer & Eliasson, 1993; Liao & Fukuya, 2004). In order to measure avoidance (Schachter, 1974; Kleinmann, 1978), learners were given one of two tests: a multiple choice test (n=35) where they had to choose between a phrasal verb and a correct one-word verb, and a gap-filling exercise (n=47) with a word bank to choose from. Results show that learners used significantly less phrasal verbs than the Anglophone control group, interpreted as avoidance. In order to further explore the types of errors produced by our learners, we took a closer look at the errors produced on the gap-filling test. These errors were then classed as either syntactic (a violation of the verb's subcategorization scheme), semantic (a problem linked to the semantic type of the verb's arguments) or both. Results of a MANOVA confirm that there is a significant relationship between the production of errors and the type of phrasal verb as proposed by Jackendoff (2002). Also, in phrasal verb categories where there was more avoidance, there were also more errors produced. Identifying the source of the error will allow us to better nuance avoidance measures by pinpointing the source of difficulty for L2 learners

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The CEFR in Ontario: FSL students' self-assessments of sociolinguistic skills
Research on the development of sociolinguistic competence by advanced-level FSL learners demonstrates that such learners have not mastered the use of the socio-stylistic register markers employed by Francophones (cf. Dewaele, 2004; Mougeon, Nadasdi, & Rehner, 2010; Regan, Howard, & Lemee, 2009). In fact, Bartning (2009) identifies the development of such skills as the primary difference between advanced learners and near natives. But how advanced FSL learners perceive their sociolinguistic skills and how their self-assessments line up with the criteria for an objective measure of their competence is a question that has not been addressed in the literature. To this end, the present study, guided by a Labovian theoretical framework (Labov, 1972), employs a mixed-methods approach to data analysis and uses the sociolinguistic illustrative scale of The Common European Framework of Reference to assess the self-reported sociolinguistic skills of 56 core and immersion graduates. These learners are studying FSL at an Ontario university and are reflecting on their cumulative FSL experiences. Analysis, based on transcribed interviews, reveals differences between core and immersion graduates, a progression in self-perceptions from 1st-4th year of study, learners' sense of lacking confidence, experience, vocabulary-in-action, and nuanced expression, and concrete suggestions for how learners wish to develop these abilities through increased use of the language in particular settings and via a focus on particular skills. Finally, the self-report data demonstrate that the students cluster within two levels on the CEFR scale and that rankings are tied to exposure and commitments to French outside of the classroom.

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Early literacy: From thought, to word, to print
The development of early literacy is a multi-faceted, dynamic process that involves transforming thought to words and transcribing them to print. A growing body of research underscores the importance of the foundational skills of printing ('language by hand') and spelling (Gentry, 1982; Alston, 1983; Christensen, 2009). These skills must become automatized sufficiently for youngsters to unlock their cognitive and linguistic resources so they may engage with the demands of curriculum and increasingly complex and sophisticated modes of writing in upper elementary school (Berninger, 1999). This study examines the relationship of the underlying skills of printing and spelling as they influence the quality of writing at the end of Grade 2 and the vocabulary choices children can muster to fulfill the task set before them. A class set of Grade 2 writing in response to an expository prompt was scored holistically on a trait based rubric, then scored for spelling accuracy and control/legibility of printing. The samples were then profiled using public domain software to glean insights to the vocabulary children can marshal and mobilize to describe 'the ideal zoo.' The findings underscore the importance of Berninger's developmental constraint model of early literacy. The study makes a contribution in highlighting the need for explicit skills instruction and the emergent ability of 'excellent' young writers to take risks, to be strategic, to demonstrate understanding of register and genre requirements, and to effectively use pre-writing activity (sketching/drawing) as a concrete reference point for transposing thought to word to print.

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Revising communicative competence for the digital era: Interactivity and new media
The framework of communicative competence (Canale & Swain, 1980; Canale, 1983) was a radical rethinking of how foreign and second languages were taught, and has firmly taken a place of prominence in the theory and practice of language teaching and testing. As digital technologies become more mainstream and enter social and educational contexts (Jenkins, 2006; Negroponte, 1996), a radical rethinking of communicative competence is in order: How do digital media challenge the notions of communication, speaker, and language? This paper addresses how the interactivity of digital media challenge traditional notions of communication, and call for a reexamination of language teaching and testing. Digital interactivity provides unprecedented opportunities to communicate with diverse interlocutors via text, sound, video, motion (through digital avatars in immersive online environments), and any combination of the above. Knowledge building and learning can happen virtually in geographically dispersed and linguistically diverse communities. Communication in digital environments including Twitter, Facebook, YouTube, and the like challenge the notions of communicative competence developed for the analogue era. Theoretical underpinning of digital interactivity and communicative competence discussed in this paper will propose a new model of how notions of speaker, communicative event, and unit of communication can be approached in language teaching and testing. Using Ellström's (2010) model of intermediality and Herring's (2007) computer-mediated discourse analysis, examples from Facebook and Twitter

ESL pragmatics: Assessment of learner apologies
Pragmatics plays a crucial role in newcomers' success in Canada. For second language learners, pragmatic competence depends on the correct choice of speech act, the use of typical expressions, the appropriate amount of speech and information, and a suitable degree of formality, directness, and politeness1. North American apologies are complex speech acts; they may consist of an expression of apology, followed by an acknowledgement of responsibility, an explanation or account, an offer of repair, and a promise of non-recurrence. This study was designed to assess the performance of apologies by 20 adult learners at CLB 4 proficiency in regular full-time ESL classes. The research questions guiding this study were (1) Is there significant improvement in assessment of apologies over four months (>300 hours) of regular ESL classes? and (2) Is there a significant difference between ratings of the oral responses of the participants and the written transcripts of those responses? The learners role-played an apology scenario with researchers. The recorded apologies were randomized and transcripts of the apologies were also prepared for rating. Six native speaker listeners judged (a) the 40 randomized oral stimuli (from Times 1 and 2) and (b) the 40 orthographic transcripts of the same stimuli with regard to politeness, amount of information, strategy use, and accuracy. The written transcripts received significantly lower ratings than the oral productions at both Times 1 and 2, but there was no significant improvement in performance over time. Implications of the findings for ESL instructors and assessors are discussed.

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A Case Study of Pedagogy and Learning Environment in a Franco-Ontarian Child Care Centre
Francophone elementary schools are attracting a growing number of non-Francophone students. In order to be eligible to attend Francophone elementary schools, non-Francophone children must demonstrate an acceptable proficiency in French. This has led parents to enroll their children in Francophone child care centres in the hopes that the children will become sufficiently proficient in French to pass the admissions interview and test. This exploratory, descriptive case study explores the pedagogy and learning environment in an Ontario Francophone child care centre where the majority of children were Anglophone or non-Francophone. Relying on Cummins' (1989) Minority Empowerment Framework and Lyster's (2007) Counterbalanced Approach to Second Language Teaching as reference points, this study investigated how Franco-Ontarian culture and linguistic character are reinforced in this child care centre; how language instruction was integrated into educational activities; and what supports were in place to assist and support Anglophone and Allophone children in this environment. Over ten weeks, the researcher observed the day-to-day practices employed by Early Childhood Educators in the centre, observed (linguistic) interactions between staff and the children, and the children with one another. Additionally, the researcher documented specific language-related events that occurred, and conducted interviews with the staff of the child care centre and one parent. The researcher found that the centre promoted a culture of universal acceptance, rather than strictly reinforcing Franco-Ontarian culture; the centre's interpretation of Emergent Curriculum meshes well with Lyster's (2007) Counterbalanced Approach; and that gestures, repetition, and praise were used with all the children, regardless of language background.

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Ambiguity tolerence/intolerence & the performance on c-test by Iranian advanced learners
In addition to language ability, there are some specific internal attributes that may affect individuals' performance on different tests. These attributes are internal and cannot be completely controlled by teachers, but their effects can be investigated as a source of error in our measurement of language ability. One of these internal attributes is ambiguity tolerance. If an individual's ambiguity tolerance affects the performance of a C-test, it is likely that it affects the performance of any C-test. This study investigated the effect of ambiguity tolerance/intolerance on the performance of Iranian advanced English learners on C-test. At first a TOEFL test was given to 80 advanced students to select a homogenous group in English proficiency. Then MSTAT-1 was administered to identify ambiguity tolerance and ambiguity intolerance groups. Fifty two of the participants were homogenous in English proficiency. Twenty five of the participants were ambiguity tolerant and twenty seven of them were ambiguity intolerant. A standard and reliable C-test was administered to the two groups and then an independent t-test was run to find out if there is any difference between the performances of two groups on C-test. The results didn't show a significant difference between the performances of two groups on C-test and it is suggested that being ambiguity tolerant/intolerant has no effect on the performance of Iranian advanced learners on C-test.

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The washback effect of a high-stakes French exam on high school teachers' practices
This study examines the washback of the Caribbean Secondary Education Certificate exam (CXC), a high-stakes French language test, on the high school teaching practices in Saint Lucia. The main objective of the study is to investigate the test impact on teachers' choice of methodology and classroom tasks after the test underwent changes in 1998. The study focusses on teachers' classroom behavior during the last two years of high school leading up to the test. Data was collected from twelve teachers and 180 students representing six high schools in Saint Lucia using three instruments (questionnaires, interviews and observations). In addition, different stakeholders (school principals, the CXC officials, the ministry of education representatives) were interviewed for their views of the test and its effects on teachers' activities. Baseline data was collected by analyzing CXC documents. The data was then analyzed qualitatively and quantitatively, and subsequently triangulated. The findings reveal a strong test influence on teachers' choice of teaching activities both inside and outside the classroom. This influence was mostly positive. Teachers' choices of methodology; however, do not show a visible effect of the test even though the principal reason behind the changes made to the test was to influence teachers' methodological approaches. The results of the study highlight the need for closely examining teachers' behaviors in response to the test content and the rationale behind their choice of different teaching practices before and/or in the course of the teaching, particularly in contexts where teachers have no obligation to adopt a specific method.

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Second-Language Proficiency Development in a Virtual Learning Environment
Taking a complexity-theoretical perspective on second language development (Larsen- Freeman & Cameron, 2008), this paper discusses the development of the interacting, conglomerate variables complexity, accuracy, and fluency (CAF), as the three dimensions of language proficiency. The CAF variables were measured in a longitudinal study with L2 learners of German with the goal to provide students with automatized individualized preemptive feedback in a computer-assisted language-learning environment (Ellis, Basturkmen, & Loewen

the proficiency grade as depicted in the learner texts. Plotting these variables in both time series and phase space diagrams provided the basis for curve sketching the developmental trajectories of our learners. A correlational and cluster analysis of the students' CAF data informed a case-by-case comparison of students' developmental trajectories. Study results detect and capture generalizable patterns in the trajectories of individual proficiency development; provide insights into learner variability over time and across groups by demonstrating the suitability of a complexity-theoretical perspective on second language development; and most importantly, these results enable us to provide our students with automatized individualized preemptive feedback in a virtual learning environment before they embark on the next writing task.

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Motivation in heritage language re-learning: Adult beginner-level Japanese heritage language learner
This study explores the possibility of Japanese heritage language (JHL) re-learning at the post-secondary level. Focusing on adult beginner-level learners in Canada, participants' motivational orientations for re-learning Japanese were investigated. In second language acquisition (SLA) research over the last two decades, increasing attention has been paid to second language (L2) motivation. As for heritage language (HL) learners, some studies have found differences in their motivational orientation from that of foreign language (FL) learners (e.g., Noels, 2009; Dressler, 2008). However, the number of studies that focus on HL learners is still limited, and the overall picture for these differences has not yet been adequately clarified. In order to fill this gap, this study addresses two questions: 1) what were the reasons for participants to decide to re-learn Japanese at a university?; 2) what conflicts did they experience in coming to the decision? The data were collected from six adult beginner-level JHL learners through background questionnaires, diaries, and interviews spanning 10-12 weeks. The findings indicated that adult beginner-level JHL learners' shared some aspects in their Japanese learning motivation such as HL learner identity, social status of Japanese language in the society, and memories related to Japanese use at home in childhood. Further, it suggested that their learning motivation involved a sense of filling a gap and/or reconstructing their past memories and family histories (towards a negative direction temporally), whereas that of FL learners with no Japanese background relates to the future irrespective of temporal distance (towards only a positive direction).

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The Relative Effectiveness of Different Learning Methods for French L2 Vocabulary Acquisition
The acquisition of vocabulary is central to the development of general linguistic ability (e.g., Schmitt, 2000; De Groot & Van Hell, 2005). Despite this, vocabulary is often relatively neglected in the second language (L2) classroom (e.g., Richards & Renandya, 2002; Hedge, 2008). Vocabulary learning methods allow learners to discover and then consolidate words' meaning for subsequent use (e.g., Schmitt, 1997; Nation, 2001). While many studies have examined the types of methods that L2 learners use to learn vocabulary (e.g., Schmitt, 1997; Barcroft, 2009), it is still unclear which methods are most effective. Moreover, the vast majority of past L2 vocabulary studies have focused on English as the target language. In the case of French, there have been very few studies since the 1980s. In order to better understand the relationship between learning methods and lexical acquisition in L2 French, the present study examines the efficacy of four often-used learning methods: rote-memorization (traditional method); a mnemonic method that aims to create visual or verbal associations; a non-mnemonic method that focuses on in-context learning of the new word, and a mixed method which combines the mnemonic and non-mnemonic methods. I discuss a study designed to evaluate both qualitatively and quantitatively the effect of each method, going beyond previous research on the general effectiveness of these four methods by examining their specific contributions to the learning of false friends (words with similar form but different meanings; e.g., English: magazine/French: magasin 'store'). Such words are quite common in French and English (e.g., Bergeron, 2006) and are recognized as a source of problems for L2 learners (e.g., Lalor & Kirsner, 2001; Cai, Pickering, Yan, & Branigan, 2011).

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Theoretical and methodological issues in the development of an FSL vocabulary test
Vocabulary is one of the key components of linguistic competence including that of L2 learners (e.g., Meara, 1996; David, 2008). Accordingly, assessing learners' lexical knowledge, which includes not only primary but also secondary meanings and collocations (Read, 2000), constitutes a core part of proficiency evaluation. We discuss the development and validation of a low/mid-stake on-line French vocabulary test designed to assess both vocabulary breadth and depth in a highly heterogeneous (L1, level of French proficiency) learner population that can be used at multiple points over the course of learners' studies. This test consists of two distinct tests. Vocabulary breadth is measured through a Vocabulary Levels Test (Nation, 1990), which involves learners matching three definitions with the appropriate lexical items from among six possibilities. Vocabulary depth is tested via a modified version of the Word Associates Test (Read 1993, 1998), which requires learners to indicate both primary and secondary meanings as well as collocations from among a set of choices. All three versions were first piloted with native speakers and L2 learners, revised, then tested with beginner, intermediate, advanced, near-native and native French speakers for validation. Along with presenting the quantitative results of the validation study, we discuss the various challenges of developing both test content (e.g., establishing a target vocabulary list, controlling for linguistic variables including word frequency and cognate status, creating multiple comparable versions) and the web interface.

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Dialogic feedback: Extending the encounter
How can I make written feedback more interactive? I take seriously what Markee (2004) has referred to as 'zones of interactional transition'; what O'Donnell (2013) called the 'pedagogical encounter'; what others have called the 'contact zone' (cf Doherty & Mayer, 2003; Pratt, 1991). These are potentially transformational moments when an instructor interacts directly with a student. How can I make the most of those encounters? Evaluating a student's work is an intimate act, leaving a mark not only on the person's artifact but also on the writer himself. Whether the student uses the written feedback as a learning tool or tosses the paper into the recycling bin, the evaluation has some effect. In this talk, I will outline my previous practices in providing feedback to students and report on a small action research project I am conducting with a current class of ESL undergraduate students. Students are asked, before handing in their assignment, to indicate those parts they feel particularly confident about (underline twice) and those that they are unsure of (underline once). Students indicate' f 'for form or 'c' for content. I then provide minimal feedback (Haswell, 1983) based on concerns expressed by students as they wrote. I ask students for comments on the feedback using questions such as "what will you think about when you write your next

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Form-focussed instruction of L2 French rhythm: Development of outcome measures and instructional tasks
Recent research (Spada & Tomita, 2010; Saito, 2011) has identified two significant gaps in pronunciation teaching research design: a) a frequent over-dependency on decontextualized teaching tasks and b) lack of reliable outcome measures appropriate for the pronunciation constructs under analysis. The current presentation seeks to fill these gaps by reporting on the teaching tasks and outcome measures developed as part of a form-focussed pronunciation study on L2 French rhythm (form-focussed instruction, Spada, 1997). The study explores the effects of instruction on English-speaking learners' difficulties with perception and production of L2 French rhythm. In addition to explicit discussion of French rhythm, the instructional treatment involves five types of task (Commercial Analysis, News Scramble Game, Card Game, Poetry Analysis, and Pronunciation Rating Game) where focus on form is intertwined with meaning negotiation. The task design discussion includes the listening/speaking ratio, timing of form-focussed activities, provision of corrective feedback, and teacher-directed vs. peer-directed input ratio. The effects of instruction are evaluated by means of pre-tests/immediate post-tests involving a) a delayed repetition production task that requires learners to reconstruct short sentences from a set of individual words within context (similarly in Sauerman et al. 2011), b) a perceptual word identification task during which learners decide which word best fits a prominent/non-prominent syllable they just heard (similarly in Cooper, Cutler & Wales, 2002; Tremblay, 2007). The tests measure both perception and production facets of the French rhythm construct adopted in the study.

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'Managing' diversity in education in Canada and Denmark: Making a case for legitimate knowledge
There is growing interest in Europe about how to 'manage' cultural/linguistic diversity in society and schools; diversity resulting from refugees entering the European Union (EU), internal mobility, and the children, grandchildren and great-grandchildren of non-Europeans who settled in the EU as migrant labourers in the 1970s. Evidence of this concern is reflected in a recent book edited by Little, Leung and Van Avermaet (2013), Managing diversity in education: key issues and some responses. As Canada has long been an immigrant-receiving country, is officially bilingual, has an official multiculturalism policy, and is not recognized as having the sorts of 'integration' problems that France, Denmark or other EU countries are experiencing (Author, 2009); many Europeans feel they can learn from our K-12 system. This comparative case study research investigates what Canada and Denmark can learn from the extent to which each other constructs immigrant children's home/community languages and cultures as 'legitimate' knowledge to be included in pedagogical materials and instruction. The study is framed on Cummins' (2011) "literacy engagement framework," parts of which focus on scaffolding meaning and connecting to students' lives, thereby affirming student identity. This focus is explored through classroom-based research, educator interviews and content analysis of pedagogical materials used in mainstream classrooms in both settings. The results reveal similarities and differences in how educators in both settings construct and meet the needs of immigrant children, and provide some responses for how to 'manage diversity' by drawing on lessons learned on how legitimate knowledge is enacted in both educational systems.

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Constraints and affordances of content specificity in postsecondary EAP
This presentation presents on doctoral-level research involving the socialization of transnational adult English language learners (ELLs) into an intensive English for academic purposes (EAP) program. Based on an ethnographic, multi-case design, the study aimed to provide a more comprehensive account of postsecondary EAP, underscoring the developmental affordances and constraints of intensive EAP practices in relation to the differentiated needs, motivations, and desires of multicultural learners. Employing a second language socialization framework (Duff, 2003, 2007, 2010; Zuengler & Cole, 2005), the study was informed by a complementary set of analytical methods whose combined emic/etic perspectives and macro/micro-level analyses (e.g., critical research, discourse/narrative analysis) provide a more socioculturally-informed, ecological perspective (Kramsch, 2002) on EAP as a form of additional language learning. Beginning with an initial investigation (classroom observation, collection of artifacts) of the ways that curricular, instructional, and other resources were used to socialize learners into a range of target academic practices, the study subsequently focused on learners' subjective responses to these practices, and more particularly the latter's impact on learners' communicative competence and academic identities. Among the various affordances and constraints of intensive EAP to emerge from the study, the presentation focuses on the role of content specificity (Hyland, 2002; 2006; Spack, 1988) and the potential consequences of a 'one-size-fits-all' approach to EAP for learners across trajectories of academic/discipinary socialization.

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Japanese mothers in interlingual families: Anticipation, anxiety and ambiguity in raising multilingual children
Despite the richness of knowledge across a number of heritage languages (HL) in Canada, one phenomenon that has not received sufficient scholarly attention is HL development in interlingual families. Research addressing HL issues in Japanese and Japanese descent families is limited in Canada and elsewhere. Furthermore, Japanese Canadians have the highest incidence of forming partnerships or marrying outside of their ethnolinguistic group. According to Statistics Canada (2006), out of 29,700 couples, approximately 75% included a non-Japanese. Hence, in-depth study of issues of HL socialization (Duff, 2012; He, 2012) and development is an important step in understanding the characteristics that mixed ethnolinguistic couples face while raising their children. Therefore, a three-phase, exploratory sequential mixed-methods study was designed to examine the perspectives of Japanese-born mothers in interlinguistic households in relation to the multilingual development of their children. The paper will report on the qualitative component of the study, which included in-depth interviews with ten mothers in a multilingual Canadian city. Data were analyzed using an iterative process following standard procedures for inductively developing themes (e.g., Bogdan & Bliken, 1998).
The findings to be reported include: 1) mothers' expectations for their children's development of cosmopolitan orientations in this unique multilingual context; 2) the use of intentional "linguistic talk" (metadiscourse) related to home language planning; 3) anxiety about managing three or more languages; and 4) family communication issues. The presentation will conclude with a discussion of concerns, challenges and factors affecting parenting in interlingual families, as well as implications for theory and future research.

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Exploring the Self-Efficacy Perceptions of Ontario's Science Teachers to Teach Diverse Classrooms
Classrooms across Canada are becoming more culturally and linguistically diverse than ever before. In the Toronto District School Board

to teach diverse classes have also been linked to student motivation and achievement, teacher attrition rates and teachers' professional well-being (Siwatu, 2007, 2011). Recent statistics show that Ontario's Science teachers have significantly lower self-efficacy perceptions compared to Science teachers from other Canadian provinces and international settings (Education Quality & Accountability Office, 2012). This mixed-methods investigation explores the self-efficacy perceptions of Ontario's Science teachers in which I include Internationally Educated Teachers (IETs) as well. I draw on the theories of self-efficacy (Bandura, 1995) and culturally responsive pedagogy (Gay, 2002) to frame this research. Even though the larger project includes over a hundred teachers, the self-efficacy perceptions of one Science teacher were studied through survey and interview for a pilot project. The survey instrument is based on Siwatu's (2007) 'Culturally Responsive Teaching Self-Efficacy' (CRTSE) scale. A literature review as well as findings and implications from the pilot study will be presented.

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Pour une nouvelle définition de l'authenticité en didactique du français langue seconde : la notion d'authenticité
La notion d'authenticité est fondamentale dans les approches communicatives/actionnelles (Bérard, 1991; Puren, 2006). Les jeux de rôles et les scènes d'improvisation basés sur la transposition en salle de classe de situations de la vie réelle sont souvent proposés comme des tâches assurant l'authenticité des interactions. Nous voulons dans cette communication remettre en question la notion traditionnelle d'authenticité en salle de classe de français langue seconde/français langue étrangère. Il ne s'agit pas d'y transposer certaines situations de communication dites de la vie réelle, mais plutôt d'encourager une communication authentique propre à la salle de classe. Nous proposons une nouvelle définition de l'authenticité articulée autour de la notion du groupe de discussion et du suivi des pairs, un dispositif d'enseignement-apprentissage du français langue seconde se situant dans le cadre de l'interactionnisme sociodiscursif (Bronckart, 1997; Vygotski 1997). La notion groupe de discussion et de suivi des pairs relève de l'idée que toute communication authentique (que ce soit en salle de classe ou ailleurs) a pour but de partager une information souhaitée (Neu & Reeser, 1997). Le groupe de discussion prend la forme suivante : quatre ou cinq étudiants forment un groupe de locuteurs. Ils ont pour tâche de discuter d'un document écrit ou oral. Quatre ou cinq étudiants forment un groupe d'observateurs. Ils ont pour tâche d'écouter le groupe locuteur et de produire un suivi des pairs qui prendra différentes formes selon le niveau (par exemple un formulaire à remplir pour le niveau débutant ou un compte-rendu pour le niveau avancé).

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Foreign-born faculty as applied linguistic individuals - A sociocultural approach
Autobiographical narrative as a form of data has been championed by more and more scholars to examine lifelong language learning experiences that cannot be investigated in real time (Benson, 2011, 2005; Kalaja, Menezes, and Barcelos, 2008; Pavlenko, 2002) and the complexity and diversity in the subjective transformation inherent in the process of language learning (Kramsch, 2004, 2009, 2011, 2012). This paper presents an empirical research study that embraced a method of autobiographical narrative inquiry (Hanauer, 2000; Lieblich, Tuval-Mashiach, & Zilber, 1998), guided by the research questions 1) what are the life-long English learning experiences of multilingual American academics; and 2) what does the learning and use of English mean to them as multilingual subjects? All participants were different major, L2 college professors who have been studying and working in the context of the United States for more than 20 years. Underpinning the entire process of data analysis approach was a dual focus on individual language learners and their surrounding social practices (Norton and Toohey, 2001). After presenting the findings of five momentous events and three crucial elements that best explain the successful linguistic outcomes, the presenter proclaims that, from a lifelong perspective, a highly successful language learning career is ultimately a personal meaning construction process mediated with subjective experiences and sensible pleasures, during which language learners and users develop a sense of ownership over the target language as a form of meaningful literacy, through the use of which they are able to make sense of themselves and their surroundings.

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Conceptualizations of Affect in Canadian Adult Immigrant Second Language Education
There is a call for a new focus on affect in language teaching and learning research (Dewaele, 2013). In contrast to dominant theoretical framings of affect within psychological perspectives related to individual motivation factors and language acquisition (Dewaele, 2013), we are interested in drawing on the potentialities of poststructural theorizing in applied linguistics (Morgan, 2007) and conceptualize affect as fundamentally collective (Deleuze & Guattari, 1980/1987). Deleuzian-Guattarian affect is the capacity of a body to affect and be affected, to transform and be transformed, through relational encounters with others. This exploratory study aims to map the range of conceptualizations of affect present in Canadian adult immigrant second language programs. The research design involved, firstly, a literature review of how affect is theoretically and conceptually framed in second language research enabling the establishment of general conceptual categories. Secondly a qualitative content analysis (Fraenkel & Wallen, 2003) of key curriculum documents informing government funded second language programs for adult immigrants in Canada was conducted in order to describe if affect plays an explicit role in such programs, and if so, how it is conceptualized. The conceptual categories emerging from the literature review guided the subsequent analysis, but the analysis also accounted for unexpected categories emerging from the curricula. Identifying the conceptualizations of affect informing language pedagogies is significant given that, unlike psychologically-based frameworks, the inherent relationality of Deleuzian-Guattarian affect reinstates the socio-political stakes of language education and enables a critical pedagogical stance towards adult immigrant language education.

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L'authenticité dans l'enseignement du FLS : le point de vue des enseignants
Si la notion du « locuteur natif » a prévalu longtemps dans l'enseignement-apprentissage de l'anglais (Rampton, 1990), il en va de même pour l'enseignement du français. Les enseignants de FLS ont tendance à se comparer aux locuteurs « natifs » quant à leur niveau de compétence linguistique (Salvatori, 2007). Même si le « locuteur authentique » est contesté (Faez, 2007), l'identité « francophone » représente toujours une position privilégiée dans l'enseignement du FSL et les enseignants de FLS « non natif » se voient donc obligés de légitimer leur position autrement. La présente étude répond donc à la question suivante : Quelles ressources les enseignants utilisent-ils comme moyen d'authentification dans ce processus de légitimation? L'étude a été menée auprès de 80 enseignants de FLS participant à un stage de formation sur le CECR en France. Les données ont été recueillies de différentes sources: questionnaires, journaux de bord, entretiens, correspondance électronique. L'authenticité étant au cœur de l'étude, l'analyse discursive des récits (Bamberg, 1997) s'est fondée sur une conceptualisation de l'identité en tant que processus d'authentification (Bucholtz, 2003). La première analyse a confirmé que

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A Corpus-Based Study of Vocabulary Development in Upper Elementary Learners' Expository Writing
This presentation will build upon the body of research that underlines the fundamental importance of vocabulary knowledge for academic success. While much attention has been devoted to teaching academic vocabulary in adult ESL and EFL programs (Schmitt & Schmitt, 2012), only recently has more attention been paid to research on academic lexis in K-12 education (Biemiller, 2012). The present study investigates vocabulary development and the role of academic lexis in expository writing samples of upper elementary learners, both native English speakers and English language learners. A total of 300 writing samples (100 essays each from grades 4, 5, and 6) were randomly selected from participating schools in a metropolitan area in western Canada. Each learner's productive vocabulary was evaluated quantitatively with lexical frequency profiling as follows: First, an age-appropriate reference corpus of school-based written texts was compiled. Using measures of range, frequency, and dispersion, word lists representing a scale of common to rare words in the upper elementary school context were created. Next, the vocabulary in student essays was compared to the reference corpora word lists and lexical profiles were generated (Cobb, 2013; Heatley & Nation, 1994). Finally, the lexical profiles were compared to holistic ratings of writing quality for each essay, as evaluated by two raters using a trait-based rubric. The holistic marks were then compared to the writers' lexical profiles using a regression approach. Preliminary results suggest that productive vocabulary in student writing explains a significant proportion of the variance in academic success as early as grade 4.

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Isolating metalinguistic awareness as a predictor of positive transfer from L2 to L3
Within the framework of Third language acquisition (TLA) research, it has been posited that metalinguistic awareness (MLA) may account for positive transfer between second (L2) and third or additional languages (L3) (e.g., Gibson & Hufeisen, 2003). In spite of a multitude of research designs used to investigate its role for L2 and L3 learning (e.g., Rauch, Naumann, & Jude, 2012), MLA has not been measured systematically, even though we know of at least one comprehensive test battery, namely the Metalinguistic Ability Test (MAT) (Pinto, Titone, & Trusso, 1999), whose reliability was confirmed in a more recent study (El Euch, 2010). Aiming at a large-scale investigation on the role of MLA for positive transfer from English (L2) to German (L3) in French-speaking Quebeckers, enrolled in a language program at cegep1, we analyzed the unpublished French version of the MAT-32, namely the THAM-33 (Pinto & El Euch, forthcoming) with respect to its applicability to our research context. A shortened version of the THAM-3 was administered to five first-year cegep students who share the characteristics of the targeted population. Along with an error detection-correction-and-justification task, we also tested the comprehension of syntactic relations4 and of figurative language. MLA was measured by adding up scores of the justifications for each item. Given that distinct levels of MLA could be identified for this small sample, our preliminary results suggest that using the THAM-3 in a larger project will allow to isolate MLA and thus to identify its contribution to positive transfer.

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A comparative analysis of narrative strategies
In any language, the narrator's personal evaluation of the events and people being described manifests itself not only in word order or intonation, but can also be expressed lexically and marked morphologically (e.g., Iwasaki, 1993). Studies that investigated the use of linguistic indicators of mental representations in L2 writing are small in number (e.g., Hyland & Milton, 1997). The present study explores L2 learners' use of lexical and morphological expressions of personal evaluation in their L1 and L2 compositions. Data were collected from the compositions of 16 L2 learners in an advanced-level Japanese course (L1: English). Participants wrote descriptions of five cartoon strips, first in Japanese, and after an internal, in English. Data from 16 Japanese native speakers' compositions were also collected for baseline comparison. The use of adjectives, adverbs, and modal auxiliaries that represented the participants' personal evaluation of the information in each story was compared between their L1 and L2 compositions. The results showed that (1) in their L2 writing, learners used adjectives mainly as predicates describing the characters' emotions and used adverbs less frequently while in their L1 writing, adjectives and adverbs that implicitly reflected their evaluation of events and characters were employed, and (2) learners used certain epistemic modals in their L2 writing more often than native speakers did. The study suggests that it might be beneficial for L2 learners to facilitate their L1 knowledge of linguistic indicators in their L2 writing to implicitly express their positive and negative evaluation of the information in the story.

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Multilingual Pedagogies and Urban Education
Ofelia García writes, "The task for multilingual education in the 21st Century will not only be to add more languages, but to recognize the multiple language practices that heterogeneous populations increasingly bring and which integrated schooling, more than any other context, has the potential to liberate"(García, 2011, p. 157)". Using Collective Pedagogical Inquiry methodology, we collaborated with two Grade two/three teachers in an inner city elementary school and explored the question of 'what constitutes effective multilingual pedagogies for students' language and literacy development'. This inner city elementary school has a large population of recently arrived Roma students, who are experiencing serious language, literacy and social challenges. Their language barriers are compounded because the students come from a social group that has been subjected to racism in their home countries and whose status, both social and legal, within Canada is marginalized. In this school, the students are struggling for both literacy and academic success, while their teachers are struggling to create pedagogies that will support the students' engagement and success. A focus on the multiple identities of the students as well as attention to multiliteracies, multilingualism and the use of drama pedagogy and digital strategies is at the heart of this collaborative work. The paper will highlight significant findings and discuss implications for classroom practice and for future research in this area of study.

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Middle construction in English-speaking learners' L2 Chinese grammars

Middle construction (MC), as shown in (1) and (2), is a frequently used structure in both English and Chinese.

(1)This book reads easily.

(2)Zhe ben shu du qilai rongyi.

this CL book read qilai easy.

'This book reads easily.'

The difference between the two languages concerning MC is that in Chinese qilai, which gives a sentence a habitual interpretation, goes with the verb obligatorily. What the two languages have in common is that activity and accomplishment verbs can enter MC, whereas state and achievement verbs cannot.

The present study investigates the acquisition of Chinese MC by English-speaking learners with two questions: (i) Can syntax-semantics interface concerning MC be properly represented in L2 Chinese grammars? (2) Do L2 Chinese grammars concerning MC develop with the increase of learners' Chinese proficiency?

An empirical study was conducted with three L2 groups (lower-intermediate, higher-intermediate and advanced) and a control group as participants and an acceptability judgment test and a sentence making test as instruments. Results indicate that L2 learners have problems distinguishing different types of verb and thus MC is not properly represented in L2 Chinese grammars, and that L2 grammars show no development with increase of L2 learners' proficiency. The result challenges the Interface Hypothesis (Sorace and Filiaci, 2006) which holds that inner interfaces like syntax-semantics interface are acquirable. It was accounted for in terms of L1 transfer and finer classification of Chinese verbs.

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Peter Jacobs, University of Victoria
"NETOLNEW—Indigenous Adults Learning Indigenous Languages: A Case Study"

Yasuko Kanno, Temple University
"English Language Learners, Identity, and Access to Postsecondary Education"

Katherine D. Kinzler, University of Chicago
"The Development of Language as a Social Category"

Naomi Nagy, University of Toronto
"Heritage Language Variation and Ethnic Identity"

Shondel Nero, New York University
"Insider/Outsider: Interrogating Identity in Caribbean Creole English Research"

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Organizers: **Kees de Bot**, University of Groningen
Margaret Thomas, Boston College

Wilga Rivers Foreign Language Colloquium
Organizer: **Patsy Duff**, University of British Columbia

"Identity in Applied Linguistics"
Organizer: **Alison Mackey**, Georgetown University

"L2 Writing Theory and Research"
Organizer: **Rosa Manchón**, University of Murcia

"Indigenous Languages and Identities"
Organizer: **Donna Patrick**, Carlton University

"Replication Research in Applied Linguistics"
Organizer: **Charlene Polio**, Michigan State University

JOINT SESSIONS

"Revisiting the Interfaces between SLA and Language Assessment Research"
Organizer: **Liying Cheng**, Queen's University (ILTA)

"Parler Bilingue in La Francophonie: Mixage & Métissage *on the Move* Linguistique"
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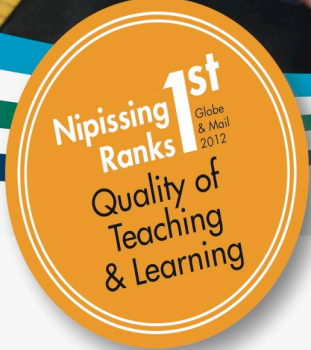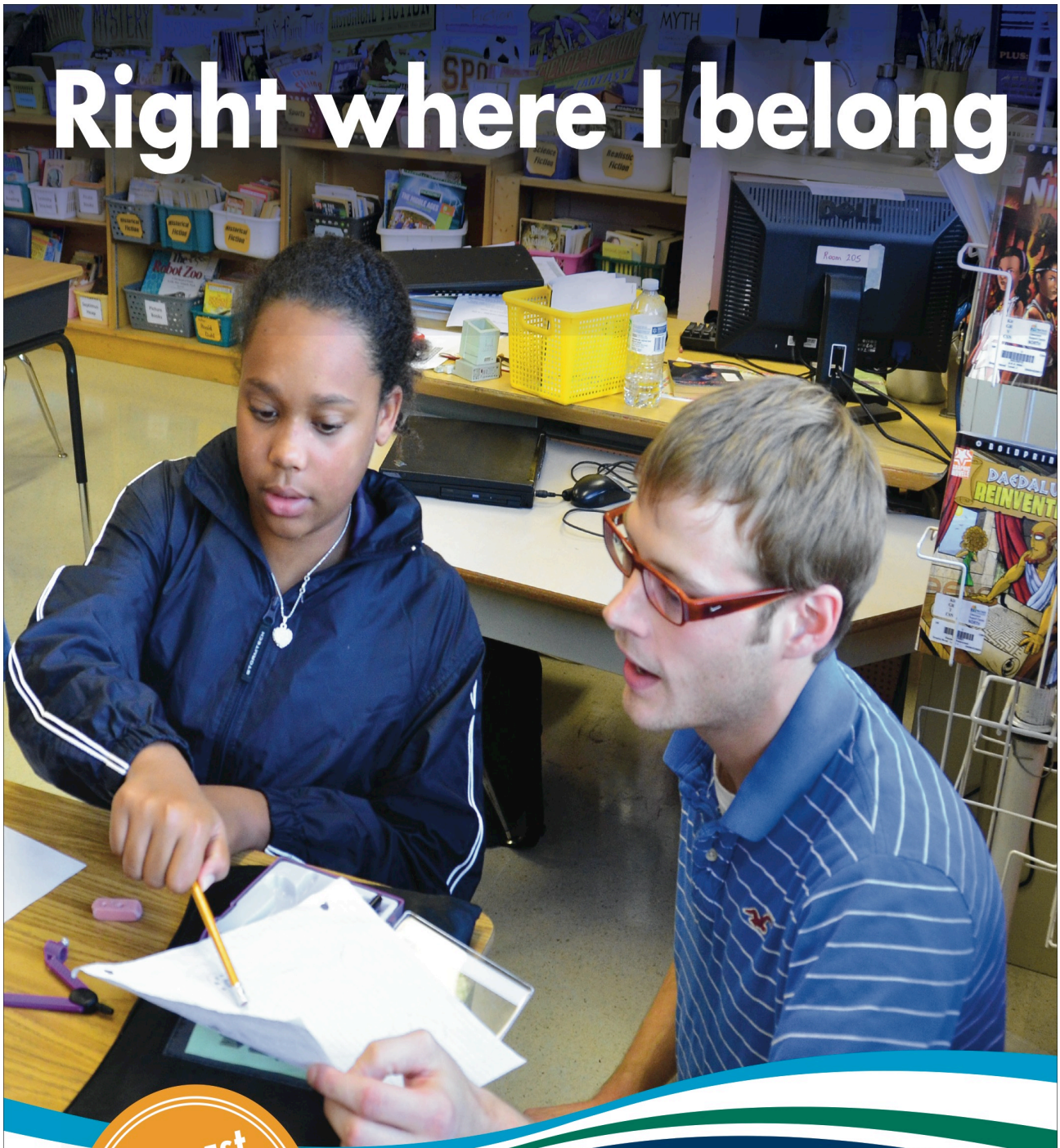### Vous êtes éducateur/trice en service?

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